

Application Summary

Charter School Name	Utica Academy of Science Charter School
Applicant Name(s)	Fehmi Damkaci
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Media Contact Telephone Number	315.312.2698
District of Location	Utica City School District
Opening Date	September 5, 2013
Proposed Charter Term	Five Years
Proposed Management Company or Partners	None
Projected Enrollment and Grade Span During Charter Term	462, 6-12
Projected Maximum Enrollment and Grade Span	462, 6-12
<i>Mission Statement:</i> Utica Academy of Science Charter School will provide support, challenges and opportunities for its students, and it will instill the necessary skills and knowledge in math, science, and technology to empower students, through high intellectual standards, preparing them for college, career, and citizenship. The school seeks to graduate students who can think critically and creatively, who are committed to a lifetime of learning and civic involvement, and who are conscious of local, global, and environmental issues.	

School profile

The Utica Academy of Science Charter School (UASCSC) will be located in the Utica City School District (UCSD) and is expected to serve students residing there due to admission preference. Initially, we will have grades six, seven, eight, and nine with 176 students; then one grade will be added every year afterwards. The total number of students will steadily increase over five years to reach 462. Student/Teacher ratio will be 14 to 1 or less.

There is a great need and demand for a college preparatory school with special emphasis on math, science, and technology education in Utica.

UCSD has only one public high school serving more than 2,600 students. The two middle schools are similarly large, with populations of approximately 1,000 each. Also, there is no approved charter public school. UCSD has been classified as “In Need of Improvement” by NYSED. Only 72% of the 2006 cohort group received a Regents diploma. With a maximum student population at full capacity of 462 students, UASCSC will be able to offer the personal attention and individual insight that is difficult to achieve in a school with nearly 2,600 students.

School programs

UASCSC has been designed as an innovative, school choice in Utica that will be accountable to the city residents as a replication of Syracuse Academy of Science Charter School (SASCSC). Over a period of ten years in its two charter terms, the school established a reputable STEM school culture with a high yield of well-rounded, successful graduates and college placements.

The immediate focus of UASCSC is to equip students for immediate academic success and prepare them for academic success in their further education, to keep a broad spectrum of options open for students’ future endeavors, and to prepare them to be responsible and productive citizens. We believe that an educated citizen in the twenty-first century must have the skills and

understanding to participate and work productively in a multicultural, globally-oriented environment, including the skills required to use technology to its full potential.

Through our meetings with community leaders and residents and also canvassing surveys, we have garnered their interest, feedbacks, and support for UASCS. More than 98 percent of about 524 survey respondents showed an interest in UASCS and would consider enrolling their children. With the feedbacks and our experience at SASCS, we have developed 8 Design Elements that reflect the main tenets of UASCS: 1) College Preparatory, 2) Focus on STEM, 3) Environmental Education, 4) Global Education, 5) Youth Leadership Program, 6) Tutoring and After-School Programs, 7) Parental Involvement, 8) Performance Based Accountability.

Students will be required to complete 26 credits, which is well above the state and city standards, and 100 hours of community service for graduation over four years, UASCS will adopt a uniform student dress code.

District data indicate that the ratio of ELL students was 12.8% and the ratio of student with disabilities was 16.7% in 2009-10 academic year. UASCS believes that its small school atmosphere, coupled with extensive after-school activities and an extended school day, will provide the attention that an at-risk population, including ELLs and students with disabilities, needs to succeed. Students with disabilities and ELL students will receive instruction mainly as part of a regular classroom with other students, as appropriate, with supplemental instruction by our special education teacher or teachers who are trained by the coordinator.

Governance

The school's founding group will serve in the UASCS's governing board. As an academic partner of SASCS, all the academic, financial, organizational experiences accumulated at SASCS over 10 years will be shared and passed along to UASCS. The founders include Utica residents who helped identify the need and the school's goals for UASCS. We feel a responsibility to the Utica community and believe that our extensive experience and expertise will establish the school.

We have amassed extensive experience and expertise spanning from academics and college collaborations to financials, parental involvement, and community outreach. This well established board is proposing a school program similar to SASCS for the city of Utica, including a financial plan based on educational and organizational needs aligned with our mission and key design elements. Our staffing plan includes the necessary number of administrative staff, full time teachers, teacher aides, special education and ELL teachers, and non-instructional support staff to implement our design and mission effectively. In order to create an effective replication, superintendent position will be created who will work with both school's directors. The future UASCS director and business manager will be trained at SASCS for a year.

The founders of UASCS have some common traits, such as being largely involved in academic studies and institutions of learning. We also share a common vision for the value of academic excellence in the development and well-being of individuals and of the community as a whole. We are driven by a sense of civic duty.

We initiated work on this school project in the autumn of 2011 and have worked on improving it since then. We believe we have the experience, commitment, and resources to achieve our goals, stated in detail in this proposal. We are committed to overcoming any potential concerns or issues regarding the application and to working with the State Education Department and other related authorities to make UASCS a reality.

Certification and Assurances Statement

Proposed Charter School Name: **Utica Academy of Science Charter School**
 Proposed School Location (District): **Utica, 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."¹

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 application²
- 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;³ 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.⁴

Signature of Applicants:							
Date:	7/4/2012	7/1/12	7/3/12	7/3/12	7/14/12	7-3-12	20 July 2012
Print/Type Name:	Fehmi Damkaci	Sherman Dunmore	Ahmet Ay	Yildiray Yildirim	Muris Hadzic	Patricia Coban	Ednita Wright

1. N.Y. Education Law § 2854(2)(a)
2. ESEA § 5203(b)(3)(J)
3. ESEA § 5203(b)(3)(K)
4. ESEA § 5203(b)(3)(N)

A Charter School Application



Presented to

The New York State Education Department

July 31, 2012

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www.uascs.org

Table of Contents

I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY	1
A. MISSION STATEMENT AND OBJECTIVES	1
B. KEY DESIGN ELEMENTS.....	2
C. ENROLLMENT, RECRUITMENT, AND RETENTION.....	9
D. COMMUNITY TO BE SERVED.....	14
E. PUBLIC OUTREACH	16
F. PROGRAMMATIC AND FISCAL IMPACT.....	19
II. EDUCATIONAL PLAN	20
A. ACHIEVEMENT GOALS.....	20
B. SCHOOL SCHEDULE AND CALENDAR.....	22
C. CURRICULUM AND INSTRUCTION	24
D. ASSESSMENT SYSTEM.....	26
E. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS.....	28
F. SCHOOL CULTURE AND CLIMATE.....	29
G. SPECIAL STUDENT POPULATIONS AND RELATED SERVICES.....	32
III. ORGANIZATIONAL AND FISCAL PLAN.....	38
A. APPLICANT(S)/FOUNDING GROUP CAPACITY.....	38
B. BOARD OF TRUSTEES AND GOVERNANCE.....	39
C. MANAGEMENT AND STAFFING.....	41
C.1. CHARTER MANAGEMENT ORGANIZATION	45
C.2. PARTNER ORGANIZATION.....	45
D. EVALUATION.....	45
E. PROFESSIONAL DEVELOPMENT.....	51
F. FACILITIES	53
G. INSURANCE.....	54
H. HEALTH, FOOD, AND TRANSPORTATION SERVICES.....	54
I. FAMILY AND COMMUNITY INVOLVEMENT.....	55
J. FINANCIAL MANAGEMENT.....	56
K. BUDGET AND CASH FLOW	57
L. PRE-OPENING PLAN.....	58
M. DISSOLUTION PLAN	60
IV. REQUIRED ATTACHMENTS.....	61
ATTACHMENT 1: ADMISSIONS POLICIES AND PROCEDURES	62
ATTACHMENT 2: SAMPLES OF EVIDENCE OF COMMUNITY OUTREACH	64
ATTACHMENT 3A: SAMPLE DAILY SCHEDULES (ES, MS, AND/OR HS).....	101
ATTACHMENT 3B: FIRST YEAR CALENDAR FOR 2013-2014	102
ATTACHMENT 4: STUDENT DISCIPLINE POLICY.....	103
ATTACHMENT 5A: CHARTER SCHOOL TRUSTEE BACKGROUND INFORMATION	107
ATTACHMENT 5B: BY-LAWS	173
ATTACHMENT 5C: CODE OF ETHICS.....	182
ATTACHMENT 6A: CMO INFORMATION (NOT APPLICABLE)	184
ATTACHMENT 6B: PROPOSED MANAGEMENT CONTRACT WITH CMO (NOT APPLICABLE).....	185
ATTACHMENT 7: PARTNERSHIP INFORMATION (NOT APPLICABLE)	186
ATTACHMENT 8A: HIRING AND PERSONNEL POLICIES AND PROCEDURES	187
ATTACHMENT 8B: RESUME FOR PROPOSED SUPERINTENDENT	202
ATTACHMENT 9: BUDGET AND CASH FLOW TEMPLATE.....	205
ATTACHMENT 10: REPLICATION STRATEGIC/BUSINESS GROWTH PLAN.....	207

Table of Figures

TABLE 1: DESIGN ELEMENTS AND THEIR ALIGNMENTS WITH SCHOOL MISSION TENETS AND SCHOOL OBJECTIVES	1
TABLE 2: FIVE-YEAR ENROLLMENT PLAN	9
TABLE 3: PERCENTAGE OF STUDENTS IN UCSD ACHIEVING LEVEL 3 AND LEVEL 4	15
TABLE 4: PROJECTED FINANCIAL IMPACT OF UASCS ON UCSD BUDGET.....	20
TABLE 5: UASCS STUDENT ACHIEVEMENT GOALS WITH UCSD RESULTS AS BASELINE.....	22
TABLE 6: REGULAR STAFF MEETINGS AT UASCS	23
TABLE 7: GRADUATION REQUIREMENTS.....	28
TABLE 8: GRADING SCALE	29
TABLE 9: FREESTANDING ENGLISH AS A SECOND LANGUAGE PROGRAM	37
TABLE 10: APPLICANTS/FOUNDING GROUP AND PROPOSED BOARD OF TRUSTEES	40
TABLE 11: STAFFING PLAN	44
TABLE 12: PARENT SATISFACTION SURVEY	47
TABLE 13: SAMPLE DASHBOARD	48
TABLE 14: BOARD OF TRUSTEES SELF-EVALUATION.....	48
TABLE 15: AGENDA ITEMS FOR MONTHLY BOARD MEETINGS	49
TABLE 16: ASSESSMENT PLAN.....	50
TABLE 17: FACILITY.....	53
TABLE 18: INSURANCE COVERAGE	54
TABLE 19: PRE-OPENING PLAN	59
TABLE 20: DISSOLUTION PLAN	60
FIGURE 1: ORGANIZATIONAL CHART.....	42

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

A. MISSION STATEMENT AND OBJECTIVES

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

Objectives: Learning and professional opportunities and cooperation, and achievement and accountability characterize UASCS's objectives.

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

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

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

Mission Tenets	Alignment	Design Elements	Alignment	UASCS Objectives
(I) Challenges/ opportunities for students	III	1. College Preparatory	a, b	a. Learning improvement b. Learning opportunities c. Innovative teaching methods d. Opportunities for staff e. Choice for parents and students f. Performance- based accountability
	II	2. Focus on STEM	a, b, c	
(II) Focus on STEM	II, VI	3. Environmental Education	b, e	
(III) College and career oriented	IV, V	4. Glocal Education	a, e	
(IV) Civic involvement	I	5. Youth Leadership	b, e	
(V) Local and global issues	I, II, III	6. Tutoring and Afterschool Programs	b, c, f	
(VI) Environmental issues	-	7. Parental Involvement	e	
	I	8. Performance Based Assessment	f	

The immediate focus of UASCS is to equip students for immediate academic success and prepare them for academic success in their further education, to keep a broad spectrum of options open for students' future endeavors, and to prepare them to be responsible and productive citizens. We believe that an educated citizen in the twenty-first century must have the skills and

understanding to participate and work productively in a multicultural, globally-oriented environment, including the skills required to use technology to its full potential.

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

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

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

B. KEY DESIGN ELEMENTS

UASCS believes every child is academically able, if given a chance. Our core educational belief has been described in Section I-A, which can be summarized as providing multiple opportunities beyond the classroom for students to realize and fulfill their academic abilities. Essential to the realization of each student's academic abilities will be the establishment of outstanding instructional quality and curriculum. In addition, during school hours, at-risk students will receive one-on-one and small group tutoring. After school hours and during vacations, not only will more academic tutoring be made available, but students can also participate in academic competitions; local, national, and international field trips; and a multiplicity of clubs and activities. Through these chances for engagement and relationship-building, students will increase their cognitive development and gain a sense of attachment to the community at large. The Key Design Elements at UASCS directly align with the school's mission and objectives, and draw heavily from successful implementation at [Syracuse Academy of Science](#) (SASCS). UASCS will be a replication of Syracuse Academy of Science (for parent and student testimonials visit [sascsblog.org](#)). All the academic, financial, organization experiences accumulated at SASCS over 10 years will be shared and passed alone to UASCS. In fact, UASCS's competition-based science and math program is modeled after SASCS's program—a program that garnered so many scholarships and awards for its students that it is featured as a "Successful Practice" on the NYSED [website](#). UASCS has been *modeled* after Syracuse Academy of Science (SASCS). We are drawing on the strengths of SASCS's programs and structure which has benefitted from ten years of experience. Although we are not replicating, we do intend to utilize curricular resources and best practices through our partner organization, SASCS. SASCS's feedback from its authorizer's renewal indicates there is foundational strength in their model.

1. Design Element: College Preparatory

Mission Alignment: College and Career Oriented; *Objective Alignment:* Learning improvement and Learning opportunities.

Aligned in every way with the school's mission to graduate college-ready and civic-minded students, the importance of college readiness is understood very well at UASCS. In addition to high quality instruction and curriculum, programs during school, after-school, during the summer have been already developed and practiced at SASCS and will be replicated at UASCS to make sure that every student has an opportunity to attend a college. The school will create a college-bound culture and will provide an extensive and targeted curriculum aimed at college preparation. These programs include (but are not limited to) School-wide College Culture Program, Monthly Advisory Program, Saturday IVY League, Saturday SAT Classes, MathCounts, Science Olympiad, SUNY Oswego Summer Science Immersion, Summer College Bridge Programs. We envision that college-prep culture will not start and end in school, but rather becomes an entire lifestyle, including aspects such as doing homework and managing one's time wisely.

The founding group of UASCS will be seeking collaborations with SUNYIT, Utica College, Mohawk Valley Community College, and Hamilton College to provide exposure, guidance, and involvement between the UASCS students and staff and programs at local colleges. Involvement will range from field trips and college visits to inviting collegiate staff members to participate at the school as keynote speakers, judges in academic competitions, and valued guests at special presentations and events.

2. Design Element: Focus on STEM

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

The curriculum will focus on science, technology, engineering and math (STEM), which provide the necessary foundation for college entrance and careers in technical fields. STEM education is a high national priority because of a lack of skilled workers in these fields. The school will have high expectations of all students, and develop and monitor individual educational plans for them. The following activities are already implemented at SASCS and have shown to improve students' interest and increase academic background in preparation for college and/or a STEM curriculum.

Advanced Placement Level Chemistry and Biology Laboratories: There is no doubt that state-of-the-art laboratories are a means to both strengthen the knowledge attained in classes, and to motivate and prepare students for further education by giving them hands-on opportunities to study science-related areas. State-of-the-art laboratories are also necessary for successful preparation for Advanced Placement science examinations, and are helpful places for preparing teams for Science Olympiads. At UASCS, all science labs will be equipped with video projector technology, which gives teachers the opportunity to make computer presentations and incorporate related website data and information during their teaching.

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

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

Science Fairs: UASCS will organize Science Fairs every year of operation. Students will use computers extensively while preparing for Science Fairs. Parents and community members visit the SASCS science fair and local businesses support the fairs by participating as judges. UASCS will follow this model.

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

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

Robotics: Modeled after the Robotics Program at SASCS, UASCS will create a competitive Robotics team and offer in-school, after-school and Saturday robotics instruction and teamwork. Participation in the Robotics Program promotes hands-on application of the STEM curriculum, in which problem solving takes place through students' emerging engineering skills.

3. Design Element: Environmental Education

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

Environmental education is a learning process that increases people's knowledge and awareness of the environment and associated challenges; develops the necessary skills and expertise to address the challenges; and fosters attitudes, motivation, and the commitment to make informed decisions and take responsible action (UNESCO, Tbilisi Declaration). The school's environmental education will promote awareness of the environmental challenges and quality, and will include environment related programs for practicing acquired knowledge. UASCS will offer environmental chemistry courses, will touch on environment related issues in all its courses, and will make environment as one its signature items to be embedded into the curricula and school culture.

4. Design Element: Glocal Education

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

The school will teach thinking globally and acting locally. The school will combine extensive local and international interactions through local, national, and international field trips, and through visits by local, national, and international leaders, and members of institutions, to improve their understanding of other cultures. The school will actively recruit a diverse student population (e.g., ELLs [English Language Learners], and those eligible for free and reduced lunch) in order to create a small-world community within the school to promote its glocal educational mission. In order to achieve high community involvement, the school will invite the community leaders to participate in education by sharing their experiences with our students.

Local Involvement: Community service learning embedded in the curriculum will perpetuate constructive participation by students, parents, staff, and citizens in the life of the school. UASCS will model civic involvement based on SASCS's success in inviting local leaders from political, service, business and academia as speakers or judges of student projects and performances, participating in job shadowing opportunities, and visiting workplaces. The community involvement will directly carry the school experience into the real world, throughout higher education, work, family, and community and civic affairs. Administration and staff at UASCS will reinforce productive attitudes toward work, community, school, friends, and self; a willingness to sacrifice for the common good, as well as for personal fulfillment; deep respect for family, school, and community; and the capacity to appreciate the opportunities life affords. Students will be required to complete 100 hours of community service learning during ninth to twelfth grades, which will be part of their curriculum.

International Field Trips: UASCS plans to mirror the positive experience and feedback received from parents and participants at SASCS. During its first charter term, SASCS explored the idea of organizing international trips that include parents and students. Using measures of intellectual development established by Perry (1970), McKeown (2007) demonstrates important effects on students' intellectual development due to an extended first-time experience abroad, and suggests that a significant first-time experience abroad plays a major role in students' cognitive

development¹. This is critically important given the increasing globalization of the world economy that has created a large need for people in the workforce who can be comfortable with and understand other cultures. Based on strong research evidence and enthusiastic student and parent interest, SASCS teachers have arranged and chaperoned student visits to Japan, Turkey, Belgium, France, the Netherlands, Germany, and Canada. Parents supported the idea of exposing their children to other cultures. UASCS, alongside the Parent-Teacher Organization (PTO), will share plans for international field trips through discussion during the open meetings. UASCS will plan to have international trips for its students, mainly to European countries, due to the successful trips executed by SASCS. Such trips will not be mandatory and parents will be expected to pay the airfare for their child participating in international trips. PTO will organize fundraisers to help partially defray the cost of such trips. In addition, school will use exchange programs to lower the cost of housing and ground transportation in the visiting country. UASCS will announce proposed trips before January every year through mail inserts with report cards, newsletters, and on the school website. We will utilize teachers and parents as chaperones for the international trips, as needed. The UASCS Parent-Teacher Committee will be actively involved in organizing such trips.

5. Design Element: Youth Leadership Program

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

The school's curriculum and instructional quality will reach beyond standard academic topics. The school will also teach universally recognized values (e.g., honesty, stewardship, kindness, generosity, courage, freedom, justice, equality, and respect), using multicolored posters, banners, and bulletin boards featuring a value or virtue of the month, lively morning public address announcements and occasional motivational events with parents. Parents will be encouraged to be part of these efforts to reinforce the values outside of the school setting. As a complementary program for character education, adventure-based education will provide engagement, challenge, and risk management in a group setting to enhance interpersonal growth, leadership abilities, self-concept, academic achievement, and personality. Students will participate in adventure education activities to build self-efficacy, resiliency and group cohesion. The school will offer extracurricular activities to help students build character and life skills. These programs will be offered on a monthly basis and last three to four hours. Students will engage in problem-solving initiatives that promote teamwork and communication. In addition, each program will provide focus-group reflections that allow for a transfer of learning between the activities and the classroom.

6. Design Element: Tutoring and Afterschool Programs

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

With a foundation in high quality instruction and a college-preparatory curriculum, UASCS will bolster students' opportunities for success by having extended school hours: regular classes

¹ McKeown, J.S. (2007) *The First Time Effect: The Impact of Study Abroad on College Student Intellectual Development*, Albany, NY: SUNY Press. Perry, W.G. (1970) *Forms of Intellectual and ethical development in college years: A scheme*. New York: Holt, Rinehart, and Winston

from 9 am to 4 pm and extra help, one-on-one tutoring, or enrichment programs until 5 pm on weekdays and between 10 am and 2 pm on Saturday. Included among the enrichment programs that occur during the school day are daily within-school-hours ELL and special education classes, with students grouped according to needs or achievement levels. ELL and special education instructors will be available for “push-in, pull-out” and after-school tutoring as well. Enrichment programs will increase the performance of low-achieving students and will prepare high-achieving students for regional, national, and international science and engineering fairs. The school will have an athletics program, Saturday school for interested students, and clubs mainly organized by students but guided by teachers. The school will include a master schedule that includes daily remedial instruction or academic enrichment for all students during the regular school day. The master schedule will also include Title 1 tutoring for core academic subjects (including push-in and pull-out attention given to students at risk) after school, four days a week. For further tutoring and enrichment, the UASCS will offer Saturday Academy, Saturday IVY League, Saturday SAT Classes, MathCounts, Science Olympiad, and the SUNY Oswego Summer Science Immersion program.

Tutoring: All teachers will provide after school tutoring for students in need, 4 days each week. They will determine the students’ needs and encourage those students whose performance does not reflect their potential. Some of the immediate goals in tutoring in UASCS are: (a) more appropriately targeted subjects for all students; (b) increased attendance; (c) better teaching in classrooms as at-risk students catch up with the rest; (d) increased motivation for higher education and joining the workforce; and (e) more parent understanding of college-prep culture.

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

In grade level meetings, teachers and tutors will report their documented sessions to Curriculum Coordinators. Curriculum Coordinators and the Dean of Academics will follow up with these teachers and tutors on a quarterly basis regarding individual student progress and projected performance.

Students at risk and with deficiencies: A key feature of the school day will be integrated remediation and/or enrichment. Students who are struggling academically will be assigned to remediation classrooms, where they will receive additional instruction or academic assistance in addition to their regular classes. The UASCS program will benefit students at risk of academic failure in a number of important ways. When a student is identified as being “at risk” of not completing their education based on factors such as poor school performance, poor attendance, behavioral difficulties, or economic or environmental disadvantage, he or she will be reported to the Dean of Academics by the guidance counselors. Additionally, UASCS will make referrals to outside resources on an as-needed basis to address more complex and difficult issues.

7. Design Element: Parental Involvement

Objective Alignment: Choice for parents and students.

Students' success and performance are affected not only by their teachers, but also by their parents and their environment. Therefore, parental involvement, including home visits, will constitute a significant part of our school's strategic goals. Combining both comprehensive school programs and parental involvement will motivate students and eventually result in higher student performance. The school will utilize the SASCS's database, which enables parents to be actively involved their students' education and to see the students' assignments, teacher comments, test scores, and attendance instantly. The school's teachers will perform home visits to understand the students' problems and abilities and to create a better triad of parent-student-teacher relationships. As part of this unique communication program, the SASCS educators will contact a minimum of ten school parents each week, and carry out a minimum of four home visits each academic year.

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

8. Design Element: Performance-based Accountability

Objective Alignment: Performance based accountability.

At UASCS, school, teacher, organizational, and financial performance will be monitored, using excellence as the standard. The school must achieve academic excellence through outstanding instructional quality and a college-preparatory curriculum to remain a viable educational alternative in the community. Accountability will be clear: just as a business must adapt itself to new technologies, by meeting new demands from its consumers, inventing new products, or discarding old products to thrive, education must also follow the business model's adaptive, inventive approach. By investigating and implementing successful educational techniques, programs, and methodologies, UASCS will be able to achieve and sustain its goal of educational excellence. Student progress and teacher effectiveness will be measured quarterly through data collected and tracked by multiple assessment instruments, including NWEA MAP Testing, Benchmark Exams utilizing ExamView Software, and full-length practice tests for state assessments such as the Regents exams. Student performance will be documented and reviewed by teachers and the Academic Dean. From these performance results, teachers will create action plans to improve individual student achievement.

Professional Opportunities: UASCS will create new professional opportunities for its teachers and administrators in that they take on many roles beyond the traditional school staff, including ownership of the learning program at the school. Professional opportunities will begin each year at the Summer Institute, where staff will not only receive pertinent training, but also participate in the program, training one another based on academic teams and group work that focuses around proven instructional and relational methods over ten days. Teachers will be involved in many aspects of the school's operation—making decisions in program design, curriculum, budget, and staffing. Each teacher will have an integral part in the decision making process. The staff will meet regularly to discuss the school's program and students' performance. Staff performance, focusing heavily on student engagement, will be an integral part of these discussions. With the

administrations' use of [Observation 360](#), an iPad-based database-driven metrics tool and teacher training video repository, for its frequent informal classroom observations and feedback, the teachers, administration and trustees will be kept up to date with both performance metrics and methodology examples. In addition, it allows the monitoring of the implementation of the given feedback by the teachers. UASCS's small size will allow its staff to participate in various professional opportunities, such as adapting the program to meet the specific needs of students, making better use of new resources, and establishing activities such as science fairs and various field trips. The increasing job satisfaction rate with such involvement can be seen in the low staff turnover rates as experienced at SASCS.

C. ENROLLMENT, RECRUITMENT, AND RETENTION

Table 2: Five-year Enrollment Plan

Grades	Ages	Year 1 2013–14	Year 2 2014–15	Year 3 2015–16	Year 4 2017–18	Year 5 2018–19
6	11	44	66	66	66	66
7	12	44	44	66	66	66
8	13	44	44	66	66	66
9	14	44	44	66	66	66
10	15		44	44	66	66
11	16			44	66	66
12	17				44	66
Total		176	242	352	440	462

Rationale for school/grade/class size: One of UASCS's key design elements is a small school setting, a characteristic similar to SASCS's structure, which has enabled increased learning opportunities for all of its students. The school's small setting will allow UASCS to set individual goals for each student based on an intimate knowledge of students' academic backgrounds and abilities. Based on SASCS experience, with fewer students and a small small-to-teacher ratio (14/1), UASCS will be able to give students the attention they need to build the relationships that are required to help at-risk students succeed. The first two years, we want to keep the school as small as possible so that the culture, tone, and school environment can be set. Therefore, sixth, seventh, eighth and ninth grades will start with only two sections of classes, a total of 44 students in each grade. After successful results over the first two years, combined with extensive recruiting efforts, we believe UASCS will attract more students. The feedback and support received from Utica community based on survey and one-on-one interactions indicates that the enrollment target is very attainable and provides an attractive school option particularly for those Utica families whose only other choice is a larger and low-performing public school.

Community Support: Rev. Sherman Dunmore, a board member at SASCS and a chaplain in Marcy Correctional Facility (8 miles from Utica) was approached regarding the desire for a charter school in the Utica area, and has been discussing this need with leaders and the residents of the greater Utica community more than a year. Moreover, several families from the Utica region considered sending their students to the SASCS from Utica. While this was not feasible, the SASCS administration understood the deep interest of these families in having more choices in education for their children. The show of interest in the SASCS on part of these parents was the

initiatory event for understanding the Utica community's need. UASCS organizers have used many instruments and media to reach the Utica public, including meetings with several community leaders; a webpage (www.uascs.org) and Facebook page @uascs; TV, radio, and newspaper interviews; face-to-face and online public surveys; visits to religious facilities; and public information sessions at the local public library. An executive summary was given to businesses throughout Utica, in an effort to notify residents and garner their support. A press release was sent to eight local newspapers, three TV stations, and one radio station. As of 06/22/2012, several articles appeared on Utica Observer Dispatch, Utica Phoenix, and wibx950.com. Our proposal has gained support and feedback from hundreds of Utica residents, small business owners, and community leaders such as, *Ann Mary Buerkle*, U.S. Congresswoman; *Mr. Jerome McKinsey*, Utica Councilman; *Steven DiMeo*, president of Mohawk Valley EDGE (Economic Development Growth Enterprises Corporation); *Sonia Martinez*, the Chairwoman of Mohawk Valley Hispanic Association; *Cassandra Harris-Lockwood*, CEO of For the Good Inc. and president of Utica Phoenix Newspaper; and *Sakib Duracak*, the president of Bosnian community.

We scheduled a meeting with Utica College President Todd Hutton, Provost Judith Kirkpatrick, and Dean Richard Rafes to talk about our educational program and future collaborations regarding STEM programs and college offerings. We also reached out to Utica Superintendent's office and *Mr. Chris Salatino*, president of Utica Board of Education, have been reached out by email and an official letter to inform about the application. Informational meetings were held for several community leaders, including *Congressman Richard Hanna*, *NY Senator Joseph A. Griffo*, and *Utica Mayor Robert Palmieri*. A tour of the SASCS was provided for *Mr. McKinsey*, *Mrs. Harris-Lockwood*, *Daniel Bader*, a reporter from Utica Observer Dispatch, and *Mr. Anthony Spiridigloizzi*, president of Munson Williams Proctor Arts Institute. In addition to these efforts, seven public information sessions were held at the local public library. These were announced through local newspapers and radio stations. We will continue to hold public meetings after submitting this application. Flyers and additional printed material have already been disseminated, including in refugee communities. As of today, more than 98% of about 524 respondents through door-to-door and [online surveys](#) showed an interest in the proposed UASCS and would consider enrolling their children if it is chartered.

We have received several supportive and encouraging emails through our website. Several quotes from these messages are as follows: *"I am an environmental/science educator with a dual career in the environmental sciences and facilities management. I am located in the Utica area and am interested in your proposal for a charter school in Utica."*, *"I would very much like to be a part of this new science charter school."*, *"Over the past two years I have had the opportunity to witness firsthand the effect Syracuse Academy of Science has had on its students. The interaction between the faculty and the student body and the learning environment created has been remarkable. As a parent living in the City of Syracuse School District, having the choice to send my daughter to more than one school is something I relish. I believe offering another choice to the Utica parents would be a great opportunity for them as well. It is for this reason that I support the creation of the Utica Academy of Science."*

Recruitment and Retention Plan: Information about the UASCS and the admission process will be disseminated throughout the city via flyers, bulletins, media and direct mailings. At open houses held in the spring, prospective students and their parents or guardians will hear a comprehensive presentation about the school. Discussions will include the school's academic

program, the schedule for an extended school day and year, and expectations for student behavior and parental involvement.

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

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

UASCS will target all students who reside in the City of Utica and surrounding communities, and will reach out in particular to students who are eligible for the free and reduced lunch program (comprising approximately 74% of Utica's student population). UASCS will adopt the best practices used by SASCS in order to meet and exceed the free and reduced lunch-eligible students' academic goals. It should be noted that SASCS has had a greater percentage of students eligible for free or reduced lunches than its district during last three years. The best practices for recruiting include: a) targeted mailings to all Utica residents who have school age children; b) media spots, including low profile and free news outlets to reach out to lower socioeconomic populations; and c) active recruitment in the refugee populations who are generally eligible for the free and reduced lunch program. We believe that our parents, who will be mostly from the lower-socioeconomic population, will be our best advocates in their communities to attract new students from the same surroundings, as evidenced by SASCS's experience.

To attract and recruit English language learners, the school will reach out to the significant refugee population in Utica and disseminate informational materials regarding the school in several languages, such as Bosnian, Russian, and Spanish, nationalities which compose 13% of Utica's student population.

The replication model school, SASCS, maintains a highly diversified student body in terms of race and culture and has increased its English language learner student body last year by active recruitment efforts in refugee populations. UASCS can replicate this success in terms of recruitment and retention, as Utica has a similarly diverse population. The school information in multiple languages will be available at UASCS, delivered through targeted mailings, and distributed by hand in refugee housing locations and community centers. According to the [Mohawk Valley Resource Center](#) for Refugees (MVRRCR), there are at least 4400 Bosnian residents, 2400 Russian residents, and 1500 Burmese² residents in Utica. UASCS have already talked to Peter D. Vogelaar, Director of MVRRCR, in order to disseminate school information to these populations. In addition, the school will employ staff from various communities to have direct connection. In the flyers and informational meetings, the special education and ELL services will be emphasized to attract students from those populations.

UASCS recognizes the fact that it is a challenge for charter schools to meet and exceed their local district in terms of the number of students who need special education services. UASCS will

² <http://my.hamilton.edu/levitt/shine/resettlement-statistics>

put forth good-faith efforts to meet or exceed enrollment and retention targets, as prescribed by NYSED, which will be comparable to the Utica City School District ratios, which is 16% as of 2010. To achieve this goal, during open house recruitment sessions, UASCS will actively seek out families who have children with disabilities and communicate qualifications of our instructors in detail during the enrollment process. We will inform them of the programs we offer for students with disabilities and qualifications of the instructors in detail during the enrollment process. All of our brochures will indicate that all students are welcomed, and that the school has resources for students who are in need. By receiving these resources in a smaller setting, it is to the students' advantage.

Dr. Ednita Wright, proposed school board member and a former parent of a student with special education needs, will be instrumental in policy making for recruitment and retaining students in need of special services. School's advisory group will also include parents of students with disabilities. In addition, in our flyers and informational meetings and showcases, special education services will be emphasized even further to attract students with disabilities. Our school's catalog will include a special section for special education services. For a better retention rates, we will make sure the students receive the required special education services through diligent contact with parents and the students' home school districts in a timely manner. We will make sure the regular classroom teachers are updated about the special requirements of the students with disabilities so that students with disabilities will feel comfortable to remain at UASCS.

The UASCS retention program, in general, is subsumed under the overarching goal of providing a safe, belonging environment where students feel accepted, nurtured, and motivated. A key element of the school's retention program is to involve students in short- and long-term extracurricular activities that will not only improve students' connectedness and relationships with other students and staff members, but also identify and develop students' interests and capabilities. UASCS will conduct two annual satisfaction measurements as part of its retention program: a survey and an essay competition. Over the past nine years the model school, SASCS, which has registered a rating of over 95% parent satisfaction with the school's programs, has conducted annual surveys of its entire student, family and staff population to determine areas of strength and weakness. In the event that a student withdraws from the school for reasons other than relocation or graduation, we will attempt to conduct an exit interview to determine factors which led to their withdrawal. The Board of Trustees (BoT) and school leadership will review survey and exit interview data, as well as anecdotal responses. A retention improvement plan will be created if a problem in retention exists, and the BoT and school leadership will strategically design and assure implementation of an improvement plan. In addition, the BoT will have a metrics-based dashboard system, which includes ELL, special education, and free and reduced lunch student percentages to be regularly reported to the BoT to take action. The BoT will have annual goals in these areas, and achieving these goals and others will determine the performance based discretionary salary increase for the School Director.

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

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

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

Interested parents/guardians will be required to complete and submit an application form, which will be made available at the school in hard copy, on the school's website as an online version, and at the school's open houses. Both online and hard copy application forms will be the exact mirror of the template application form distributed by [NYSED](#) on November 18, 2011.

The school will make staff available to any parent or guardian who needs help completing the application. The application must be submitted to the school by April 1, for enrollment the subsequent fall. The school may extend the application submission period if the enrollment need exists. Students who apply by April 1 will be accepted to UASCS, contingent upon available space. Students who apply after the application deadline will be placed on a waiting list.

If the number of eligible applications for admission exceeds the spaces available for students, a random lottery will be held. Such a lottery will be open to the public, and attended and/or audited by a representative of a disinterested outside organization. The school will hold this lottery within the month of April, and the date will be announced to the public. The enrollment preferences will be as follows: first preference will be given to students returning to the charter school; second preference will be given to siblings of students enrolled in the charter school; and third preference will be given to students residing in the Utica City School District.

Separate waiting lists will be maintained for each grade level upon reaching capacity. The random lottery process used for student admission also will serve to place students in preferential order on these waiting lists.

Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, the school will contact the parent or guardian of the student next on the appropriate waiting list. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and get confirmation of whether the student is still interested in enrolling at the charter school before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents/guardians are unsuccessful, the school may remove that student from the waiting list. Documentation of the attempts made to contact the parents/guardians of any student removed from the waiting list shall be maintained by the school. Waiting lists will not be carried over from year to year, but instead the waiting list for each year will be derived from the random lottery and late application. Each year, the school will send a new enrollment application directly to the parents/guardians of each child on the prior year's waiting list.

Parents/guardians of students, who are admitted, will be sent a certified admission notice and will be asked to submit all the required forms (such as birth certificate; immunization records; the most recent report card; proof of residency; a copy of the most recent IEP (Individualized Educational Programs), if applicable; physical and dental exam done within 12 months) to

complete the student's enrollment. Parents/guardians will have one month to complete the enrollment; if that time period elapses, the school will follow the process to fill any vacancy, as described above.

D. COMMUNITY TO BE SERVED

UASCS in Utica: In addition to providing a small public school setting in a city that has only one very large public high school, the founding group is especially excited to serve the racially diverse Utica [population](#). SASCS will bring its multicultural experience to bear in the development of a sensitive school culture. SASCS is serving almost the same economically disadvantaged population as Utica. Syracuse demographic data shows a significantly lower standard of living than New York State as a whole, with only 25.6% of residents holding a bachelor's degree or higher, home ownership at 41%, and a per capita income of \$17,866. Utica is similar, with 16.4% holding a college degree, home ownership at 48%, and a per capita income of \$17,754³. Utica is one of the most diverse upstate New York cities, with almost 3,000 residents born in Bosnia, followed by Belarus, Russia, Italy, Poland, Ukraine, and 18 other [countries](#). Oneida County has the fourth highest concentration of refugees in the U.S. and the City of Utica has a [refugee population](#) of nearly 12%. We believe we have the experience, commitment, and resources to achieve our goals, stated in detail in this proposal. Our promise to the people of Utica is to create a successful institution of academic excellence that will help not only its students, but the parents, teachers, and the community at large as well. We seek the opportunity to fulfill this aim. We are committed to overcoming any potential concerns or issues regarding the application and to working with the State Education Department and other related authorities to make UASCS a reality.

Need for UASCS: The UCSD is classified as a school in need of improvement, indicating that a high percentage of underachieving students reside within the district. UASCS believes that its small school atmosphere, coupled with extensive after-school activities and an extended school day (as part of its enrichment programs), will provide the attention that an at-risk population, including ELLs and students with disabilities (SWDs), needs to succeed. Additionally, one in six residents in Oneida County is an immigrant (15% of total population) from one of more than 30 foreign countries, resulting in over 31 different languages spoken in the public schools, according to a report by MVRCCR. In UCSD, there are 14 schools: ten elementary schools, three junior high/middle schools, and one high school. Data in 2010 indicates that 74%⁴ of students in UCSD receive a free or reduced lunch, much higher than the averages in New York State (37% reduced lunch and 8% free lunch in 2008-09, according to National [Center](#) for Educational Statistics). District data also indicate that the ratio of ELL students in 2009-10 was 12.8%. In the 2009-10 school year, the percentage of SWDs enrolled was approximately 16.7%, according to NYSED [reports](#). Therefore, UASCS's academic program must emphasize methods that enhance learning opportunities and achievement for ELL students and SWDs. SASCS students who have IEPs find that services at the charter school exceed their expectations, and meet or exceed all requirements listed on their IEPs through the charter school or district resources. SASCS's retention rate and graduation rate for students with IEPs is very high, and includes several graduates who have been salutatorian and valedictorians. UASCS will replicate SASCS's success with SWDs and provide

³ <http://quickfacts.census.gov/qfd/states/36/3676540.html>

⁴ http://www.uticaod.com/education/x1804873514/Utica-schools-revamp-lunch-payment-program?zc_p=1

exceptional service to this population. As well, SASCS has a high retention rate for its ELL population, beginning with a welcoming and embracing attitude, and continuing with services and opportunities provided to the ELL population; this will also be offered at UASCS.

Utica has only one public high school serving more than 2,600 students. The two middle schools are similarly large, with populations of approximately 1,000 each. The Utica City School District has been classified as “In Need of Improvement” by NYSED. The data below provides evidence of student needs wherein our school model can be a great help, such as increasing ELA and math scores, graduation rates, and college attendance for all students.

According to the [Utica City District’s Report Card](#) provided by the NYSED, only 43% of students in grades 6 through 8 performed below the state standards in ELA and Math. In 2010, the percentage of students meeting or exceeding the state standard for grades 8 was 35% in ELA and 34% in math (down 20% and 30% respectively), while the figures were 55% in ELA and 64% in math for the state.

According to the New York State Education Department, 72% of the 2006 cohort group received a Regents diploma. This is up from 68% for the 2005 cohort group.

The dropout rate in 2010 was 4%. Graduates of the 2006 cohort group attending a 4 year college is 27%, with 53% attending a 2 year college. For the 2005 cohort group, only 20% of graduates attended a 4 year college, with 62% attending a 2 year college.

Table 3: Percentage of Students in UCSD Achieving Level 3 and Level 4

Years	7th Grade ELA	7th Grade Math	8th Grade ELA	8th Grade Math
2009–2010	28 %	41 %	35 %	34 %
2010–2011	30 %	44 %	31 %	36 %
2011–2012	31 %	41 %	33 %	43 %

Expansion of School Choice: With a maximum student population at full capacity of 462 students, UASCS will be able to offer the personal attention and individual insight that is difficult to achieve in a school with nearly 2,600 students. SASCS has also been accredited by the Middle State Association and will serve as a recognized model school for UASCS. In addition, the STEM-focused curriculum and additional math and science course requirements for graduation will help achieving a higher college acceptance rate at UASCS than Utica City School District.

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

Capability of Founders: The developers of UASCS includes individuals, who designed and implemented successful charter schools, who are certified K-12 educators, who are scientists and researchers, who are university professors in various fields, and who are community leaders and organizers. These founders include Utica residents who helped identify the need and the schools

goals for UASCS. We feel a responsibility to the Utica community and believe that our extensive experience and expertise will establish the school. We also share a common vision for the value of academic excellence in the development and well-being of individuals and of the community as a whole. In this context, we have embarked on this project to open a charter school in our state to fulfill our vision. UASCS will be a not-for-profit organization. The feelings of having contributed to our community and helped children, parents, and teachers alike in this institution will be our reward for our efforts.

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

The organizers conducted open public library meetings on January 12, 19, and 26, and February 2, July 13, 17 and 18. These meetings were publicly announced either through library, the radio 95.5, the Observer-Dispatch, or a televised interview on WIBX. Articles appeared on these local stations, alongside polls to gauge community interest. Flyers were distributed through churches and malls. Support letters are being gathered (and are attached) from community and business leaders, and a local advisory board has been established.

We have met with several Utica residents, business owners, and Utica leaders who recognize the need and the demand for a college preparatory school and also commend our capabilities to establish and operate such a school, and hence will fully support UASCS during its inception, establishment and operation in various capacities. More details have been provided on page 9 and in the next section.

E. PUBLIC OUTREACH

Informing the public: UASCS organizers have used many instruments and media to reach the Utica Public, including: meetings with several community leaders face-to-face or by phone; web and Facebook pages; TV, radio, and weekly newspaper interviews; face-to-face and online public surveys; visits to religious facilities such as churches; and public information sessions at the Utica public library (on dates given before).

UASCS organizers have also begun a program of door-to-door canvassing, in which volunteers poll Utica residents for interest in UASCS. In addition, the same survey is conducted through our [website](#). More than 95 percent of about 524 respondents showed an interest in UASCS and would consider enrolling their children if it is chartered. During canvassing, flyers and additional printed material have been disseminated, even for those who do not have any children and especially in refugee communities.

Additional outreach is being conducted through various technological avenues, including a [website](http://www.uascs.org) (<http://www.uascs.org>) and [Facebook page](http://www.facebook.com/uascs) (<http://www.facebook.com/uascs>). A UASCS executive summary was given to businesses throughout Utica, in an effort to notify residents and garner their support.

We have met several community leaders and talked over the phone. Our proposal has gained support and feedback from hundreds of Utica residents, small business owners, and community leaders such as, *Ann Mary Buerkle*, U.S. Congresswoman; *Mr. Jerome McKinsey*, Utica Councilman;

Steven DiMeo, president of Mohawk Valley EDGE (Economic Development Growth Enterprises Corporation); Sonia Martinez, the Chairwoman of Mohawk Valley Hispanic Association; Cassandra Harris-Lockwood, CEO of For the Good Inc. and president of Utica Phoenix Newspaper; and Sakib Duracak, the president of Bosnian community. Informational meetings were held for several community leaders, including Congressman Richard Hanna, NY Senator Joseph A. Griffo, and Utica Mayor Robert Palmieri. A tour of the SASCS was provided for Mr. McKinsey, Mrs. Harris-Lockwood, Daniel Bader, a reporter from Utica Observer Dispatch, and Mr. Anthony Spiridigloizzi, president of Munson Williams Proctor Arts Institute. We scheduled a meeting with Utica College President Todd Hutton, Provost Judith Kirkpatrick, and Dean Richard Rafes to talk about our educational program and future collaborations regarding STEM programs and college offerings.

We also reached out to the UCSD superintendent's office, to inform them of the application. Through communications on January 17, 19, and 20, 2012, organizers of UASCS introduced ourselves and requested appointments with the Superintendent and President of the Board of Education. We hand-delivered and emailed a letter in an effort to establish an open and cooperative relationship with the Utica City School District.

More than 70 Utica small business owners have been informed about the school and design on one-on-one basis by visiting their stores. We have received 54 signed support letters from these business owners. Samples of support letters are provided in attachment 2.

Seven public information sessions have been held at the public library in Utica since early 2012. They were announced through local newspapers and radio stations. BoT members provided detailed information about the school design as well as model school programs, to inform the public about their intents. We will continue to hold public meetings after submitting this application.

A press release was sent to eight local newspapers, three TV stations, and one radio station describing our intention and school design.

We gave two radio interviews, to the "Talk of the Town" program of 95.5 WUTQ and to 98.7 Lite FM, both Utica radio stations. As of February 27, 2012, two news [articles](#) appeared on paper and one radio interview ("Talk of the Town," 95.5FM) was [broadcast](#).

The *Utica Observer Dispatch* published six articles (all are provided in Attachment 2) regarding our application, design, and programs. The school's letter of intent to establish UASCS was made available to Utica residents at newspaper's [website](#).

We invited a reporter from the *Utica Phoenix* newspaper to our school in Syracuse, to provide a real sense of what we are proposing in term of school culture, expectations, and programs, which resulted in a published featured article.

In addition, our news releases and interviews with other media outlets have been picked up by three other news websites, which have broadened our public outreach.

Responding to the public comments: Over the past two years, SASCS gathered information to replicate itself in Utica. Community members from Utica have helped the UASCS organizers better understand the character of the community and the challenges the community faces, with poverty, immigrant needs and an at-risk student population.

The following questions (all of which are addressed in detail within this proposal) were posed by citizens and addressed during our meetings at the Utica Public Library: What is UASCS going to bring to the city schools? Will it affect our tax money (and other questions regarding funding)? Are the charter school teachers certified? Where are the proposed locations? How are students enrolled? What are the school hours? What is the STEM program? How do you fund international trips? Questions were also asked about the history and success of Syracuse Academy of Science.

Solicitation of public input on educational and programmatic needs of students: Feedback has been received from the public through the school [website](http://www.uascs.org) (<http://www.uascs.org>), its [Facebook](https://www.facebook.com/uascs) page (<https://www.facebook.com/uascs>), comments under news posted on newspaper sites, feedback from surveys on [newspaper](http://lite987.com/charter-school-being-promoted-in-utica-poll/) sites (<http://lite987.com/charter-school-being-promoted-in-utica-poll/>), visits to local leaders, business owners, and informational sessions held at the public library.

Throughout the public hearings and meetings in Utica libraries and community centers, and multiple visits with community members, Utica residents posed questions to the organizers of the UASCS proposal regarding school culture and curriculum. Community members provided feedback regarding elements of the proposed school's structure and curriculum that they found appealing. Across the board, parents and residents provided positive feedback regarding the school's small size and students receiving one-on-one attention. They like the emphasis on a positive, safe and structured environment. Parents embrace the school's proposed character education classes in 6th, 7th and 8th grade, and its emphasis on character education in monthly Advisory Groups; based on this community support Character Education will be incorporated into the Charter Curriculum. Part of the structure they truly appreciate and support are the school uniforms. Parents and residents also endorse the school's early emphasis (beginning in 6th grade) on college preparation, through students' participation academic competitions, school-wide participation in PSAT and SAT tests and preparatory classes, visits to college campuses and having a mindset that college is an attainable reality for all students.

Members of Utica's Bosnian community asked if it would be possible for the school to offer the Bosnian language as area of study. While the school will make a good faith effort to find a certified instructor for this instruction, immediately, the school will offer an after-school club in Bosnian language and culture that will be taught at the school by members of the Bosnian community. Bosnian community members appreciated the school's openness to this idea and applauded the path that has been laid out for cultural inclusion.

Another Utica community member expressed a desire that Utica students become more familiar with local history, to foster awareness and appreciation. Based on this input, UASCS will expand its 6th, 7th, and 8th grade social studies curriculum to intersperse lessons and organize field trips to allow the students to experience and learn about their local history.

Based on community feedback, UASCS developers expanded community service requirements for students attending the charter school. Instead of waiting until the senior year of school to require students to complete community service hours, UASCS will begin requirements in students' Freshman year, with a total amount being required over four years of high school. This alteration focuses on creating an ingrained citizenry attitude as opposed to creating just one more

hoop for seniors to jump through before graduating. (Details are in Section II. Educational Plan, E. Performance, Promotion, and Graduation Standards)

Discussions are also underway with the President and Board of Directors of the Munson Williams Proctor Art Institute in which UASCS would utilize the art museum and collaborate with its staff to bring a richness and fullness of understanding of time periods, influences and movements to our students as an integral part of its curriculum. Through this collaboration, UASCS will graduate students with a well-rounded education. UASCS will also seek to collaborate with other educational organizations in the Utica region as opportunities arise.

Informing Utica students about UASCS: Immediately upon receipt of its charter and the finalization of its building contract, the developers of UASCS will once again mail brochures and application materials to approximately 2,000 addresses around the city, will hold public meetings, and will accept enrollment applications at UASCS's own building. A school advertisement will be placed in local newspapers and radio to reach out to all the segments of the community so that UASCS will have a diversified student body. We will use social media outlets (such as Facebook) in order to directly reach to students and their parents (based on their profiles) who are eligible to attend UASCS. We will hand out flyers, and put up posters in malls and community centers. These documents will briefly describe the vision of the school and the enrollment process and will allow those who cannot attend a public meeting to have a chance to hear about UASCS.

F. PROGRAMMATIC AND FISCAL IMPACT

Programmatic Impact: UASCS's intended programmatic impact on the public schools is to be a model of quality public education through its comprehensive educational program, which we expect will inspire energy in schools throughout the city. In this respect, we plan on possible collaborations and partnerships with the local school districts for citywide science fairs, mathematics competitions, and arrangements for hosting future science fairs and Science Olympiads in the city of Utica. We strongly believe that such projects will greatly benefit and create dynamism among students from both public and private schools. We sent a letter to the UCSD Superintendent in January 2012 about possible collaborations. There are two private secondary schools in Utica and surrounding cities with a total of around 600 students. According to the latest version of the Private Secondary School Guide published by Peterson's, tuition and other expenses for a private, college-prep school are between \$6,000 and \$15,000. In fact, the rate of families in poverty in Utica is 26.9% (15% in Oneida County and 15.3% in the USA in general). Seventy four percent of the students are eligible for free or reduced lunch. In this respect, UASCS will offer an alternative for low-income families who would like to send their children to college-prep private schools but have not been able to. Thus, we do not expect that UASCS will adversely affect the private schools. On the contrary, UASCS's programmatic impact on private schools will be positive as it would serve as friendly competition.

Fiscal impact: We expect to draw all the students from UCSD. According to the proposed UCSD 2011-2012 [budget](#) and total number of enrolled students, total expenditure per pupil is approximately \$14,225. Table 4 shows the potential financial impact on UCSD, based on the UCSD's [proposed](#) annual budget of \$137,297,447 in 2012-2013 with a 3% yearly increase. State aid per pupil for UCSD students for charter schools is \$9,280, which is frozen at the moment, and our five budget and impact table is prepared with this assumption. Even if we estimate a 3%

increase in the state aid per pupil rate for charter schools, total financial impact will not be higher than 3.0%, which can be considered a small impact.

Table 4: Projected Financial Impact of UASCS on UCSD Budget

	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2017-18	Year 5 2018-19
UASCS⁵	\$1,633,280	\$2,245,760	\$3,266,560	\$4,083,200	\$4,287,360
UCSD	\$141,416,370	\$145,658,861	\$150,028,627	\$154,529,486	\$159,165,370
% of District Budget	1.15%	1.55%	2.18%	2.64%	2.69%

II. EDUCATIONAL PLAN

A. ACHIEVEMENT GOALS

ELA Goals: Based on an ELA curriculum that aligns with the Common Core State Standards from grades 6-12, at the conclusion of 12th grade, students will be able to cogently comprehend, discuss, research and write intelligently and insightfully with adherence to academic English standards about:

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

ELA Evaluation Method:

1. MAP, national standardized assessment
2. Examview based benchmark tests
3. New York State ELA Assessments, Grades 6, 7 and 8
4. New York State Regents - Grade 11
5. Attaining 6 English credits for graduation
6. PSAT Verbal, SAT Verbal, and SAT Written
7. College Readiness

Social Studies Goals: Based on a social studies curriculum that aligns with the State Standards from grades 6-12, at the conclusion of 12th grade, students will be able to cogently comprehend, discuss, research and write intelligently and insightfully with adherence to academic English language standards about:

⁵ \$9,280 per pupil x enrollment for that year.

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

Social Studies Evaluation Method:

1. Examview based benchmark assessment
2. New York State Regents: Global–Grade 10 and U.S. History–Grade 11
3. Attaining 4 Social Studies credits for graduation

Science Goals: Based on a science curriculum that aligns with the State Standards from grades 6–12, at the conclusion of 12th grade, students will learn:

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

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

Science Evaluation Method:

1. Examview based benchmark test
2. New York State Science Assessment, Grade 8
3. New York State Regents—one Regents required
4. Attaining 4 Science credits for graduation
5. SAT II subject tests

Mathematics Goals: Based on a mathematics curriculum that aligns with the Common Core State Standards from grades 6–12, at the conclusion of 12th grade, students will be fluent in the following processes and proficiencies: problem solving, reasoning and proof, communication, representation, and connections. Students will be able to make sense of problems and persevere in solving them with precision and structure, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model everyday life and work situations with

mathematics, and look for and express regularity in repeated reasoning. Graduates will also be able to demonstrate proficiency in adaptive reasoning, strategic competence, conceptual understanding, and will have attained procedural fluency and a productive disposition toward mathematics.

Mathematics Evaluation Method:

1. MAP, national standardized assessment
2. Examview based benchmark test
3. New York State Math Assessments, Grade 6, 7 and 8
4. New York State Regents—one Regents required
5. Attaining 4 mathematics credits for graduation
6. PSAT and SAT Math
7. College Readiness

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

Table 5: UASCS Student Achievement Goals with UCSD Results as Baseline

UASCS	Year 1 2013–14	Year 2 2014–15	Year 3 2015–16	Year 4 2017–18	Year 5 2018–19
Grade 7 ELA	UCSD	UCSD +5%	UCSD +10%	UCSD +15%	UCSD +15%
Grade 7 Math	UCSD	UCSD +5%	UCSD +10%	UCSD +15%	UCSD +15%
Grade 8 ELA	UCSD	UCSD +5%	UCSD +10%	UCSD +15%	UCSD +15%
Grade 8 Math	UCSD	UCSD +5%	UCSD +10%	UCSD +15%	UCSD +15%

B. SCHOOL SCHEDULE AND CALENDAR

At UASCS, the school day for students will begin at 8:45 am and end at 4 pm. UASCS will have 185 days of school. Attachment 3(b) provides the proposed school calendar for Year 1 (2013-14). The school’s master schedule will include a daily remedial instruction or academic enrichment for all students during the regular school day, and Title 1 tutoring for core academic subjects (including push-in and pull-out attention given to students at risk). During this same class period, students who are excelling academically will be assigned to enrichment classes, where they will complete projects that will be entered into competitions, as a means of adding experiential and presentational elements to their learning while deepening comprehension and levels of applied understanding in core subjects.

UASCS believes that well-developed skills in English and math are fundamental to success in every type of coursework; therefore, schedules for students in grades 6–8 will include 80 instructional minutes each day in these two core courses. Stemming from UASCS’s college preparatory emphasis, English teachers will also focus on SAT verbal skills beginning in junior high school, and continuing throughout high school. In the high school, the emphasis on English and math skills will be reflected in UASCS’s graduation standards, with a minimum of 6 English

credits, 4 science credits, and 4 math credits required. These graduation standards will ensure that students will have at least one hour of ELA, one hour of science, and one hour of math every day from 6th grade until they graduate to make them college ready in both subjects. This requirement is designed based on research outcomes published by ACT in corresponding ACT College Readiness Benchmark in 2011.

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

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

Teacher’s Schedule: Teachers are expected to be in school between 8 am and 5 pm on regular school days. Teachers are expected to make home visits between 5 and 6 pm on an irregular schedule to reach their target home visits. Prior to the start of school, all staff members will participate in 120 hours within 15 days of professional development (see our calendar under attachment 3b), which is detailed under professional development section below. During the school year, staff members will also receive a minimum of two full professional development days, not including any special seminars and training opportunities which may be approved for individual staff members. With these additional development days, each teacher will be working over 200 days each school year.

Teachers will have a weekly common departmental planning time in which they will come together to ensure horizontal and vertical curriculum alignment and share best practices with one another. Table 6 summarizes weekly staff meetings for administrators and teachers. UASCS will also promote staff and student opportunities for interdisciplinary instruction, not only through Common Core alignment, but also through internal fairs, competitions and assemblies such as the Science Fair, Liberal Arts Tunnel Fair, and the Black History Month celebration. To promote staff cohesion and interdisciplinary teaching, teachers will be mandated to conduct four peer observations throughout the school year.

Table 6: Regular Staff Meetings at UASCS

Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> ✓ Admin meeting ✓ Standup meeting with all staff ✓ Continuous improvement professional development committee meeting (biweekly) ✓ Meeting with Board President and operations manager 	<ul style="list-style-type: none"> ✓ Grade level meetings 	<ul style="list-style-type: none"> ✓ Grade chairs meeting ✓ Admin meeting regarding discipline related issues 	<ul style="list-style-type: none"> ✓ Admin meeting with Curriculum Coordinators ✓ Standup meeting with all staff and administrators

C. CURRICULUM AND INSTRUCTION

UASCS's school model relies on a curriculum that particularly focuses on mathematics and science, and also acknowledges its primary role of developing literate graduates capable of functioning as successful adults. To this end, UASCS will utilize a balanced literacy instructional program that honors both current reading research and the unique instructional needs of every student, as developed and used at Syracuse Academy of Science Charter School. Another important feature of the model is that it is designed to prepare students to complete four-year college programs. In order to establish measurable and manageable academic standards, UASCS will utilize New York State guidelines and other college preparation programs, particularly those successful at SASCS. By this, for each student we can determine what they have to know and be able to do after completion of each course, grade level and grade. The curriculum developed by SASCS addresses the expectations for planning, instructing, assessing, and documenting student progress. SASCS's curriculum and instructional methods have proven to be an effective education model that has resulted in outcomes that consistently surpass the school district results in which it is located and will be a model for the proposed charter school.

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

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

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

As part of its college preparatory mission, UASCS will provide an extensive target-oriented curriculum that will prepare students to matriculate at four-year colleges. Enrolling all graduates to four-year degree programs will be the most important feature and focus of the proposed charter school's education model. The curriculum model makes provisions for highly motivated students who are willing to take on the additional challenges of beginning Regents level courses in 8th grade, completing Advanced Placement courses in English, social studies, math, science, and computer science, and finishing freshman-level college coursework while still enrolled in high school. Also as part our school's college preparatory program, by the end of the first charter term, UASCS will start a college credit program through Mohawk Valley Community College program similar to that implemented beginning in 2011 at SASCS through the "Onondaga College Credit Now Program" and the "ESF in the High School" from SUNY ESF.

As part of its STEM and environmental focus, UASCS will provide an extensive enrichment programs and focused curricula to equip students more effectively in these areas. Several electives, AP courses, and college credits will be offered to fulfill our mission in these content areas. In addition, local issues will be incorporated in to all content areas where appropriate by providing global perspective on the issue to equip students better for the future, which is also part of our mission and key design element (glocal education). This will be supplemented with several local, regional, and international field trips.

State standards, including Common Core Standard documents, will be available at all times to all staff members through links available through the internal database and in printed form through the Academic Dean's office. Training will be given to the staff, dispersed in whole group or departmental meetings, depending on each topic's applicability prior to the school year (during Summer Institute Training), and throughout the year in regular, planned intervals (minimum of once per month). Department meetings will focus on the developing and/or sharing effective and/or proper implementation of Common Core Standards. Successful implementation of State Standards will be measured through student achievement on all available and applicable New York State Testing Program assessments in grades 6-12.

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

Character education will be taught only in 6th, 7th, and 8th grades, one hour per week. It will include universally recognized values (e.g., honesty, stewardship, kindness, generosity, courage, freedom, justice, equality, and respect), using multicolored posters, banners, and bulletin boards

featuring a value or virtue of the month, lively morning public address announcements and occasional motivational events with parents.

Environmental issues, being UASCS's key design element, will be embedded in several of its courses. In addition, the school will offer elective courses on environmental issues at high school level; and there will be also a number of opportunities where student can participant in such as science projects, field trips, other extra-curricular activities related to environmental issues.

D. ASSESSMENT SYSTEM

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

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

External Assessment: UASCS will use several forms of external assessment tools in order to monitor the quality of its programs and instruction. State tests on ELA and math content areas, which are delivered at different grade levels, and Regents exams will provide us with comparative data, quarterly and year to year, and will enable us to compare UASCS to the local district and to NY State averages. MAP testing will be used to target a student's academic performance in mathematics, reading, and science. MAP will be used to measure a student's progress or growth in school, and as a comparison to state and national norms.

All students will take the PSAT and SAT tests, which will provide us with a comparative district, state, and national data. A course for PSAT and SAT I test preparation will be available as part of the college preparatory after-school program; this will be adjusted based on the assessment results. AP and SAT II subject tests will be optional but highly encouraged. These tests will also provide data that can assess the robustness of our program. Our high level content area courses can be adjusted and modified based on SAT subject test results.

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

Also, the end-of-year tests from all previous years will be used as a baseline for assessing the effectiveness and progress for academically, socially, emotionally, or language-based needy students. The special education department, ELL department, counseling department, and advisory team

leaders (and any parental input) will all be involved in developing new strategies to influence the hard-to-reach student population.

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

Reporting: All preparation and performance results for MAP testing in grades 6–8, PSAT, SAT, SED tests, and Regents exams will be reported and presented by the Director to students' parents and the BoT. Required data will be presented to NYSED. Cohorts' Regents, SED, and SAT assessment results will be an integral part of the performance accountability dashboard to measure school and instructor effectiveness. For greater accountability and transparency for parents, UASCS will utilize the Web-Enabled Student Information System (SIS) Database (which is available for smart phones as well) that is already in use at SASCS for tracking student academic performance, daily assignments, and assessments. Teachers will be able to review all test results, including results from PSATs and SATs. The Dean of Academics will ensure that PSAT and SAT performance data will be reported to all English and math instructional personnel. Reports will be sent to the state from the SIS database. Data is also uploaded from the SIS Database to NYSED's data collection system and the database serves as a repository for students' academic data.

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

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

Data Driven Action Plans: The results from the benchmark tests will be reviewed by the teachers, curriculum coordinators and the Academic Dean, and serve as a basis for creating action plans. Action plans must be approved by the Curriculum Coordinator, who will also provide feedback on instruction content and methods at the onset of the plan and during subsequent observations. The action plans will also be reported to the Director and BOT and serve as a basis for decision-making, teacher and curriculum effectiveness, and student performance assessment. The success of the action plans in improving results will also constitute part of the dashboard assessment system.

Based on the results of the formative and summative assessments, school leaders will work with teachers to create and implement action plans for lessons that address deficiencies. Also, based on

results, schools leaders may spend more time observing and mentoring teachers whose students appear to be struggling to perform.

Along with the presentation of detailed information regarding teacher preparation for examinations, the Director also will recommend specific action such as the hiring of additional staff to allow students to be broken into smaller groups for instruction based on assessment. For example, at SASCS in 2011, following the final Grade 8 Math full-length practice exam, hiring of an additional math teacher was approved by the Board so that students could receive intensive small group instruction. The UASCS Director will report all hiring requests to BoT, accompanied by documented assessment.

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

E. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS

Promotion Requirements: UASCS’s high school promotion standards require that, by the end of August, each student needs to complete a minimum of 6 credit hours per year and have an overall GPA of 2.0 in order to be promoted from one grade to the next. Students are required 26 credits for graduation over four years, which is well above the state and city standards. Since each student may have up to 8 credits, if the students take a full load of credits each year and pass them all, they will be able to graduate with up to 32 credits.

Table 7: Graduation Requirements

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

Graduation and Diploma Requirements: UASCS’s graduation standards are aligned with our school’s college preparatory, STEM focus and mission in that we are requiring more credits than the state requirements, particularly in the areas of language arts (2 additional credits), math (1

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

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

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

Community Service: Graduates completing all four years of high school at UASCS will be required to complete 100 hours of community service prior to graduation. Students attending fewer high school years at UASCS will complete hours on the following scale: 12th grade only: 45 hours; 11th and 12th grade only: 60 hours; 10th, 11th and 12th grade only: 75 hours. Paperwork affirming completion of hours will be compiled by guidance personnel and stored in the Guidance Office. Students will receive training at the beginning of each year regarding what constitutes acceptable community service, and they will be given a tabulation at the mid- and endpoints of each academic year showing service hours tabulated to date and the number of hours remaining before meeting graduation requirements. Students must write a reflective paper and prepare a portfolio on their community service learning to reflect on their learning.

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

Table 8: Grading Scale

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

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

F. SCHOOL CULTURE AND CLIMATE

High parental involvement and safe and disciplined school environment is one of our key design elements, and those two elements will go hand-in-hand when it comes to a positive impact on student behavior. Following admission to the school, each student and his/her parent or guardian will take part in a one-on-one meeting with administrative personnel, during which time both the student and parent sign a commitment letter that includes UASCS’s behavior and academic expectations. Additionally, each year, before students attend opening day at UASCS, they will be able to attend one of several orientation sessions conducted by school administrators. During orientation, behavioral and academic expectations will be reviewed and reinforced. As part

of the orientation training, parents will be made aware of academic progress and disciplinary notes that will be available online, 24/7, through the SIS database. Parents who do not have Internet access at home will be able to access the database through public forums and can come to the school and use the public kiosk.

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

School staff will ensure that parents and students are well-informed of these policies, both before enrollment and at the time students sign up for entry into the charter school. Accordingly, students will not be surprised about what type of behavior is expected from them, and parents will be reassured about the type of classroom environment that will be maintained in the charter school.

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

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

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

a predictable set of boundaries and rules for all students, making it a safe environment for students and staff.

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

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

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

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

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

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of its disability, the services must be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving

the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

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

G. SPECIAL STUDENT POPULATIONS AND RELATED SERVICES

Labels are not barriers in our thinking of services and instruction for our special education and ELL students. Instead, UASCS sees them as part of the school's cognitive diversity. Students with disabilities and ELL students deserve access to deep learning experiences by engaging with others. Students with disabilities and ELL students will receive the same notices concerning school-sponsored enrichment programs, activities, and services as other students. UASCS will deliver the same curriculum and expectations for all students, including special education and ELL students. Students with disabilities and ELL students will receive instruction mainly as part of a regular classroom with other students, as appropriate, with supplemental instruction by our special education teacher or ESL teachers, and teachers who are trained by the coordinator. All teachers will be trained in delivering modified instruction to serve the needs of the special education and ELL population in their classes by providing multiple means of representation (demos-texts-videos-article), providing multiple means of action and expression (graphic organization, digital text), and/or providing multiple means of engagement in order to address cognitive diversity in their classroom. All teachers will have the responsibility to read IEPs and talk with the special education or English as a Second Language (ESL) coordinator to develop a teaching strategy for their content.

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

IEP and Its Implementation: Initial evaluations, reevaluations and revisions of IEPs, and the procedures relating thereto are the responsibility of the local educational agency ("LEA")—the school district of a student's residence (see 34 CFR §§ 300.122, 300.15, 300.22 et al). UASCS will

implement the IEP developed by the CSE of the student's school district of residence for each student with a disability, and will cooperate with the student's district of residence to ensure that all services recommended in the IEP are provided to the student.

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

UASCS will provide resource and related services as prescribed on students' Individual Education Plans provided by their home districts, in accordance with Federal IDEA regulation (section 300.114) "to the maximum extent appropriate, children with disabilities are educated with children who are non-disabled, and that special classes separate schooling or other removal of children from regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily."

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

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

Quarterly progress reports regarding each student and his or her IEP, as well as copies of all report cards will be sent to the student's parents and to the student's district of residence at the

time of the annual review. The school district is welcome at any time to monitor the school's implementation of its special education program.

Staffing: UASCS will hire staff as needed to meet the needs of its special education students. In addition to the contracted special service providers noted above, UASCS will hire a certified Special Education Teacher as Special Education Coordinator, whose responsibilities will include: 1) Providing direct and indirect instruction; 2) Long and short-term planning addressing individual needs of students; 3) Evaluating students' progress; 4) Establishing and maintaining classroom management procedures; Reporting to the Director; 5) Preparing written reports accurately and submitting them in a timely manner; 6) Effectively communicating with teachers, parents, and administrators to facilitate the IEP process; 7) Effective consulting with parents, students, teachers, and administration; 8) Effective professional liaising between school and home; 9) Maintaining open lines of communication via telephone or in writing between UASCS and the Special Education Coordinator of students' home schools and the district of residence; 10) Representing UASCS at district CSE meetings, 11) Remaining current on rules set forth in special education law and regulations; 12) Maintaining privacy of student records and information.

During the teacher orientation week every August, the Special Education Coordinator will hold training and review sessions to address areas of special education services. All UASCS staff members will attend the training and review session. The Dean of Academics will be present during the meeting to address any other issues raised connected to the education of students with disabilities. During such training sessions, UASCS staff will be given guidelines regarding the following: 1) The referral process to the CSE; 2) Development of a student's IEP; 3) Implementation of a student's IEP; 4) Evaluation of a student's progress toward meeting IEP goals and objectives; 5) Meeting reporting requirements to parents and CSEs; 6) Confidentiality and student records; and, 7) Discipline of students with disabilities. As the need arises throughout the year, the special education coordinator will repeat the seminar on the special education services. During the professional days, there will be dedicated sessions on special education services. We will invite professionals/experts for teacher workshops who will assist regular education teachers to incorporate various strategies with special needs students in their classroom. Through these speakers, teachers will learn or be refreshed with creative ideas for modifications and accommodations to their subject material, emphasizing empathy for students with disabilities.

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

Referrals may be made by any professional staff member of the charter school, by parent or guardian, by professional agency to whom parent has given permission, or by the student (if 18 years or older). Such referrals will: (1) state the reasons for the referral and include any test results,

records, or reports upon which the referral is based, if any; (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose, if any, and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral, along with the procedural safeguards notice described in 34 CFR §300.121, will be sent to the student's parents.

Access to Student Records/FERPA: UASCS will follow all applicable requirements of the IDEA and the Family Educational Rights and Privacy Act (FERPA) and observe regulations relating to the confidentiality of student records (34 CFR §300.123 and 34 CFR Part 99). All appropriate staff will be trained in such requirements, and the charter school's Special Education Coordinator will be responsible for ensuring the confidentiality of personally identifiable information within student records.

In accordance with FERPA, parents will be allowed to inspect and review all of their children's educational records maintained by the charter school. Upon receipt of such a request, UASCS will adhere to the requirements of the Freedom of Information Act. In any event, the charter school will comply with such a request for access within a reasonable period of time, but in no case more than 45 days after it has received the request. Before disclosure of any personally identifiable information relating to a student, to someone other than the parent or eligible student, UASCS will (with the exception noted below) obtain signed and dated written consent from the parent or eligible student. Personally identifiable information may be released without the prior consent of the parent or eligible student to school officials and teachers only if the charter school determines that such persons have "legitimate educational interests." All files that are required by law to be kept confidential shall be kept under lock, in a place and manner that restricts access to only those individuals who are authorized to view these records.

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

The IEP developed by the CSE of the student's district of residence for some students with disabilities may determine that such students cannot participate in regular state assessments. In these instances, the State Alternate Assessment will be administered as required by law. The UASCS also will present to and discuss with members of the district CSE each component of the school's assessment program, and will ask the CSE of the student's district of residence to make a determination about which, if any, of these various assessment measures would be appropriate to include in these children's IEPs.

If the CSE of the student's district of residence determines that none of the various assessments administered by the Utica Academy of Science Charter School are appropriate for a given student with disabilities, UASCS may create individualized assessment instruments based on goals and objectives of a child's IEP and a thorough task analysis, which then will be submitted to the CSE of the student's district of residence for approval (or denial) to be included in the child's IEP. [Among the assessment instruments that may be used include those outlined in the following: for social skills, the Social Skills Rating System (Gresham & Elliot, 1990); for adaptive behavior,

the Adaptive Behavior Scale (Lambert, Nihira & Leland, 1993); for life skills, Life Skills Instruction for All Students with Special Needs (Cronin & Patton, 1993).]

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

Students with Limited English Proficiency

Students at UASCS with limited proficiency in English will achieve proficiency in the English language through the use of the school's services and teaching methods. UASCS will ensure that ELL students will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. The ESL teacher will work in conjunction with classroom teachers to provide information on the linguistic, cultural, academic, and social adjustment of ELL students at all ages and grade levels.

ELL student who have basic interpersonal communication skills (BICS) and are at a beginning level of cognitive academic language proficiency (CALP) to handle most of the classroom communication will be integrated in the mainstream classroom. Those who have not achieved BICS and/or CALP will be referred to the appropriate support services that may be needed by ELL students, in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling.

Parents whose English proficiency is limited will receive notices and information from the school in their native language whenever possible, so that we will be able to encourage the participation of all parents in the UASCS community, regardless of their home language. Parents of ELL students will also be kept abreast of their child's progress in English language acquisition. UASCS has also developed partnerships with Mohawk Valley Hispanic Inc. and the Utica Bosnian Community and Utica Burmese Community.

Staffing: UASCS will hire a teacher with ESOL certification to be the school's ESL coordinator as well as the overseer of the education of ELL students. The ESL coordinator's duties include: assessing the need for ESL classes; training teachers to meet the needs of ELL students; training and assigning tutors to help ELL students reinforce their English language skills; and collaborating with the Special Education Coordinator to meet the needs of ELL special education students, who will receive ESL services in accordance with their IEPs.

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

If the student speaks a language other than English and speaks little or no English, then the school will administer the Language Assessment Battery-Revised (LAB-R). A student who scores below the designated proficient level will be designated as limited English proficient (LEP), thus

making him or her eligible for ESL services. The LAB-R will be administered only once to each incoming student.

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

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

All UASCS teachers will receive ongoing professional development training in working with ELL students and SIOP. Professors from local universities and individual professionals will be invited for onsite workshops during the school professional development days, and ESL teachers will attend the BETAC workshops at OCM BOCES.

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

Table 9: Freestanding English as a Second Language Program

English as a Second Language (ESL) and English Language Arts (ELA)				
Grades	Required Units of Study			
	Beginning (1–13%ile)	Intermediate (10–23%ile)	Advanced (20–33%ile)	Transitional (30–40%ile)
6 and 8	2 ESL	2 ESL	1 ESL+ 1 ELA	1 ESL+ 1 ELA
9 to 12	3 ESL	2 ESL	1 ESL+ 1 ELA	1 ESL+ 1 ELA

UASCS’s tutoring center plays an important role in the success of ELL students in their content area classrooms. ELL students also will be strongly encouraged to attend tutoring sessions after school hours and on Saturday to improve their English.

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

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

III. ORGANIZATIONAL AND FISCAL PLAN

A. APPLICANT(S)/FOUNDING GROUP CAPACITY

Founding Group Origin: The developers of the proposed charter school have extensive experience in national and international education at both the secondary and postsecondary levels. This experienced founding board includes founders of two successful charter schools established in New York and Massachusetts who are also university professors, a scientist, a community leader, and a seasoned social studies teacher. The broad experience of these founding members offers strong educational support and enables them to establish and oversee the school operations, and acquire the financial and community support necessary for a high-quality college preparatory program. The founding group includes an established group of board members who have built rapport to oversee SASCS. As board members of a successful inner-city charter school, the founding group seeks to replicate SASCS and disseminate its best practices in Utica, as part of its civic duty.

Proposal Development: The group has been working on the replication planning for over a year. The early part of the planning period included understanding the need and demand in the proposed school city and district. After establishing the school's key design elements and structure for a successful replication, the group has started putting the application together under the leadership of the Dr. Fehmi Damkaci on a weekly schedule over the last four months. SASCS Director, Mr. Tolga Hayali, has served as an advisor to the founding group throughout the process.

Dr. Fehmi Damkaci: Professor of Chemistry and Associate Dean of Graduate Studies and Research at SUNY Oswego. Dr. Damkaci conducts research on medicinal and nanotechnology research. He has three years of high school chemistry teaching experience, and recently received Management and Leadership Development Certificate from Harvard University. He was one of the founding members of a successful secondary level charter school in Boston, MA. He has been a board member of the Syracuse Academy of Science Charter School (SASCS) since 2006, as the board president since 2010. He will be a founding board member and will oversee the school's educational leadership, and science/technology and environment related curricular and extra-curricular activities.

Dr. Yildiray Yildirim: Professor and Chair of Department of Finance at the Whitman School of Management, Syracuse University. Dr. Yildiray engages in research on real-estate and risk management. He was a founding board member of the SASCS in 2003 and has been a board member since then. He will be a founding board member and will oversee the school's financial operations, operational quality, and real-estate issues.

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

Ms. Patricia Coban: Certified social studies teacher. She served for two years as the Frank Foundation's Child Assistance International's Reach coordinator and educator for Southern Cayuga. She was a founding board member of SASCS in 2003 and has been a board member since then. She will be a founding board member and will oversee the school's educational activities.

Dr. Ahmet Ay: Professor of Math and Biology at Colgate University in Hamilton, NY. Dr. Ay teaches undergraduate courses in both math and biology, and engages students in his research. He is a newly elected board member at the SASCS. He will be a founding board member and will oversee the STEM-related educational activities and university relations.

Mr. Muris Hadzic: Research associate and Ph.D. candidate in finance at Syracuse University. He has been actively helping SASCS students in mentoring and tutoring. He is a Utica resident and active in Bosnian community. He will be a founding board member and will be active in community outreach activities and student mentoring programs.

Dr. Ednita Wright: Professor of Human Services and Teacher Education at SUNY, Onondaga Community College, and licensed clinical social worker. She holds a Ph.D. in interdisciplinary social Science from the Maxwell School of Citizenship at Syracuse University. She has been an active parent of a student with special educational needs at SASCS for four years. She will be a founding board member and will oversee and parental involvement and staff development.

B. BOARD OF TRUSTEES AND GOVERNANCE

The Board of Trustees oversees the school on behalf of public under the guidelines set by the New York Board of Regents. The BoT reports to the NYSED Charter School Office at least on an annual basis, which monitors school operations. The BoT must seek approval prior to making a decision contrary to any provision in the charter.

Initial BoT will have seven board members. The founding group will also serve as the initial BoT as shown in Table 10. UASCS's by-laws, including board member eligibility, terms, method of appointment, and the board's functions, have been provided in attachment 5b.

Monthly BoT meetings will be open to public and will be publicized through the school website and the school's bulletin board. The public announcement will include date, time, and the place of the meetings.

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

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

Table 10: Applicants/Founding Group and Proposed Board of Trustees

Name	Current employment	Relevant experience/skills	Role on founding group	Proposed role(s)	Length of initial term
Ahmet Ay	Professor of Math and Biology, Colgate University	Charter school governance; college level teaching.	Will oversee the STEM-related educational activities and university relations.	Secretary	2013–16
Patricia Coban	Social studies teacher	Charter school implementation and governance; high-school teaching.	Will oversee the school’s general educational activities	Member	2013–15
Fehmi Damkaci	Professor of Chemistry, Associate Dean, SUNY-Oswego	Charter school implementation and governance; high-school and college level teaching and leadership.	Will oversee the school’s educational leadership, and science/technology and environment related curricular and extra-curricular activities.	President	2013–17
Sherman Dunmore	Chaplain at the Marcy Correctional Facility	Charter school governance, youth center organization, community leader in greater Utica.	Will oversee the school’s civic engagement, community outreach activities, and parental involvement.	Member	2013–16
Muris Hadzic	Doctoral fellow in finance	Educational activities at both college and community levels.	Will be active in community outreach and student mentoring programs.	Member	2013–15
Ednita Wright	Professor of Human Services and Teacher Education at SUNY-OCC	Charter school parent, college level teaching and leadership; expert in human services and teacher education.	Will oversee staff development and parental involvement	Member	2013–15
Yildirim Yildiray	Professor and Chair of Finance Dept., Syracuse University	Charter school implementation and governance; college level teaching and leadership; expert in finance and real estate.	Will oversee the school’s financial operations, operational quality, and real-estate issues.	Vice President and Treasurer	2013–17

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

Parent Involvement in Governance: HH will facilitate the development of a Parent Organization (PO). At Board meetings there will be a regular item on the agenda for the PO to report on their work or any school issues. Parents may also participate as members of standing and ad hoc Committees. More detail on parent involvement in the school is provided in *III.I. Family and Community Involvement*.

Board Training: The Board will hold an annual retreat program to evaluate its strategic plan and annual goals. The Board will work with external consultants to receive training. The topics of such training will include board roles and responsibilities, board assessment, long range planning, plan implementation, academic program assessment, program evaluation, fiscal management, educational law and changes. Board members and leadership team will attend workshops NYS Board Association and Charter School Association.

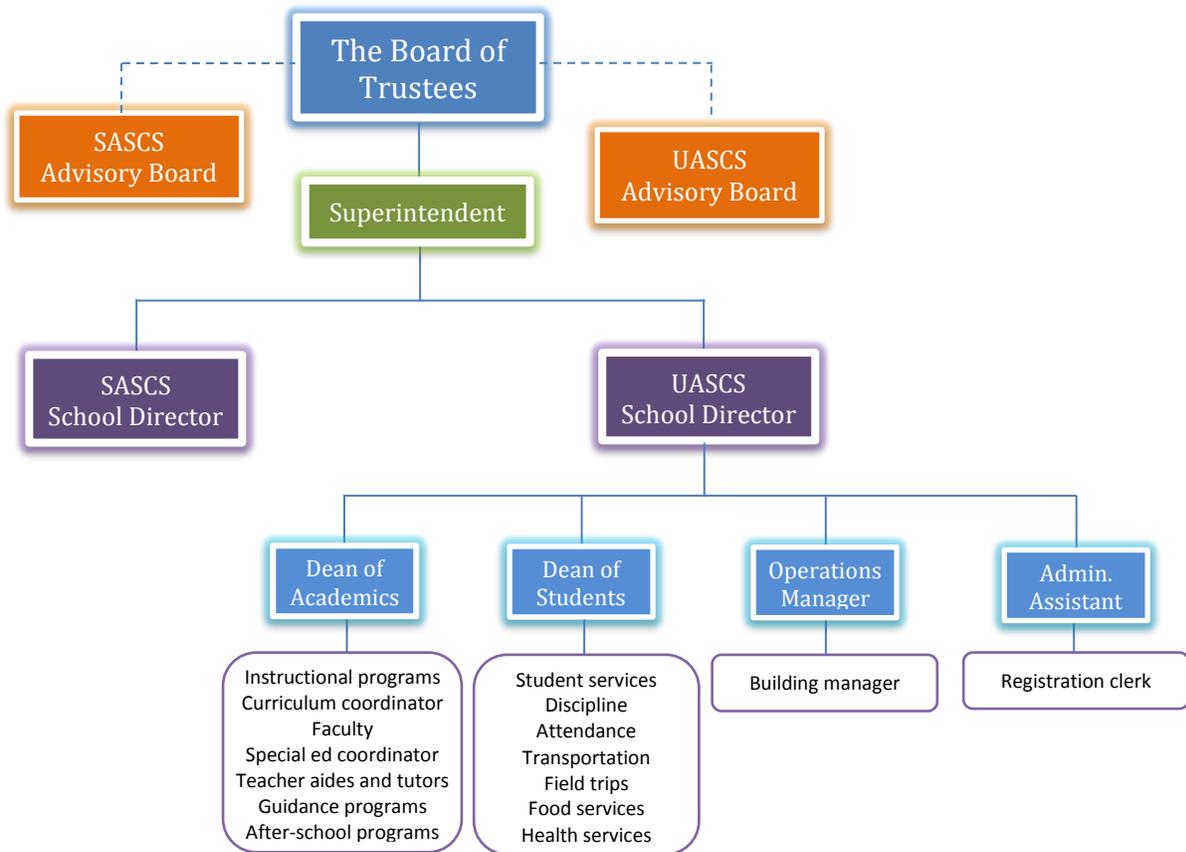
C. MANAGEMENT AND STAFFING

Superintendent: Chief executive officer for the Syracuse Academy of Science Charter School and Utica Academy of Science Charter School (the Schools). Responsible for the effective operation of the Schools and keeping the BoT informed of the condition of the Schools’ educational, organizational and fiscal operations. Assure effective communication between the Board and the staff. See to the development of specific administrative procedures and programs to implement the intent established by BoT policies, directives, and formal actions. Summon employees of the schools to attend regular and occasional meetings as are necessary to carry out the educational programs. Oversee that all funds, physical assets, and other properties are appropriately safeguarded and administered. Hold regular meetings with School Directors and all other administrators to discuss school operations. Assure that best practices are shared between the two schools. Represent the Schools before the public, and maintain, through cooperative leadership both within and without the Schools, such a program of public relations as may keep the public informed as to the activities, needs and successes of the Schools. Establish and maintain liaison with community groups which are interested or involved in the educational programs. *This position requires a minimum of a master’s degree in education or a STEM related field and at least five years of administrative experience in a charter school.*

Director: Operate as the educational leader and chief educational officer of the school while implementing policies set by the board of directors. Assume administrative responsibility for the planning, operation, supervision, and evaluation of the education programs, services, and facilities

of the charter contract, and for the annual evaluations of the school staff. Be knowledgeable about all aspects of the instructional program and analyze data to confirm continuous focus on improving student academic performance. Work with staff, board, parents, and community to plan curriculum. Compile reports and assist the board in evaluating the effectiveness of school programs. Consult with all financial accounting staff and ensure that approved budget is being managed in accordance with policy. Ensure that all state and federal requirements are met. *This position requires a minimum of a bachelor's degree in education or a STEM related field and at least three years of administrative experience in a charter school.*

Figure 1: Organizational Chart



Dean of Academics: Assist the Director in instructional program administration and school level operations. Encourage planning of innovative education programs, and assist teachers in implementing such efforts when appropriate. Act as the Director's designee in all assigned academic supervision duties. Conduct classroom visits and annual teacher assessments. Assist Director in interviewing, selecting, and orienting new employees. Oversee school's daily academic operations. Oversee student attendance records. Oversee student discipline management system; Hold parent-teacher-student conferences in regard to student and school issues.

Dean of Students: Assist the Director in student discipline, and to supervise student activities and student support services. Encourage a peaceful, constructive, and thoughtful climate for learning. Promote fairness of students and staff from all cultural backgrounds. Communicate with

students, parents, and staff to make sure all related parties contribute to a healthy learning environment. Coordinate the supervision of the facility to make sure school runs safely and smoothly. Act to ensure safety of the students and staff. Organize safety drill practices and inspections. Oversee student attendance records and take action on truancy issues. Supervise support services including transportation, custodial, and cafeteria. Provide supervision of students during instructional and non-instructional hours. Help students develop positive behavior through a student discipline management system. Provide for uniform enforcement of school rules and regulations. Hold parent-teacher-student conferences in regard to student and school issues. Oversee the hall monitors. Oversee the supervision duties of the staff.

Operations Manager: Oversee and maintain the operation of all financial and business affairs of the school including accounting, payroll, purchasing, and risk management. Act as the chief financial adviser to the Director and the Board of Trustees. Manage a revolving auditing program for all funds and work with the school's independent and internal auditors while conducting audits. Maintain accounting systems that comply with laws and regulations. Supervise monthly bank settlement preparations for the operating, special revenue, debt service, construction, tax, cafeteria, and athletic accounts. Compile and enter all budget adjustments, additions, and deletions. Assess and authorize all purchase orders and check requests and manage budget by certifying availability of funds. Ensure that policies established by federal and state law that apply to charter schools, as well as local board policy in the area of business operations, are being followed. Compile and review monthly financial statements and budget reports. Draft a comprehensive annual financial report. Draft quarterly and final reports for all federal funds. Maintain and direct sales of surplus salvage equipment for disposal. Requisition supplies, textbooks, and equipment; verify inventory; manage records; and confirm receipts for materials. Oversee maintenance of replacement cost/asset inventory for insurance purposes; receive and register bids, calculate results, and draft written recommendations. Oversee the drafting of bids and bid specifications. Compile, check, and revise business department job descriptions. Oversee building manager, custodial, technical, and cafeteria staff.

Curriculum Coordinator: Observe teachers' lessons. Schedule and coordinate school-wide summative testing. Gather, compile, and analyze student performance data. Organize and disseminate information regarding upcoming formative and summative assessments. Regularly check for lesson plan alignment and type/timeliness of data entry (grades) in database. Identify and track services given to and progress of at-risk students.

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

Staffing: For effective implementation of the school's operations and program, the necessary numbers of the faculty and supporting staff (based on the effective school model) are given in Table 11, which aligns with the school's growth plan. UASCS's aim is to keep the student/teacher ratio at or below 15 at all times. The budget, as provided in Attachment 9, is designed and planned to support the presented staffing plan over the projected years of operating. A pay scale

which is based on education background, professional experience, and years spent at school is provided in Attachment 8a. Based on our experience at SASCS, our observation of the need and demand for UASCS, especially from the teachers' interest, we anticipate no challenges in attracting effective school staff.

Table 11: Staffing Plan

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	176	242	352	440	464
Executive Management	1.30	1.30	1.40	1.50	1.50
Deans Directors Coordinators	2.00	2.50	4.50	6.00	6.00
Operations/Business Manager	1.00	1.00	1.00	1.00	1.00
Administrative Staff	1.00	2.00	3.00	3.00	3.00
Teachers - Regular *	10.00	13.50	20.00	25.00	26.00
Specialty Teachers *	2.80	3.80	5.50	6.00	7.00
Teachers - SPED	1.00	1.00	1.00	2.00	2.00
Substitute Teachers	1.00	1.00	1.00	1.00	1.00
Teaching Assistants	1.00	1.00	3.00	3.00	3.00
Guidance & Counselors	1.00	1.00	2.00	3.00	3.50
Custodian	1.00	1.00	1.00	1.00	1.00
Security	1.00	1.00	2.00	2.00	2.00
Student/teacher * ratio	13.8	14.0	13.8	14.2	14.1

Recruitment and Retention: Effective teachers will be determined by the Director and Curriculum Coordinators through continuous evaluations, which include at least ten class visitations in a year. Once effective teachers are identified, UASCS will provide competitive benefits and salary to retain them. In addition, teachers will be provided additional stipends and honorariums for their commitments to after-school activities and their success at regional, national, or international fairs. The retained effective teachers will be given several opportunities, such as the Summer Institute teacher preparation weeks prior to school, staff development program during school year, and feedback after each class visitation with online tools to excel. Celebration and appreciation throughout the year will be given through weekly morning meetings and special school-wide events wherein staff members are recognized and appreciated for their hard work and successes. Due to its programs with its teachers and high satisfaction among the staff, SASCS has achieved high staff retention rates, and it is believed that UASCS will achieve the same results.

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

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

and written warnings, followed by dismissal. To be fair and objective about dismissal issues, BoT will seek input from several administrators in the case of a dismissal.

C.1. CHARTER MANAGEMENT ORGANIZATION

- We **intend to contract** with a charter management organization. *Continue with completion of this section.*
- We **do not intend to contract** with a charter management organization. *Skip to the next section.*

C.2. PARTNER ORGANIZATION

UASCS will have no partnership with any organization. However, UASCS will develop relationships with the local colleges (e.g. Utica College) and SUNY ESF to offer college credits and summer bridge programs, based on SASCs's well-established experiences with its local colleges.

D. EVALUATION

Overall Evaluation: A framework for oversight planning will be periodically updated and used as a guideline in setting the monthly agendas. Such a template has been provided in Table 15 on page 49. The Superintendent and Director will provide monthly educational and financial reports, which include all student achievement assessment data, staffing needs, and programmatic recommendations for the discussion and review of board members.

The Board will monitor the school's educational, financial, and organizational assessment report with the help of a software tool, an electronic dashboard, which will be derived directly from the school mission and objectives, and aligned with our assessment plan. This dashboard will include four main categories: academic performance, structural performance, stakeholder communication performance, and financial performance. Each category will include several metrics and measures tied to school design, program, and annual and strategic goals. Measurement metrics will be tied to the objectives. The Board will identify annual targets for each metric, based on internal baselines and goals, authorizer requirements, and comparative benchmarks. The Board will be the stewards of the measurement system, with the administrative team. The Board will tie the Superintendent's, Director's merit pay or incentive compensation to the measurement system. A sample of such a dashboard, which was shared as best practices by Albany Community Charter School, is shown in Table 13. Such a dashboard system will be developed with more than one hundred metrics to monitor and evaluate UASCS' organizational, educational, and financial soundness.

An assessment plan for evaluating the performance of the school, a sample of which is provided in Table 16 on page 50, will be used by independent consultants hired by the UASCS BoT to help evaluate the academic performance of the school.

School's Leadership Team Evaluation: Through a combination of BoT members' participation and outsourced expertise, the school's leadership team will be analyzed with respect to having clearly defined goals and effective management through multiple evaluations. BoT members regularly will visit the school and speak with students, parents, and staff about school-wide issues including performance, personal academic goals, and the school management. BoT members will meet with the school's leaders on a monthly basis during the board meetings and question him on agenda items and programs' progress. Students' success in several programs and

venues (college acceptance, Regents exams, state tests, etc.) and teacher satisfaction and retention will be good indicators of the school leader's success.

The Superintendent will be evaluated annually by a committee consisting of two BoT members, School Directors, a teacher, according to its performance in: a) Educational leadership, (instructional management, student services management, staff development and professional growth), b) Executive Management (Facilities and operations management, fiscal management, human resources management), c) Board and Community Relations (Board relations, community relations) provided

The Director will be evaluated annually by a committee consisting of a BoT member, Superintendent, a parent, a teacher, and a student according to: a) School's academic performance goals, b) Staff planning, hiring, and retention, c) Budget planning, reporting, supervision, d) School Climate (staff motivation, student discipline), e) Overall leadership, supervision, reporting, f) Parental involvement, g) Community outreach.

Board Self-Evaluation: In the belief that the Board's performance can be improved through systematic assessments carried out with good planning, conscientious follow-through and, where indicated, orderly change. Self-assessment rubric shown in Table 14 on page 48 will be used by the BoT to receive internal input on how well the BoT is doing. Each member and the school's leadership team will complete the form in June. Members may give suggestions about how the BoT could perform better for any or all of the following items. BoT will discuss the results of the self-evaluation survey in a July meeting. The results of these evaluations will be used in designing Board training activities and annual retreat program.

Teacher evaluation: In an effort to increase the quality and consistency of daily classroom instruction, two curriculum coordinators are added to the administrative staff—one for math and science and the other for English, Spanish, history, and social studies. In addition to the Director and Academic Dean, we will have four administrators observing the teachers each week. Having four observers ensures that lessons align with the SED standards, and that classroom management is conducted in such a way that learning is a primary function of each class. Each administrator and coordinator will be required to complete a minimum of two observations each week. Based on this model, which is built on SASCS's teacher evaluation model, each teacher will be observed on average at least 12 times during an academic year. After each observation, the observer will meet with the teacher and will provide feedback and suggestions to improve instruction. Observation and feedback results will be regularly reported to the school director.

These weekly half-period observations will be unannounced. They will be intended to keep the administration informed of teacher and student performance and to provide information from which decisions regarding what kind, how much, and for whom additional training, mentoring or professional development is needed. Teachers will be provided professional development opportunities, using Observer 360 software and professional development tool, based on observer's recommendations. Observations do not take place during full period testing.

In addition to being observed themselves, the teachers are obligated to complete two peer observations per year to learn from each other. The school-wide expectations of all of these observations are to improve instructional and classroom management practices.

At the end of the year, SASCS conducts announced formal full-length classroom observations. Teachers are expected to provide feedback throughout the year to increase their effectiveness in the classroom.

Parent and Staff Satisfaction Evaluation: Parent, student, and staff satisfaction will be gauged by annual surveys. The results of these surveys will be discussed during the July meeting to take necessary actions based on the outcome. A sample parent satisfaction survey is shown in Table 12. In addition, teachers will make at least 4 home visits per year in order to receive feedback face-to-face. As part of our key design elements, we will implement several programs in order to increase their involvement as described before.

School Climate Evaluation: UASCS will evaluate its stakeholders' perception of the school climate formally on an annual basis through parents and staff satisfaction surveys. We will also an age-appropriate instrument to gauge the feedback of our students. The school leadership will evaluate the results of these surveys which will be discussed as part the school's annual accountability goals.

Table 12: Parent Satisfaction Survey

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

Table 13: Sample Dashboard

Perspective	Metric and Target	Target	Current
Academic	% Scoring Level 3 or 4 in ELA	> 75%	78% / 86%
	% Scoring Level 3 or 4 in Math Grade 3	> 75%	91% / 100%
	% Increase on Scoring Level 4	> 5%	5%
	% Gain Fall to Spring on Terranova (K-2)	> 15%	21%
	% Increase National % Ranking Terranova (K-2)	> 5%	12%
	Ranking Charter School in NYS	Top 10%	Top 1%
	Ranking in NYS Schools with 90% FRL	Top 5%	Top 1%
	Attendance %	> 95%	93%
Financial	Actual vs. Planned Enrollment	= 100%	100%
	Manage to Net Profit	> \$0.00	\$145K
	Contingency Reserve	> 2%	2.1%
	Audit completed without any material findings	Yes	Yes
Stakeholder	Parent Survey Response Rate	> 80%	67%
	Parent Survey Satisfaction Score	> 90%	95%
	5 Community programs operated during year	Yes	7
	Compliant with all Authorizer reporting	Yes	Yes
Management	Filled vs. Planned Staffing	= 100%	100%
	Staff Turnover	< 10%	15%
	Plan developed by July 2011 BOT meeting	Yes	No
	6-8 expansion amendment submitted and approved	Yes	TBD

Table 14: Board of Trustees Self-Evaluation

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

Table 15: Agenda Items for Monthly Board Meetings

	Finance/Facility/Equipment			Academic/Personnel/Policy		
	Finance/Report	Facility/Equip	Board	Staff	Student	Parent
Every Mon.	Assets/Balance Grants State Reports	Status Improvements Needs	Meetings Policies Outreach	Hiring Certifications Developments	Enrollments Demographics Counseling	Activities Media Coverage Community Leaders
July	Annual Audit	Equipment Needs	Retreat Orientation	Recruitment Supply List	Recruitment Orientation	Orientation
Aug	Grant Update	Technology Plan Halls/Decorations Website Update	Review of Policies School Profile Update	Annual Plans Background Checks Club Activities Prof Development	Class Schedule Advisors	PTO Startup
Sept		Bldg Security	Partnerships Internship Mentorship Job Shadowing	Workload Orientation School Policies Shared with Staff	Diagnostic Tests Individual Plans Database Update Motivational Speaker SAT/PSAT Prep	Newsletter Parent Seminar
Oct				Test Prep Plans	College Trips Test Prep	Parent Teacher Conf
Nov				Test Prep Review	State Test Prep SAT Prep College Applications Student Discipline, Minimal Expectations	PTO Newsletter
Dec	Budget Review	Technology Update		Curriculum Review	Practice Exams Motivational Speaker College Applications	Outreach Plans
Jan				Prof Development	State Exams Summer Plans	Newsletter Parent Teacher Conf
Feb					Olympiads/Fair Prep Test Prep Motivational Speaker Student Recruitment	
Mar			State Site Visits	New Positions	State Exams Student Recruitment Oversee Trip Plans	PTO Newsletter Parent Survey
Apr	Annual Budget			Prof Development	Science Fair College Trips Motivational Speaker Student Recruitment	Parent Teacher Conf Parent Seminar
May	Budget Review	Need Assessment		Retention Plans	Celebration Night Retention Plans Test Prep	PTO Newsletter Parent Survey
June	Annual Audit Prep Annual Report Prep	Bldg Renovation		Next year's Academic Competition, Activities Calendar Staff Hiring	Field Trips Test Prep	Picnic/Celebrations Update Contact List

Table 16: Assessment Plan

Assessment	Evidence
1. Performance Goals for the First Charter Term <ul style="list-style-type: none"> ▪ Graduation Rate ▪ 7th and 8th Grade State Exams 	<ul style="list-style-type: none"> ▪ Score Reports From SED ▪ Annual Report to SED ▪ Director’s Report
2. Academic Performance Compared to Utica City <ul style="list-style-type: none"> ▪ English; Math; Science; Social Studies 	<ul style="list-style-type: none"> ▪ Score Reports From SED ▪ Annual Report to SED ▪ Director’s Report
3. Academic Program Being Implemented Effectively	<ul style="list-style-type: none"> ▪ Test Results ▪ Department Meeting Minutes ▪ Guidance Department Reports ▪ Dean of Student Reports ▪ Teachers’ Quarterly Reports
4. Academic Program Aligned With Common Core State Standards and UAS Charter	<ul style="list-style-type: none"> ▪ Teacher Portfolios ▪ Dean’s Report ▪ Department Meetings Minutes
5. Student Advisories <ul style="list-style-type: none"> ▪ Personalized Education Plans Are Developed And Updated Regularly ▪ Student Progress Is Measured Systematically ▪ College Guidance Is Provided Effectively 	<ul style="list-style-type: none"> ▪ Guidance Department Reports ▪ Guidance Department Meeting Minutes ▪ Internal And External Test Scores Data ▪ State Exam Scores Data ▪ Student Portfolios For College Appl.
6. Parental Involvement <ul style="list-style-type: none"> ▪ Parent Meetings ▪ PTO ▪ Parent Communication 	<ul style="list-style-type: none"> ▪ Parent Meeting Dates, Participation ▪ Guidance Department Report ▪ Dean’s Report ▪ Parent Communication Letters ▪ Parental Involvement in School Activities
7. Professional Development <ul style="list-style-type: none"> ▪ Faculty And Staff Will Be Provided Opportunities For Attending Workshops And Conferences 	<ul style="list-style-type: none"> ▪ Professional Development Plan ▪ Professional Development Record
8. Special Education Services <ul style="list-style-type: none"> ▪ Student IEP Requirements Met ▪ Sufficient Staff Hired ▪ Reporting Properly Done 	<ul style="list-style-type: none"> ▪ Dean’s Report ▪ NYS Reports ▪ Special Ed Coordinator’s Report
9. Pupil Services <ul style="list-style-type: none"> ▪ Tutoring ▪ Provision of Services During Removal ▪ Extra-Curricular Activities ▪ Science Olympiad and Science Fair ▪ Math Competitions ▪ Field Trips ▪ Other Activities 	<ul style="list-style-type: none"> ▪ Director’s Report ▪ Dean’s Report ▪ Department Reports ▪ Guidance Department Report ▪ Tutor Logs
10. Student Development Goals <ul style="list-style-type: none"> ▪ Each student will be empowered with skills and tools to succeed in a four-year college through a rigorous academic program ▪ Students will have the discipline and dedication to pursue a college education ▪ Students will have strong academic integrity and honesty, a sense of responsibility and honor, and respect for diversity 	<ul style="list-style-type: none"> ▪ Regents Exams Scores ▪ Teacher Portfolios ▪ Regular Class Work and Assignments ▪ Guidance Prog., Individual Portfolios ▪ College Acceptance Statistics ▪ Science Projects and Competitions ▪ Science and Math Activities ▪ Field Trips

E. PROFESSIONAL DEVELOPMENT

UASCS is committed to the personalized professional growth of each staff member. Effective professional development provides time and opportunities for staff to develop core competencies in instructional strategies, lesson design, classroom management, and data analysis. UASCS professional development will have four main components: 1) Yearlong continuous learning and improvement, 2) Summer Institute, 3) Two one-day long PD during academic year, and 4) Extended learning through certificate and college programs.

1) Yearlong Continuous Learning: UASCS will adopt Professional Learning Community⁶ is a continuous process of learning, implementing and reflecting in which all staff will participate in to focus on learning rather than teaching, work collaboratively, and hold accountable for results. Opportunities for professional development at UASCS include workshops, seminars, self-directed improvement plans, classroom observations and visitations, and conferences. Participants are given the opportunity to receive training, instruction, or new knowledge, implement instructional strategies in their classroom, evaluate their impact on student performance, share with colleagues and/or administrators, and reflect individually.

All professional development activities will be developed by the Professional Development Team, which includes the Director, the Dean of Academics and Curriculum Coordinators who represent the teachers across the curriculum. Each staff member will develop a professional growth plan that will be facilitated by the Dean of Academics and the Director. The teachers of each subject (i.e., mathematics, science or ELA) will form a branch group. Every branch group will have a leader. Most coordinated staff development activities will be directed at the team or individual level and will reflect the agreed upon needs of the teachers involved. High levels of selection, participation, involvement, and follow-through are expected. The academic progress of the school and needs identified by teachers, curriculum coordinators, and the directors will be used to determine the need area for professional development.

All teachers are expected to attend regularly scheduled grade chair, faculty meetings and department meetings. These meetings are bi-weekly. Curriculum Coordinators' responsibilities include peer review of new teachers in their department, and scheduling pull-out days for peer observations. Curriculum Coordinators conduct quarterly informal observations of members of their area department with the purpose of peer evaluation of classroom performance in the curriculum of their subject area, feedback, and coordination of curriculum with the State Standards. Staff performance, focusing heavily on student engagement, will be an integral part of these discussions. With the administrations' use of [Observation 360](#), an iPad-based database-driven metrics tool and teacher training video repository, for its frequent informal classroom observations and feedback, the teachers, administration and trustees will be kept up to date with both performance metrics and methodology examples. In addition, it allows the monitoring of the implementation of the given feedback by the teachers.

2) Summer Institute: The school calendar includes 15 full days during the summer to train the new teachers and reenergize the seasoned teachers. All teachers and administrators will be expected to attend 15 days of orientation previous to the start of the academic year at the end of

⁶ Richard DuFour (May, 2004), "What is a Professional Learning Community?" in *Educational Leadership*

August. Such orientation includes training regarding UASCS charter, statutory and regulatory requirements. The Summer Institute program will include the following topics:

- School Charter (School Philosophy, Key Design Elements, Regulatory and Statutory Requirements, Goals and Objectives, Educational Program, Team-Community Building)
- Staff (Organizational Structure, Personnel Handbook, Purchasing Procedures, Health Benefit Packages)
- Facility (Building Use, Safety/Emergency Management Plan)
- Technology Infrastructure (Computer Network, PC and Copy Machine, Scanners, Phone System, Interactive Boards)
- Student Database Workshop and How to make Updates
- Students (Student Handbook, Discipline Procedures, Special Ed and ELL Services, Health Services)
- Classes (Class Rosters, Classroom Assignments, Class Supply and Decorations Lists)
- Calendar and Schedules (Academic and Activity Calendars, Daily Schedule, Fieldtrips, Extra-curricular activities, Opening at Princeton campus)
- Academics (Annual Plans by Subject Teams, Syllabus and Lesson Plans, Assessment Plans)
- Classroom Preparations (Decorations, First Week Handouts, Class Expectations)
- Differentiated Instruction School Wide, including ELL and Special Education
- Practicing Bloom's Taxonomy at higher level instruction
- Using Data in the Classroom Instruction
- Classroom Management
- Informing Parents, Home visits, and Student advisement
- Response to Intervention (RtI)
- 21st Century Skills: Critical thinking, Collaboration, Communication, Creativity
- Professional Development Plan

3) **Two one-day PD program:** In house programs will take place on days designated as staff development days as marked in the school year calendar and delivered by university professors and specialized consultants. The School will establish the following priorities for professional development based on the congruency between UASCS goals and teacher and student needs:

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

4) **Extended Learning and Development:** In addition to our regular professional developments programs, all teachers will be encouraged to take advantage of available instructional workshops, classroom management programs, and/or training each year by various universities and the Central New York Teaching Center in their areas of expertise. All teachers will have an annual allocation that allows them to attend a subject related conference of their choosing provided by institutions such as National Science Teachers Association (NSTA), National Council of Teachers of Mathematics (NCTM), National Council of Teachers of English (NCTE), National Council for Social Studies (NCSS).

Evaluation of PD programs: Survey results after completing Summer Institute and PD programs will be used to assess their quality and effectiveness. In addition, staff satisfaction surveys will include questions regarding their satisfaction of personal growth at UASCS. Overall effectiveness will be measured by a) increased teaching effectiveness in the classroom instruction, which will be observed through frequent class visitations and observation (PD software will track the change in teacher’s effectiveness over time) and b) increased student learning, which will be assessed by benchmark tests, state tests, and individual behavioral changes. Student performance on assessments will drive professional development assignments for individuals and the whole staff. For example, at SASCS, in 2009–10, recognizing that a stronger arsenal of instructive techniques would improve student performance, the staff read and implemented *Teach Like a Champion*. Likewise, in 2010–11, based on the school leaders’ desire to increase mastery level performance on Regents Exams and SED examinations, leaders selected *Fires in the Mind: What Kids Can Tell Us About Motivation and Mastery* by Kathleen Cushman as the staff.

F. FACILITIES

The UASCS has identified, through our real estate agent, Ismail Yildirim from Coldwell Banker Company, an existing empty office building, which is on sale, located at 117 Business Park Drive, Utica, New York to house the charter school. The importance of this location is its easy accessibility from Interstate 90 and I-790 and its close proximity to Notre Dame Private School with extensive sport facilities. Convenience of this location will also facilitate the enrollment of a diverse student body from different parts of the city.

The identified building has 80,000 SF space. We plan to convert it into classrooms, offices, and labs based on the school need as shown in Table 17. This facility is built in 1990 with ADA compliance and HVAC system, and has 525 parking space. The school will work with a developer to rent the space after a renovation based on our needs.

Table 17: Facility

Room	Sizes	Total (sqf)
35 Classrooms	32x26	29,120
1 Nurse Office	16x26	416
5 Large Classroom (computer-lab-library)	52x26	6,760
1 Teacher/Sec Room	32x26	950
2 Admin Offices	32x26	1,664
1 Gym	100x60	6,000
6 offices	32x26	4,992
1 Auditorium	50x60	3,000
2 Conference Rooms	52x26	2,704
1 Kitchen/Cafeteria	100x60	6,000
Common area (lobby, stairs, etc)	6,000	6,000
TOTAL		67,606

G. INSURANCE

We have worked with and will work with Austin and CO Insurance Agency, Inc. for general and professional liability, property, and personal injury. We will seek liability insurance coverage as shown in Table 19.

Table 18: Insurance Coverage

Coverage	Limit
Limits General Liability	\$3,000,000
Business Personal Property	\$250,000
Computer equipment	\$250,000
Director's and Officers Liability	\$3,000,000
Umbrella Liability	\$5,000,000
Hired & Non Owned Auto	\$1,000,000
Workers Compensation	Statutory Limits
Catastrophic Student Accident	\$1,000,000

H. HEALTH, FOOD, AND TRANSPORTATION SERVICES

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

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

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

Food will be prepared and brought to the school by a prominent food service provider, Aramark Food Services, to be served on UASCS's own food service facilities, including kitchen and cafeteria accommodations. Expenses for subsidized meals will be met by subsidy revenues received from the Federal and State meal programs; and expenses for full price meals will be met by sales charges. Therefore, food-service related revenues have been equalized to the related

expenses in the budget. A letter from our contact person from Aramark is Noreen Czyzak, District Manager, Aramark Education, is attached in Attachment 2.

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

I. FAMILY AND COMMUNITY INVOLVEMENT

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

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

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

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

At UASCS we believe that involving more parents more often and more productively requires changing the major location of parent involvement from the school to the home, changing the major emphasis from general policies to specific skills, and changing the major target from the general population of students or school staff to the individual child at home as specified above.

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

Parental Involvement: Parental involvement is recognized as a crucial factor in school success, and goals and strategies to achieve an active parental involvement as described in earlier sections. The board will establish subcommittees to promote parent and staff involvement in school governance. Parents will be invited to serve in ad hoc committees related to their expertise and interest according to mission of the committee. The school will facilitate the development of Parent Organization (PO) to be governed by parents of the student who are enrolled in school. PO will serve to promote school in the community, fundraise for special student activities, and will encourage parents to volunteer in school activities and field trips to support school mission and student success.

The Director, the Operations Manager, the Treasurer, and School BoT representatives attend parent/PO meetings to gather input from parents in terms of their infrastructure expectations. The feedback from home visits will be communicated back to BoT by Director and Superintendent. All parents have opportunity to provide input through parent satisfaction surveys and testimonials.

Community Involvement: UASCS will be involved within community through its 100 hours of community service learning requirement. Community will also be integral to achieve our mission and to complement our educational programs with their expertise, passion, and experiences. UASCS will invite guest speakers, community leaders, scientists, environmental activists, college leaders and professor, business leaders, on a monthly basis to speak to our students and encourage them to graduate from college, importance of STEM fields and environment, community involvement, and pursue excellence. Specifically, the speaking engagements will be gravitated toward people from backgrounds similar to our students' upbringing. In addition, teachers will be required to have at least two guest speakers in their classrooms from the community to make use of the expertise and experience within the community.

J. FINANCIAL MANAGEMENT

UASCS will employ an Operations Manager to administer the daily fiscal and accounting functions of the School. BoT, Superintendent, and Director will provide fiscal oversight through monthly review of financial statements and dashboard metrics, and approval of annual budget.

Internal Controls: The Treasurer of BoT will be responsible for financial matters on behalf of BoT. The Treasurer is a member of the financial committee, and oversees the business office

operations. The school Director and Operations Manager will report to the Treasurer first for matters related to BOT's concern in the committee. Any matters that need board approval go to a meeting afterwards.

The Operations Manager will attend all board meetings to present fiscal information. All annual budgets and interim modifications will be approved by BoT. At every BoT meeting, the board will review the financial report submitted by the Operations Manager. BoT will review and compare the budget to actual revenues and expenses on a regular basis, and will follow up on inquiries that may result on budgetary actions. BoT will monitor matters that could affect the school's financial status or reports.

The Treasurer will review the bank statements and financial statements on a monthly basis. Any long-term contracts and purchases over \$15,000 will be approved by the board of trustees. Any checks with amounts higher than \$5,000 will require the signature of Treasurer or BoT president. Control activities will be carried out by the staff. For instance, a purchase order will be approved by a supervisor prior to purchasing goods. Then, the goods will be verified that they have been received prior to making the payment. Bank statements will be reconciled on a periodic basis. The duties will be segregated over liquid assets. Also, the uses of fixed assets will be tracked.

External Controls: UASCS will contract with an independent certified public accountant (CPA) to provide monthly support to the School in analyzing, reconciling and adjusting account balances, and to ensure the records are maintained in accordance with generally accepted accounting principles (GAAP). The CPA also may assist in developing UASCS's charter of accounts and implementation of an accounting software system. Independent audits of the financial statements will be conducted annually by a New York State Certified Public Accountant selected by the BoT. Annual financial audits will be conducted in accordance with Generally Accepted Auditing Principles (GAAP), per the US Comptroller General. Financial regulatory forms shall be completed as necessary by the charter school or an accounting firm selected by the Superintendent.

Financial Goals: BoT has set two overall financial goals: to have contingency reserve funds higher than 2% of the annual budget and to have no identified financial deficiencies by annual audits.

K. BUDGET AND CASH FLOW

Attachment 9 has been prepared on a cash basis, thus major assets have not been capitalized and depreciation expenses are not charged in the budgets.

Revenue Assumptions: UASCS will rely on the governmental Planning and Implementation start-up grants, \$500,000, required to prepare our educational program and facility for the first two years of the school. In addition, the main source of UASCS's revenue will be per-pupil aid from public school district, which is based on the current level which has a two year freeze at \$9,280. Per-student revenue is assumed to be constant throughout the initial charter period for five years. The initial student enrollment is projected to be 176, which will gradually increase to 462 over five years. All teacher and staff salaries are assumed to increase 4% per year, consistent with the long term inflation trends in the U.S. School will apply for Title I funding, and for conservative budgeting purposes, it has been calculated based on 50% reduced/free lunch ratio and \$1000 per eligible student. As part of start-up capital, we will receive a donation in the amount of \$60,000

over two years from Terra Science and Education Foundation, which supports K-12 educational research, new alternative education and charter school initiatives with a focus in STEM fields.

The cash balance at the end of the fifth year will be \$594,669. The budget is prepared with the assumption that enrollment targets will be achieved. The challenge to this assumption is enrollment can be below target at the beginning of school year, and there can be dropout during the school year. This can lower the student counts below full capacity. The projected surplus will serve as a buffer against these possibilities.

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

The budget has been prepared based on educational and organizational needs aligned with our mission and key design elements. Our staffing plan (Table 11) includes the necessary number of administrative staff, full time teachers, teacher aides, special education and ELL teachers, and non-instructional support staff to implement our design and mission effectively. Superintendent position salary will come from UASCS (30%) and SASCS (70%) first two years, and UASCS contribution will increase to 50% as its student population increases over the years. Professional development for teachers and Board training expenses is included in the budget.

L. PRE-OPENING PLAN

Immediately upon receipt of its charter and the finalization of its building contract, the developers of UASCS will mail brochures and application materials to approximately 2,000 addresses around the city, hold public meetings, and accept enrollment applications at UASCS's own building. A school advertisement will be placed in local newspapers to reach out to all the segments of the community so that UASCS will have a diversified student body. Our volunteer members will hand out flyers, and put up posters in malls and community centers. These documents will briefly describe the vision of the school and the enrollment process and will allow those who cannot attend a public meeting to have a chance to hear about UASCS.

In order to create an effective replication, superintendent position will be created who will work with both school's directors. The current SASCS Director will be promoted to become Superintendent in order to achieve effective replication and implementation at UASCS. Mr. Hayali, who will complete his Ed.D. program by 2013, has been the Director of SASCS for the last four years and has extensive experience in school leadership and community outreach.

Prior to opening the school, the BOT, Superintendent, and prospective Director will hire a Dean of Academics, a Dean of Students, and teachers who meet the qualifications and certification necessary for their position and possess characteristics and goals that are aligned with the school's mission and objectives according the pre-opening plan between January and June 2013. A building that meets NYSED requirements, NYS occupancy terms, and the school's population and function requirements will be identified by March 2013 and necessary renovations will be planned and executed.

The administration at UASCS will create a thorough a 15-day Summer Institute training plan prior to opening the school that will establish a team mindset for the entire staff and set the tone,

expectations and procedures for the upcoming year. The entire staff will then participate in all sessions of the Summer Institute. UASCS staff will also participate in SASCS Summer Institute to learn and share their experiences.

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

Table 19: Pre-Opening Plan

<p style="text-align: center;">December 2012 – March 2013</p> <ul style="list-style-type: none"> ▪ Receive charter approval ▪ Initiate the school ▪ Apply for all relevant grants and loans ▪ Begin enrollment recruitment ▪ Apply for the creation of superintendent position at SASCS in addition to UASCS ▪ Hire School Director and Business Manager to be trained at SASCS ▪ Launch community meetings to publicize school ▪ Provide Certificate of Incorporation, Federal Employer Identification Number, Identification of Facility and Lease ▪ Contract facility and design any renovations ▪ Develop policies and fiscal management system 	<ul style="list-style-type: none"> ▪ Hire teachers, assistant aides, nurses and support staff ▪ Establish financial procedures, internal controls, accounts payable, and voucher systems.
<p style="text-align: center;">March – June 2013</p> <ul style="list-style-type: none"> ▪ Require student applications ▪ Receive parent/guardian signed contracts ▪ Open enrollment continues based on available space ▪ Enroll students ▪ Conduct lottery, notify student candidates, establish waiting lists ▪ Begin formal board meetings ▪ Develop personnel procedures ▪ Notify school districts of residence of admitted students and obtain records ▪ Begin comprehensive curriculum ▪ Order all necessary technology, books, supplies, software, etc. ▪ Adopt policy manuals ▪ Notify district boards of transportation of needs and school calendar ▪ Establish and furnish classrooms ▪ Provide orientations for students and families ▪ Develop snack and lunch program ▪ Continue curriculum development 	<p style="text-align: center;">July – August 2013</p> <ul style="list-style-type: none"> ▪ Receive Student Information based on enrollment ▪ Adopt a budget for 2012-2013 based on June 30 count ▪ Continue open enrollment based on available space ▪ PD for staff and teachers ▪ Establish food and health services ▪ Develop transportation plan ▪ Receive IEP plans for all students ▪ Submit all documents expected by the State Department of Education prior to the opening of the school: e.g., certificate of occupancy, sanitary inspection report, fire inspection report, licenses of Administrators, teachers, and professional support staff ▪ Provide Student Handbook ▪ Establish Student Database system
	<p style="text-align: center;">September 2013 – June 2014</p> <ul style="list-style-type: none"> ▪ Celebrate opening of school ▪ Implement curriculum and instructional program ▪ Establish and maintain facility ▪ Conduct monthly Board of Trustees meeting ▪ Conduct staff development programs ▪ Conduct school self-assessments ▪ Repeat recruitment and admissions procedures ▪ Continue ongoing public relations efforts ▪ Continue certification forms due to district boards academic year ▪ Initiate Financial Policies

M. DISSOLUTION PLAN

Should UASCS dissolve for any reason, all the students and their records will be transferred to the UCSD. UASCS will maintain a reserve fund to cover debts in the case of the school's dissolution. Remaining assets would be transferred to another charter school in Utica. Should other charter schools decline the assets, they will become the property of the Utica City School District.

Table 20: Dissolution Plan

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

ATTACHMENT 1: ADMISSIONS POLICIES AND PROCEDURES

Admission to the Utica Academy of Science Charter School shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion or on any other ground that would be unlawful. All children who would be eligible for enrollment in public schools in Oneida County in the available grades will be eligible to enroll in the charter school, subject to availability and the process set forth below.

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

Interested parents/guardians will be required to complete and submit an application form. After your child has been accepted the following documents listed below will be required to complete your enrollment. Only students with a completed enrollment packet will attend classes at Utica Academy of Science Charter School.

Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, the school will contact the parent or guardian of the student chosen through the lottery system. Reasonable and multiple attempts will be made to contact the family of the student chosen and confirm whether or not they are still interested in enrolling at our school.

Students who are placed on the waiting list are ranked. Students are chosen for openings by a lottery. If the chosen student's parents decline the opening another lottery will be held until the space is filled.

The lottery day for 2013-14 applicants will be on April 2, 2013 in the school gymnasium.

Along with a completed application, the following documents shall be submitted:

- A copy of the student's birth certificate
- The student's most recent report card
- A high school transcript with Regents grades (if applicable)
- Proof of residency (driver's license, phone bill, etc.)
- A copy of the most recent IEP (if applicable)
- Immunization records
- Documentation of a physical examination (done within the past 12 months)
- Documentation of a dental exam for all new students.



Utica Academy of Science Charter School

School Address, Utica, NY, info@uascs.org, www.uascs.org

Application Form for 2013-2014 School Year

Application Deadline: April 1st, 2013

Lottery Date and Location: April 2, 2013, School Address

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

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

Applicant Student Information:

Legal Name of Student:* (last) _____ (first) _____ (middle) _____

Gender:* Male Female

Date of Birth (MM/DD/YYYY):* _____

Social Security Number: _____

Grade level applying for:* 6 7 8 9

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

Street: _____ Apt#: _____

City: _____ County: _____ State: _____ Zip Code: _____

Legal School District of Residence:* _____

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

Name of Previous School: _____ **Years Attended:** _____

Address of Previous School: Street: _____ City: _____ State: _____

School Phone : (____) _____ School Fax : (____) _____

Parent / Guardian Information:

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

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

Relationship to Student:* _____

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

Street: _____ Apt #: _____

City: _____ County: _____ State: _____ Zip Code: _____

Home Phone: _____ WorkPhone: _____ Cell Phone: _____

E-mail address: _____

How did you hear about Utica Academy of Science? __ Brochure/Flyer, __ Relative, __ Friend, __ Walk-in, __ Internet, __ Radio, __ Newspaper, __ Other _____

Please briefly state why you wish your child enrolled at UTICA ACADEMY OF SCIENCE CHARTER SCHOOL: _____

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

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

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

ATTACHMENT 2: SAMPLES OF EVIDENCE OF COMMUNITY OUTREACH

Evidences for the following outreach activities are provided.

1. Utica Charter Flier
2. Media Coverage
3. Public library reservation notice for open information sessions
4. Community Support Letters
5. Parent/Student Surveys
6. Support Letters for School Operations

1. UASCS Flier

**UTICA PROPOSED
CHARTER SCHOOL**

WE'RE BUILDING **THE FUTURE** TOGETHER

in 2013-2014

- 🌐 **Grade 6**
- 🌐 **Grade 7**
- 🌐 **Grade 8**
- 🌐 **Grade 9**

The *Utica Proposed Charter School* will provide support, challenges and opportunities for its students; will instill the necessary skills and knowledge in math, science, and technology to empower students with high intellectual standards, preparing them for college, career, and citizenship. The school seeks to graduate students, who can think critically and creatively, are committed to a lifetime of learning and civic involvement, and are conscious on local, global, and environmental issues.

TUITION FREE SCHOOL
GRADES 6, 7, 8, & 9

VISIT OUR WEBSITE AT
WWW.UASCS.ORG

**WHY UTICA PROPOSED
CHARTER SCHOOL**

- 🔦 College Preparation
- 🔦 Global Education
- 🔦 Character Education
- 🔦 Adventure-Based Education
- 🔦 Environmental Education
- 🔦 Small School Setting
- 🔦 Extended School Day
- 🔦 Parental Involvement and Home Visits
- 🔦 Extensive Tutoring and After School Program



What is a Charter School?

A charter school is an independently run public school. Charter schools are granted greater flexibility in their operations. However, in return for this flexibility, charter schools must perform at higher standards for test scores and graduation rates. Charter schools are tuition-free, like all public schools. All students, regardless of background, are eligible to submit an application for the admission lottery.



Glocal Education

The Utica Proposed Charter School will teach thinking globally and acting local. The school will combine extensive local and international interactions by local, national, and international field trips, and by visiting local, national and international leaders and institutions to improve their understanding of other cultures. The school will actively recruit diverse student population (eg. ELL) in order to create a small world community within school to promote its glocal education mission. In order to achieve high community involvement, the school will invite the community leaders to participate in education by sharing their experiences with our students.



College Preparation

The importance of college readiness is will be paramount at the school. Programs during school, after-school, and during the summer will be developed to make sure that every student has an opportunity to attend a college. Charter school will create a college-going culture and will provide an extensive and target oriented curriculum which will prepare students for colleges. Enrolling all graduates to a college will be the most important feature and focus of the proposed charter school's education model. The school will organize college-fairs, college visits, residential college programs during summer, after-school and Saturday SAT programs, and more.



Focus on STEM

Curriculum of the school will particularly focus on science, technology, engineering and math (STEM) which provides necessary foundation for college entrance and careers in technical fields. STEM education is a national high priority because of lack of national skilled workers in STEM fields.

- ★ Strong emphasis on Science, Technology, Engineering, and Math (STEM)
- ★ Encouraging strong family involvement
- ★ Providing the extensive use of technology
- ★ Integrating of technology into the curriculum
- ★ Character Education and Leadership Development
- ★ Preparing students for college and life-long learning
- ★ Developing advanced performance in mathematics and sciences
- ★ Giving opportunities to share cultures and benefit from each other



**UTICA PROPOSED
CHARTER SCHOOL**
www.uascs.org
info@uascs.org

2. Media Coverage



UTICAOD.COM
OBSERVER-DISPATCH / THE MOHAWK VALLEY'S INFORMATION SOURCE

HOME NEWS SPORTS LIVING COMMUNITY BLOGS BUSINESS OPINION ANNOUNCEMENTS PHOTOS LOCAL LOOP

Officials promote their charter school in Utica

Photos

Zoom



DANIEL P. BADER\ Observer-Dispatch Tolga Hayali, director of the Syracuse Academy of Science Charter School and Fehmi Damkaci, president of the board of trustees, pitched their vision for a science based charter Jr.-Sr. high school in Utica Thursday, Jan. 26.

By DANIEL P. BADER

Observer-Dispatch

Posted Jan 26, 2012 @ 09:13 PM

Recommend

Be the first of your friends to recommend this.



UTICA — Three officials from the Syracuse Academy of Science Charter School met with community members Thursday to explain why they want to open a similar school in Utica.

About 10 people spent an hour at the Utica Public Library hearing about the proposed Utica Academy of Science Charter School.

Last week, the school, along with another, home-grown proposed charter school, filed their letters of intent with the State Education Department with hopes of opening in 2013.

Proximity to Syracuse, a positive response to surveys in the community and requests from people from the Utica-area over the past few years were the main reasons, said Fehmi Damkaci, president of the board of trustees for the two schools.

One of those requests came from another board member, Rev. Sherman Dunmore, who lives in Marcy and ministers to the inmates at Marcy Correctional Facility.

Damkaci said proximity would allow one superintendent to oversee both schools, and keep just one board of trustees for the two schools.

Tolga Hayali, director of the Syracuse school, said the board waited to duplicate the school, which has an 80-percent poverty rate and an 80-percent graduation rate, until it had refined its model.

“We are not in a position to tell anyone they are terrible,” Hayali said, referring to the Syracuse and Utica school districts.

The charter school’s success exists because of its small size.

“We have our luxuries and we are benefiting from them,” Hayali said.



UTICA AOD.COM
OBSERVER-DISPATCH / THE MOHAWK VALLEY'S INFORMATION SOURCE

Proposed charter school has 'impressive' pedigree

By **DANIEL P. BADER**

Observer-Dispatch

Posted Jan 16, 2012 @ 05:59 PM

UTICA — If you're not fond of Utica's schools, you might soon have three others from which to choose.

This week, three potential new charter schools are expected to let the state know that they will file a full application to the State Education Department. Two, the Mohawk Valley Charter School for Excellence and the Mohawk Valley Charter School, are homegrown.

The founders of a third potential school, an as-of-yet unnamed sister school of the Syracuse Academy of Science Charter School, announced Friday that they, too, would seek a charter from the state and will conduct a public meeting about the school at 7 p.m. Thursday, Jan. 26, at the Utica Public Library.

Charter schools are independently run public schools with unique or different approaches to learning.

Peter Murphy, policy director of the New York Charter Schools Association, said the Syracuse charter school is highly respected, and Utica would benefit if a similar school opened here.

"They've had a very impressive academic record," Murphy said. "They've really done well for students in that city."

Educators associated with the proposed school did not return calls seeking comment, but according to its website (www.uascs.org), the Utica school would be a Science Technology Math and Engineering — or STEM-focused junior-senior high school that eventually would serve 420 students.

The main goals of the new school would be college-readiness, STEM and character education, priorities it would accomplish with a 9 a.m. to 4 p.m. school day.

Murphy said the Syracuse school was founded by a number of Syracuse University professors in 2003. It has had its charter reapproved twice by the state since then. The school boasts a student body composed of children from 15 countries who speak 10 languages. In 2009-10, 81 percent of its senior class graduated, far higher than the 50 percent average for the Syracuse City School District.

"This particular school has been in operation for a number of years and I think has proven itself," Murphy said. "Utica would be very well served having a school with a successful record like this one has."

Charter schools receive funding from the state through their home districts.

For every student a charter school takes from its parent district, 70 cents of every dollar in aid from the state goes with him or her. The 30 cents that remain pay for services the charter school can't provide, such as busing, special education and lunch.

The possibility of three new schools in his district worries Utica Board of Education Vice President Louis LaPolla.

"At this time, money is critical to the operation to the city school district," he said. "There's only so much aid, it's only going to drain away the resources we have."

He said Superintendent Bruce Karam has warned board members of a possible \$10 million budget shortfall next year if aid is not increased.

"We're not going to be able to do the job we want to do with our children," LaPolla said.

"There are three charter applications. The more children you take out of our schools the less state aid our schools get."

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Charter schools eye same Holy Trinity location for proposals

By **DANIEL P. BADER**

Observer-Dispatch

Posted Feb 05, 2012 @ 05:02 PM

UTICA — The Rev. John Mikalajunas, pastor of Holy Trinity Church, is in the enviable position of having two suitors for the parish's empty parish school building.

Two proposed charter schools — Utica Academy of Science and Mohawk Valley Community — have their eye on the well-kept building, which served as a Catholic elementary school from 1960 to 2002 and an alternative high school for BOCES until 2010.

"A working relationship with the Holy Trinity leadership had been worked out in the first application with Dr. Andy Lopez-Williams," said Ann Maher, one of the lead applicants for the Mohawk Valley Community Charter School.

Lopez-Williams was the lead applicant for the Mohawk Valley Charter School for Excellence. He pulled the application just days before hearing whether it would be chartered or not after a disagreement with the proposed board of trustees.

Many of those board members now make up Maher's group.

"When we regrouped last fall, I went to visit with (Mikalajunas)," Maher said. "He was, from the beginning, thrilled to see the school put back to full use."

The Utica Academy of Science Charter School also has listed the address as a possible site for its school, and has toured the building.

"Actually, they are happy now that both of us want it," said Tolga Hayali, director of the Syracuse Academy of Science Charter School.

He said he's not interested in competing for the building, and visited Utica last weekend to visit more possible sites. He did not, however, say he would withdraw his offer to possibly rent the building.

"Whoever gives the best price for the renting, I think is going to get it," Hayali said.

Since 2010, Mikalajunas said his parish has paid about \$4,000 per year to heat, power and insure the building. If it's rented, he expects somewhere between \$40,000 and \$60,000 per year in income from the school.

But both charter groups are a long way from signing a deposit check.

Earlier this month, both met the deadline for filing a letter of intent to apply for their charters from the state. Later this month the state expects those book-sized documents.

It won't be until the fall that the two will hear whether or not they will be granted charters, and not until the fall of 2013 until they could open their doors, whatever the address might be.

Maier said her group has signed a memorandum of understanding with the church stating its intention to move into the building if the charter is granted, and already has conducted meetings in the building.

"We're actually having banners made that say 'future home of the Mohawk Valley Community Charter School,'" she said. "That's how confident we are at having that facility."

With two possible tenants, it doubles the odds that at least one of them might actually move in.

If he has to pick between the two schools, Mikalajunas said the decision would be made like any other tenant-landlord negotiation.

"I think we're going to consult with the diocese and with a lawyer," he said. "It doesn't rest on my decision alone."

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In their words: Charter schools outline mission in docs to state

By **DANIEL P. BADER**

Observer-Dispatch

Posted Jan 27, 2012 @ 11:47 AM

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UTICA — The letters of intent for two groups that hope to found charter schools in Utica have been posted at the [State Education Department's website](#).

The two schools, the Utica Academy for Science Charter School, and Mohawk Valley Community Charter School, are both in the process of completing their full, book-sized applications to the state, which are due on Feb. 27.

However last week, the two schools were required to file brief overviews of their educational plans for their school. (Click the links of the left to read the letters of intent.)

Each letter has a mission statement, the names of the founding board members, an overview of each school, how it has conducted public outreach and how it plans to attract economically disadvantaged students, students with disabilities and English language learners.

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Charter School Promoted In Utica

By: Gino Geruntino | 2 days ago



Utica, NY (WIBX) — Two representatives from the Syracuse Academy of Science Charter School were at the Utica Public Library last night to talk about the proposed Utica Charter School.

Doctor Fehmi Damkaci (Fay-me Dom-ka-see) is President of the Board of Trustees for the SASCS. He said proposing a charter school will benefit Utica by giving students more options to learn.

"Opening a charter school or proposing a charter school doesn't mean that the public school is bad," Damkaci said. "This is just another option for the parents who will be in the city. So, currently, there is only one high school with one curriculum. So, when you have another charter school in the city, it will be a different setting, a smaller setting, compared to a larger school setting."

Ann Maher is a co-lead applicant for the Mohawk Valley Community Charter School Initiative, a second school with plans to operate.

She said though her group's proposal targets younger children, the two schools share the same goal.

"I think what we share in common is a desire to bring school choice and new opportunities to the families and the children of the Mohawk Valley," Maher said.

The proposed Utica Charter School has plans to open in August of 2013, with 180 students in grades 6 through 9. Each year, one grade will be added, along with more students, until the final total reaches 420 in August of 2017.

Representatives for the group say the school will focus on STEM learning and will encourage students to think critically and creatively.

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Syracuse charter school seeks state permission to open a school in Utica

Published: Thursday, February 02, 2012, 5:00 AM Updated: Thursday, February 02, 2012, 6:30 AM



By Maureen Nolan / The Post-Standard
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The Syracuse Academy of Science Charter School wants to open a second school, this one in Utica.

The school's board of directors has submitted to the state Board of Regents a "letter of intent" to apply to open a school for grades six through 12. It would be phased in starting in 2013.

The Board of Regents, which authorizes charter schools, accepted the letter and invited the school to submit an application. It is due Feb. 27.

The plan is to replicate the Syracuse school in Utica, said Tolga Hayali, director (or principal) of the Syracuse academy.

A charter school is a public school paid for with taxpayer money but operated independently of a school district and free of some of the red tape faced by district schools. The state created charter schools to give parents more choices and to encourage innovation.

The Syracuse Academy of Science is governed and managed by an independent board. It opened in September 2003 and phased in grades 7-12. In September 2010 it began to phase in elementary grades.

Grades 7-12 are at 2001 Park Ave. and the elementary grades are at 4837 S. Salina St., both in former Catholic school buildings.

If state approval comes through, the plan is to phase in a 6-12 school, possibly in a former Catholic school building, Hayali said.

The Utica Academy of Science Charter School would be overseen by the Syracuse academy board and have its own principal, he said. The board is considering creating a superintendent's position to oversee both schools.

The board would use a state charter school start-up grant to cover the initial costs of the new school and pay for the continued operation with state aid, Hayali said.

Charter schools are funded with per-pupil state aid, as are district schools. The aid for a charter school is rerouted from the school district in which the pupil lives. For instance, the Syracuse academy gets state aid from the Syracuse district for every district student it enrolls.

Syracuse has two charter schools. The other is the Southside Academy Charter School, a K-8 school at 2200 Onondaga Blvd., run by a board and managed by National Heritage Academies, a for-profit company.

Contact Maureen Nolan 470-2185 or mnolan@syracuse.com

Related topics: [charter schools](#), [Syracuse Academy of Science](#), [Utica](#)

www.syracuse.com/news/index.ssf/2012/02/syracuse_charter_schools_seeks.html

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The Syracuse Academy of Science Charter School board wants to open a school in Utica. Students in an 11th grade art class at the Syracuse school are creating self-portraits. The are, from left to right, Tyswanna Hickey, Courtney Chavis, and Samantha Turnquest.

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Coming Soon: Success!

Mark on February 3, 2012 - 2 Comments

By Cassandra Harris-Lockwood

There are no Police in the hallways of the Syracuse Academy of Science Charter School, a combined Junior and Senior High School occupying the space of the former Sacred Heart Catholic School on Park Avenue in West Syracuse. Students move from class to class with the normal exuberance of tweens and teens – but there is no shouting, shoving, arguing, cursing or disrespect.

During lunch, some children can be found in classroom by themselves in quiet study, others working on group projects – and still others being tutored by teachers. Private one on one tutoring is a standard practice in this highly effective charter school.

Vice-principal, Linda Spencer, who has thirty-three years in education, says, "Our teachers stay 2 days a week tutoring students. Many teachers come in on Saturdays to work with students having trouble in Math and English Language Arts.

Students identified as at-risk come in on Saturdays and during Spring and Winter breaks. Letters are sent home to kids at risk and targeted Summer vacations sessions are set aside for their tutoring. Others may come but it is aimed for the at-risk. We do not let our students fall through the cracks. They will not fail," said Spencer, Dean of Academic Affairs.

The sound of a compressor drew attention during the interview and led to the explanation that the building is almost always under some sort of renovation. Dropped ceilings, new windows and railed floors are part of the yearly improvements since SAS came into being.

Fresh paint, clean floors and inspirational banners are to be seen wherever one turns. A huge sign, "Where are you going to college?" above reminds students that it is not a question of whether or not they go to college, but which college they are striving for.

Numerous posters of recent SAS graduates' faces smile to passersby in photos on bulletin boards, all indicating what college they are now attending. Other bulletin boards with other proud faces show off acceptance letters from colleges.

The man behind all of this success, and successful it is, is one Tolga Hayali, Principal of SASCS. Hired in 2008, Hayali, a Turkish native, reared in Switzerland, moves through the halls with the energy of the hundreds of teens he now shepherds. His bearing is one of the kindly but demanding father with specific eye for civility, performance and discipline.

Students are expected, and deliver, on greeting, guests with a handshake, stating their name and then offering a welcome to their school, of which they are clearly proud to be a part of.

SASCS sprung from the mind of Dr. Ehat Ercanli, currently on the faculty of the Syracuse University L.C. Smith College Engineering and Computer Science.

Ercanli was one of two Turkish American educators, who in the late 1990s developed the idea of a college prep charter school focusing on math, science, and technology in Ohio. Dr. Ehat Ercanli, then a computer technology professor at Case Western University, introduced the charter school idea to colleague Taner Ertekin. The two realized the opportunity to make a difference in education through this concept and put together a team of scientists, business leaders, and educators to make that happen.

Their model is based upon extensive research on the American education system, visiting many schools, then consolidating best practices from the Turkish and American education systems. In 2003 the SASCS, formed from that model, was launched in Syracuse, NY in conjunction with Syracuse University.



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Hayali pointed out that the SASCs is an inner-city school, replete with all of the accompanying economic disadvantages. More than 80% of the student body is on reduced lunch and are from single parent homes. "We want to make sure that they get the help at school that they can't get from home. And we go to the homes of our students for home visits. This is very meaningful for our success. We have a 92.5% graduation rate for the cohort. That's kids that go all the way through our school, not coming in in the 11th grade and graduating the following year.

"We are accountable, for all of our students. We have Special Needs kids, ESL kids, Handicapped, Learning Disabled kids, and Autistic kids – and we make sure they all succeed. We had an Autistic kid who graduated as Salutatorian who now attends Onondaga Community College. When he came to us he would barely speak.

"Students are self-selecting. We turn no one away. We will have an Open House planned for March where the students will present what they have learned in class.

"One our students, Kenneth Magwood, who is from a single parent home, placed third with a bronze medal in the INTEL International Science and Engineering Olympiad. We are very proud of Kenneth. He is a great example to all of our students," said Hayali.

More than six million young scientists from around the world compete in the annual INTEL competition. Other school competitors accomplishments, though not as stunning as Magwood's, are substantial. A group of four young mathematicians encountered in the halls, comprise last year's Math Team that made it to State finals. This year these finalists are coaching the school's current team.

All around the school, shining examples of success and creativity are constant reminders to all of what the school is designed for. Every classroom not only has a smart board but is also decorated with examples of students' work and expression of that work in some other medium. A large wall mural in three parts, painted on well depicted parchment scrolls, expresses, strength diversity and achievement, is underway at the end of one hallway while, art students create self-portraits not only of themselves, but their thoughts in the Art room. The newly remodeled gymnasium, with the Atom at center court, awaits the scholar athletes, the Atoms, who were State finalists last year.

One of the many mottos is: *Stay positive. Act positive. Be positive.* On the back of the uniformed shirt that the Principal wears reads, "No excuses."

And yes, the students all wear uniforms. Blue colored collared polo shirts trimmed in navy blue or navy blue hoodies – and what everyone, including faculty and staff wears. The uniforms give a sense of unity to the student body. They also remove the competition of wearing the latest fad or most expensive adornments, which can too often cause the less financially able student, to feel left out.

The SASCs successes occur with only 67% of what regular public schools receive from the State per pupil. Halayli attributes this to another of the many mottos, "We build success one atom at a time. And success breeds success." (The school symbol is the Atom.)

"If there is a problem with a child I ask the teacher, "Have you reached this child? You cannot teach a child until you have reached the child. We reach the students and assure that their needs are met. We encourage parents to review their child's progress. For parents who don't have computers we have a kiosk in the hall where they can check their child's progress. We have a data-base on every student. The database creates the action plan. It is crucial to follow up one every child."

"Our teachers attend a mandatory, unpaid, off site, professional development and team building seminar two weeks prior to the start of the school year. We have a committed staff. We do not allow our students to fall through the cracks.

"We maintain the triad of Student- Parent-Teacher relationship with at least four home visits. We know every one of our students by name. All teachers have students to advise. We have Saturday school and SAT classes for everyone. There is no failure here."

On the contrary, SASCs students are challenged. Hayali explains, "Kids do poorly for one of two reasons: material is either over their heads or they are bored. So we challenge them. If we see a student we think can do better, we will put them into a class that is more demanding. I will say to them, "Try it for three weeks. Challenge yourself. Put in 110% effort. That means sleep less, work hard, and no partying. Put in your regular classes as well, but do it for three weeks. If it doesn't work out we will put you back." We don't set them up for failure, but how will they succeed in college if they don't do that level of work now?"

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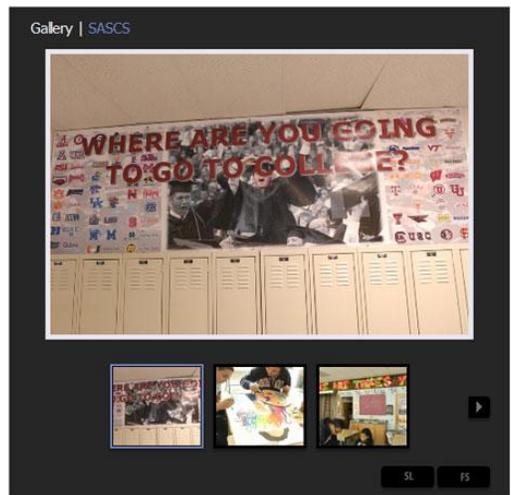
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SASCS has ongoing relationships with OCC and Oswego. The Charter school also offers Summer Immersion Courses at Oswego where students live on campus and perform science and math activities. Students can graduate from SASCS with a high school diploma and credits towards an Associates degree. Hayali says his goal is to develop the Charter School to graduate students from the high school with an Associate's Degree as well. This would be modeled after a Baltimore program that has a relationship with Howard University.

Mr. Hayali also has another goal, to bring that same Charter School model to Utica. "Parents and students should have a choice. It doesn't have to be just the public school or Catholic or private school. We are accountable. We have a proven track record of success. We graduate students from some of the worst environments as successful scholars to go on and succeed in college. We want to bring that choice, that success, to Utica.

"We are looking at the former Lincoln Academy that was Holy Trinity's School on Lincoln Ave. I would come to live in Utica for three years to assure that the school develops as it should. We have a successful model here that we are ready to duplicate in Utica. We will bring teachers here to see the operation and how it works.

"In the mean time, I need the interest and support of community leaders who want this opportunity brought to Utica. We need letters of support to include in our application. We would begin in 2013 with grades 6 through 9 and build from there.



Posted in Local

2 Comments to "Coming Soon: Success!"

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J. McKinsey Sr

February 7, 2012 - 4:29 pm | [Permalink](#)



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PS,

Thanks Utica Phoenix... Another great story that uplifts our community and the people there in.

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Proposed Utica Charter School

By: Chelsea Rarrick

Updated: January 26, 2012



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The idea of a charter school in Utica was on the minds of some people Thursday night.

The proposal was presented by The Syracuse Academy of Science Chapter, and the school would be for grades 6th-12th.

The president of the board of trustees says students could benefit from the school because of longer school days and smaller class sizes.

However, one public school teacher who attended the meeting tonight defends public education, saying the teachers provide great education in public schools.

He also says having a charter school could actually hurt the Utica City School District.

"You have a private for-profit corporation. As I understand, charter schools coming in and taking tax payers dollars off the back of kids in a Utica public school," said Mike Spost, a public school teacher.

"Proposing a charter school doesn't mean that the public schools are bad. This is just another option for the parents who live in the city. Currently, there is only one high school and one curriculum. So when you have another charter school in the city, it will be in a different setting," said Dr. Fehmi Damkaci.

If all goes as planned for the charter group, members hope to have the school open in August of 2013.

For more information on the proposed charter school, you can head on over to <http://www.uascs.org>



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Charter School Being Promoted In Utica [POLL]



By: Dave After Dark | 4 weeks ago



Photo by Dave Einsel/Getty Images

We first reported on the possibility for a Charter School in Utica almost two weeks ago, and it seems the process may be in motion. Last night, two representatives from the Syracuse Academy of Science Charter School were at the Utica Public Library to talk about the proposed Utica Charter School.

WIBX is reporting that Doctor Fehmi Damkaci, the President of the Board of Trustees for the SASCS, said proposing a charter school will benefit Utica by giving students more options to learn.

“Opening a charter school or proposing a charter school doesn’t mean that the public school is bad,” Damkaci said. “This is just another option for the parents who will be in the city. So, currently, there is only one high school with one curriculum. So, when you have another charter school in the city, it will be a different setting, a smaller setting, compared to a larger school setting.”

The proposed Charter school has plans to open in August of 2013, with 180 students in grades 6th through 9th. The plan is for each year, one grade will be added, along with more students, until the final total reaches 420 in August of 2017.

So we ask again...

Do You Think A Charter School In Utica Is A Good Idea?

- Yes, It will offer more choices than Public Schools
- No, The schools we have now are fine.

VOTE

[via WIBX]



2 proposed charter schools try again for 2013 opening

By **DANIEL P. BADER**

Observer-Dispatch

Posted Jun 15, 2012 @ 02:50 PM

Last update Jun 16, 2012 @ 04:48 AM

UTICA — It's round two for a pair of charter schools that hope to open in Utica School District in September 2013.

The groups behind the schools will once again start the process to earn a charter from the Board of Regents.

The Utica Academy of Science and Mohawk Valley Community charter schools both submitted applications during the first round of submissions in February, but did not complete the process.

The Utica Academy of Science, a high school, had neglected to include key signatures on its original application and was disqualified from the first round. Mohawk Valley Community group withdrew their application in order to strengthen the plan for the elementary school.

It wasn't alone. Ten of the 13 proposed schools in the first round also withdrew their applications.

"It's my goal to get it submitted a week from today," said Ann Maher, a lead application for the Mohawk Valley Community Charter School.

"We've taken the feedback the state gave us on our first round application."

The Utica Academy of Science is ready, too.

"They just want to have very sound applications. They gave us all the criteria, we want to make sure we hit all those criteria," Tolga Hayali, director of the Syracuse Academy of Science Charter School said. "That's good, actually, they want to make sure they have the quality."

The Utica school will be modeled on the Syracuse school, which has operated successfully in Syracuse for 10 years, boasts a graduation rate of 93 percent, was recently granted a charter extension and has opened an elementary school in that city.

A letter of intent is due to the state on June 25, and the full application will be due on July 18.

Except for the required signatures, the plan for the Utica school hasn't changed. Hayali said since he missed the first round, he's been building up support in the Utica area, which will be included in the application. So far, the school has garnered 425 surveys from community members who would like to see the school start in Utica, including between 52 and 55 business owners who also support the school.

Hayali said he's talked with the area's elected representatives, including Utica Mayor Robert Palmieri but has not earned their support. The Utica City School District Board of Education is against any charter schools opening in the city because of how charter schools are funded. For every Utica student the charters enroll, the district loses.

Maher said her group has also spent the winter and spring building community connections.

The group has expanded its board of trustees from five to seven to include more community members, strengthened its connections with every local college, as well as become involved with the Literacy Coalition of Herkimer and Oneida Counties.

"That was a particularly undeveloped part, I would say, of our February application," Maher said. "Now we've had just that many more months to develop those relationships."

The Board of Regents is expected to award charters from the second round of applications in December.

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Utica charter schools: The new kids in class

2 charter schools could open in Utica in 2013, but is that a good thing?

By DANIEL P. BADER

Observer-Dispatch

Posted Mar 12, 2012 @ 06:21 PM

Last update Mar 12, 2012 @ 06:26 PM

UTICA — *(This is part one of a three story look at the two charter schools that want to open in Utica)*

One of the most hotly debated issues in education is coming to Utica: charter schools.

Utica is one of the few cities of any size in New York that doesn't have a charter school. But if two groups are successful, the city would have two - an elementary school and a junior-senior high school - when students return to class in fall 2013.

Those who support charter schools say they operate more efficiently, without the burden of red tape and inflexible unions, and are run by administrators and teachers with a passion for teaching.

Opponents say the schools drain money-starved home districts and operate with little oversight, spending public money with no voter input, and pull students most likely to succeed out of regular schools.

"The concept is that if we kind of start over and allow a school to operate in a fairly free and autonomous fashion, and hold them accountable for student outcomes, that's worth doing," said Peter Murphy, policy director of the New York Charter School Association.

The group that wants to open the Utica Academy of Science Charter School has operated a successful junior-senior high school in Syracuse since 2003.

Last week, the state Education Department rejected its application because a second signature page was missing. The group plans to resubmit the application in June.

The other is a group led by education professionals who have spent their careers in traditional public schools and want to do things their way by opening the Mohawk Valley Community Charter School, a kindergarten through sixth-grade school in Utica.

That school had its charter application accepted and could have a charter as early as June.

Opponents: It 'siphons money'

If the charter schools are established, it would mean less money for an already overburdened Utica school district.

"If one or two students leaves each classroom in Utica for a charter school, or maybe 10 or 15 kids leave an elementary school from each of the elementary schools in Utica, the district doesn't realize cost savings from that," said Carl Korn, spokesman for New York State United Teachers.

"They still have to run the buses. They still have to pay the teachers. The charter school siphons money off the Utica schools."

Utica Superintendent Bruce Karam worries about the impact of the charter schools on his budget.

"It would definitely continue to erode our education programming," he said. "This is at a time when we are already in a budget deficit with the state underfunding us."

Utica gets roughly \$10,000 per student from the state.

If both schools meet their goals of enrolling a combine 870 students five years after opening, at 67 cents per dollar, Utica stands to lose \$5.7 million a year to the schools, while still providing some services to those students.

To pad the change, the state provides "transition" aid for the first three years.

Korn believes charter schools, which embrace transparency, have no voter accountability like traditional districts do.

"Charter schools receive the public money, millions of dollars of public money, but they do not have to put their budgets up for a vote, nor do they elect board members," Korn said.

Proponents: Schools 'effective'

But the schools are held accountable, Murphy said, by the Charter School Law and their charters. Financially, they're audited internally and file reports with the state.

Academically, if a school doesn't show the results it promised in its charter application, it's eventually closed.

"In New York, because we have comparatively effective law, the result has been a vast majority of charter schools over time have shown to be comparatively effective," Murphy said. "More than a dozen charter schools, because they were shown to be ineffective, have been shut down."

Korn and others who are against charter schools believe it's unfair to compare achievement and test scores at charter schools with traditional public schools because if you have to apply for a spot in the school, you already are pulling students whose parents are at least minimally involved in their child's education - students who will do better in school.

He also believes they fail to help students with special needs.

"What we see time and time again is charter school operators failing to serve students with special needs," Korn said.

Students who are difficult or are likely to fail often leave the school and return to the traditional schools, he said. He pointed to the City School District of Albany, which has roughly a dozen charter schools as an example.

"The Albany experience is great numbers of students return from the charter schools to the public schools, oftentimes right before the testing," Korn said.

'Different opportunities'

Janice Martino, an active mom of three Utica students, is happy with the schools and the district, but sees the benefit of charter schools.

"I don't see any way, as a parent, to say that's a bad idea," she said. "Every kid needs different opportunities." She and her kids enjoy the diversity of Utica's schools, and she worries that refugee parents wouldn't even know what a charter school is, let alone apply for admission.

"I think even though enrollment is done by a lottery system, I think you're not going to get (the same kind of diversity)," Martino said.

As far as money for the regular schools, she's not worried.

"I don't see it making a huge difference to the budget of Utica city schools. Obviously, they would disagree with that," she said. "Let's see if it works."

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Charter school thriving in Syracuse, wants another in Utica

By **DANIEL P. BADER**

Observer-Dispatch

Posted Mar 13, 2012 @ 07:46 PM

UTICA — *This is part two of a three part series on charter schools in Utica.*

Chanel Turnquest moved to her neighborhood to be close to the Syracuse Academy of Science Charter School.

"Once I knew my kids were accepted I packed my bags and got them in within two weeks," Turnquest, a Bronx native said. "I thought it would be just a regular public school with small classes. When I got into the school, (I found) the teachers really care about the youth."

The founders of the school, which earned its first charter in 2003, recently expanded to include an elementary school, and are now applying for another charter for a sister school in Utica.

An application submitted in February was rejected by the state because of missing signatures, but the board of trustees will submit another application in June. If all goes well, the Board of Regents could decide on its charter in December, and it could open in September 2013.

Tolga Hayali, director of the school, speaks as fast as he walks while giving a tour of the secondary school on Park Avenue in Syracuse. Each room of the former Catholic school has a number, but they're known and referred to by the college banners, each one different, that hang over the doors.

"Where do you want to go to college? This is our first question. We don't care who you are, where you are from," he said, pointing at the banners. "It's a simple question, but from there we go forward."

Students at the school get extra math and science instruction. School days are longer, and run from 9 a.m. to 4 p.m., extra help is given on Saturdays and during vacations. Students have clubs and after school activities, and participate in science fairs, math competition and sports teams.

One criticism of charter schools is that they pick and choose their students, and don't really reflect the district they inhabit.

Hayali said his students face everything the regular public school kids do. He stops at a glass cabinet full of students, many smiling with science fair medals. One is Kenneth, a student who won a bronze at a fair.

"His father got shot by his step father," Hayali said. "We have the stories."

In an era of budget cuts and suffering school budgets, Syracuse Academy of Science has \$2 million in reserves.

Hayali tapped one of the new windows recently installed in the school. The state contract for the windows was significantly higher, he said.

"If the state contract is cheaper, we go with that, if it's outside, we go with that," he said.

Another criticism of charters is that they sit on their surpluses. Some of the surplus went to open the elementary school, but Hayali is also hiring the special education and speech therapy teachers he needs.

Even though the district has to provide the instruction, students have to leave the school to get it, which wastes time.

Hayali saves by paying his teacher a lower starting wage, around \$36,000 a year for more hours than the school district. Teachers also have to do home visits to get to know their students' families.

That may have some repercussions. According to the school's 2009-10 report card, the school has a high teacher turnover rate, 38 percent for the 2008-09 school year, and 20 percent teach without certification or out of their certification area.

That year, Hayali said, he ended the contracts of several teachers who he believed to be ineffective, and two teachers left for higher paying suburban schools.

Three teachers out of 70 are not certified in New York, one has certification in New Jersey and two worked in private schools. Hayali said the charter school law allows him to hire them as long as they're working towards certification. Turnquest is satisfied with her experience.

One son, Khaleed, 20, is in his second year at Syracuse University. Another, Joshua, is a senior and wants to be a scientist. He has been accepted to several schools but is waiting to hear from his top two choices, Cornell and SUNY ESF.

"I'm a single parent. They've helped him, his counselor has helped him with the application process. He had all the tools, he knew what he needed to do," she said.

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3. Public Library Notice

“Good Afternoon Teresa... This is to confirm that the Syracuse Academy of Science Charter School has the Music Room reserved at the Utica Public Library from 7 - 8:00 PM on Thursday, January 12th, 19th, 26th and February 2nd. Thanks Joyce

*Joyce M. Astafan
Assistant to the Director
Utica Public Library
303 Genesee Street
Utica, NY 13501
jastafan@midyork.org
Phone: (315) 735-2279 x 217
Fax: (315) 734-1034*

From: Joyce M Astafan [Sent: Thursday, July 05, 2012 12:20 PM]
Subject: Room Reservations

This is to confirm that you have reserved the Gallery at the Utica Public Library for the following dates:

Friday, July 13th - starting at 5:30 PM
Tuesday, July 17th starting at 5:30 PM
Wednesday, July 18th - starting at 5:30 PM

I do believe you said you wanted 20 chairs and also needed a screen. Thanks Joyce.

4. Community Support

Name	Position/Company	Contact and Support
Ann Marie Buerkle	U.S. Congresswoman	Meeting, Visit at SAS, Support Letter
Richard Hanna	U.S. Congressman	Showed interest in the STEM program since he is in Education Commission and promotes STEM Education
Robert Palmieri	Utica City Mayor	Meeting, Presentation
Christine M. Johns	UCSD Superintendent	Informational letter presented
Joe Griffo	NY State Senator	Meeting, Presentation
Jerome McKinsey Sr.	Utica City Councilman (5 th Ward)	Meeting, Visit at SAS, Support Email
Todd Hutton	Utica College, President	Interested in the school project, scheduled a meeting in Sept.
Cassandra H. Lockwood	For The Good Inc., CEO	Meeting, Visit at SAS, Advisory Board
Steven J. DiMeo	Mohawk Valley Economic Dev. Growth Enterp. Corp., President	Support Letter
John Bach	Munson Williams Art Inst., Director	Meeting, Visit at SAS, Collaboration
Tony Spiridigloizzi	Munson Williams Art Inst., Pres.	Meeting, Visit at SAS, Collaboration
Anthony Colon	Techno-Logic Solutions, President	Meeting, Supportive interest
Adeline Van Dyke	The Jay Groah Group, Associate	Meeting, Support Letter

Ale Libic	Little Secrets Food, Owner	Meeting, Support Letter
Alen Zekic	Alen Weddings Décor. Serv	Meeting, Support Letter
Asim Haskic	Asim's Automotive, Owner	Meeting, Support Letter
Avlim Jricic	Avlim Construction and Painting	Meeting, Support Letter
Ben Tringo	Coldwell Banker Associate	Meeting, Support Letter
Charles Bick	Triton Windows and Doors, Owner	Meeting, Support Letter
David M. Valik	SUNY IT, Assistant Store Manager	Meeting, Support Letter
Dean Mihailovic	DNA Car Sales and Serv., Owner	Meeting, Support Letter
Deborah Hapanowics	Debbie's Electroly. Studio, Owner	Meeting, Support Letter
Dominico Logalbo	Parway Pizza, Owner	Meeting, Support Letter
Donald McHarris	Mc Harris Appraisals Inc.	Meeting, Support Letter
Dzevsad Dizderavic	AMY's Grocery & Deli, Owner	Meeting, Support Letter
Elmir Ruznic	Grocery Store, Owner	Meeting, Support Letter
Erica Schneider	Paragon Home Loans	Meeting, Support Letter
Fred Aboonader	FA Windows and Doors, Owner	Meeting, Support Letter
Hosan Katrzovic	Golden Hammer Construction	Meeting, Support Letter
Imam Najeullah	Marcy Correct. Facility, Chaplin	Meeting, Support Letter
Jeffrey W. Biesiada	M7T Insurance Agency, Inc, VP	Meeting, Support Letter
Jenny Carabin	Coldwell Banker, Associate	Meeting, Support Letter
John Brown	Broker associates	Meeting, Support Letter
Joseph T. Basi	Liberty Coins & Jewelry	Meeting, Support Letter
Kelli Murine Inserra	Licensed real estate agent	Meeting, Support Letter
Keven Gottlier	The Cash Corner, Owner	Meeting, Support Letter
Linda Peters	Coldwell Banker Associate	Meeting, Support Letter
Lori Scalise	Buyer Specialist	Meeting, Support Letter
Marcia L. Archibald	The John Brown Team Realtor	Meeting, Support Letter
Melisa Zahirovic	Zaro Bosnian Restaurant	Meeting, Support Letter
Muhamed Karajic	2M Auto Repair	Meeting, Support Letter
Nedzad Roses	Leila's Barber Shop, Owner	Meeting, Support Letter
Nedzad Smajic	Majic Construction	Meeting, Support Letter
Peterson Jerame	SUNY IT, Soccer	Meeting, Support Letter
Ramo Libic	International Grocery & Music	Meeting, Support Letter
Ross Ruin	The Italian Chef/Fratelli's Café	Meeting, Support Letter
Sabanagic Elvis	E & S Construction	Meeting, Support Letter
Sead Munjokovic	Als Restaurant, Owner	Meeting, Support Letter
Sefik Muric	S.T.M.S HVAC, Owner	Meeting, Support Letter
Semir Sarajlija	Aroma Coffee	Meeting, Support Letter
Shafqet Ali	SUNOCO, Owner	Meeting, Support Letter
Suad Dizdorevic	Dizdar Professional Installation	Meeting, Support Letter
Tanya A. Kulpa	SUNY IT	Meeting, Support Letter
Whijas Rehliva	TNB Restaurant, Owner	Meeting, Support Letter
Yakoup Alfalahi	Dudley Food Coop, Owner	Meeting, Support Letter
Zlatan Puric	Zlatan Puric General Construction	Meeting, Support Letter

A comment from Jerome McKinsey Sr, 5th Ward Councilman in the city of Utica.

Is this not the answer to overcrowded schools, alternative eds with questionable effectiveness, disproportionate lag in test scores and graduation rates, and multiple empty, student accomodatable buildings or what? After seeing SAS with my own eyes, I was floored... This is TRULY part of the solution and MORE THAN deserves our support... I'm excited!

Jerome McKinsey Sr
5th Ward Councilman
Utica, NY

An email correspondence from Anthony Colon, President of Techno-Logic Solutions, Inc.

I am very interested in this initiative; please keep me informed of the progress.

My Best!

Tony

*Anthony Colon, President
Techno-Logic Solutions, Inc.
Direct Line: 315 733-1399*

<http://www.SolutionsByTechnoLogic.com>

*Community Advocate - Successful Entrepreneur -
Cultural Specialist - Bilingual (English/Spanish) - Translator
NYS Qualified Legal Interpreter - Medical Interpreter*

An email correspondence from Cassandra Harris-Lockwood, CEO of For The Good, Inc.

February 16, 2012

To whom it may concern:

My name is Cassandra Harris-Lockwood. My family came to Utica in 1954. I have lived in the Utica area for most of my life and was educated in local schools. I am currently the CEO of For The Good, Inc., a ten year old community development agency in the City of Utica. I am also the Publisher of the Utica Phoenix.

My photographer and I recently visited the Syracuse Academy of Science Charter School and did a front page story on the school in the February 3, 2012 edition of the Phoenix. (You can read it online at www.uticaphoenix.net.)

One of the things that impressed me the most about the school was the sense of calm and expectation of the student body. There was a distinct lack of rancor and hostility in the attitude of students in the halls and in the classroom. This is in certain contrast to what is to be found in the halls and classrooms of Proctor High School. As I stated in my article, the children all appear to be proud of their school and eager to learn, working in classrooms when class is not in session, on projects in groups, alone and or with teacher's assistance.

I was very impressed with the graduation rate of students attending the school and, understanding that the pool of attendees is virtually the same as Utica's, with a high proportion of inner city, at-risk youth, these results are extraordinary.

It is my understanding that the SASCS is in the process applying for approval to duplicate their successful model here in Utica. I am in full support of this effort.

Though I know of the stated tension between regular Public Schools of Charter Schools, and I have always been a supporter of Public Schools, I cannot ignore the results of SASCS when it comes to the education and graduation rates of a population which has traditionally failed to succeed in Utica's public schools, African American youth.

Introducing the prospect of a free choice in local education, apart from parochial school, will be a great benefit for parents looking to assure that their children succeed in school. Knowing that this Charter School will function on State resources rather than taking any monies from the local tax base and that the school must continue its record of success in order for its charter to be renewed, further gains my backing.

Sincerely,

Cassandra Harris-Lockwood, CEO

For The Good, Inc.

1113 Linwood Place Utica, NY 13501

Tel: 315.797.2417 Fax: 315.797.7025

www.forthegoodinc.org

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SUBCOMMITTEES:
HEALTH
CHAIRWOMAN
DISABILITY ASSISTANCE AND
MEMORIAL AFFAIRS

July 17, 2012

To Whom It May Concern,

I am writing to express my support for the approval of the Utica Academy of Science Charter School application to the New York State Board of Regents. As Congresswoman representing the 25th district of New York, I believe that education is critical to our nation's future success. Since the 1970s, the nation's spending on education has doubled, yet relative performance has remained flat or declined in almost every discipline— the solution is not more money or more federal control, it is to allow more decisions to be made at the state and local level and to empower educators to practice their craft. With its focus on a sound STEM education and the highly personalized approach to teaching that a small school atmosphere can afford, the Utica Academy of Science Charter School has the potential for great success.

I believe that the Utica Academy of Science Charter School will be an asset to Utica and will be of great benefit to the children, families, and local community. I have had the good fortune of seeing UASCS's sister school, the Syracuse Academy of Science Charter School, make great headways in Syracuse. After visiting the Syracuse Academy of Science Elementary School and seeing how well educated and disciplined the children were, my support for the school was reinforced. These students are reading and comprehending well above grade level and are showing exceptional social skills. For these reasons, and the ones listed below, I support the opening of a sister school in Utica:

- The Utica Academy of Science Charter School will fill a long-standing need in our community for a public school alternative for families and will align with the State's focus on education choice and options for families.
- The Utica Academy of Science Charter School will provide an educational option for "at-risk students." By "at-risk", we mean children with exceptional learning styles, students who are at or below the poverty rate, students who may have some learning disabilities, and ELL students. These children need access to educational options that may allow them to experience success. UASCS, with its highly personalized approach and its integrated focus, will work to collaborate with existing public schools in Oneida County to enrich the experience of local students in the area.
- The Utica Academy of Science Charter School will focus on areas such as science, math, technology and engineering. The Bureau of Labor Statistics sites a projected job growth rate of 22% of STEM occupations from 2004 to 2014 – this translates into millions of jobs. Our youth needs to be prepared to meet the challenges of tomorrow and to fill the employment opportunities in such highly specialized fields. This is imperative to the nation's future economic success.
- The Utica Academy of Science Charter School will be based upon an already highly productive working model of the Syracuse Academy of Science Charter School. Crafted by an experienced group of administrators and educators, UASCS will have the support and be led by the expertise of individuals that have spent ten years successfully working with a similar student population in Syracuse.

1630 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
PHONE (202) 225-3701
FAX (202) 225-4042
<http://buerkle.house.gov>

JAMES HANLEY FEDERAL BUILDING
100 SOUTH CLINTON STREET, ROOM 1340
P.O. 7306
SYRACUSE, NY 13261
PHONE (315) 423-5657
FAX (315) 423-5669

IRONDEQUOIT TOWN HALL
1280 TITUS AVENUE
IRONDEQUOIT, NY 14617
PHONE (585) 336-7291
FAX (585) 336-7274

NEWARK VILLAGE HALL
100 EAST MILLER STREET
NEWARK, NY 14513
PHONE (585) 336-7291
FAX (585) 336-7274

PRINTED ON RECYCLED PAPER

I support the approval of the Utica Academy of Science Charter School and believe that it will be beneficial to students in our community. I value the Utica Academy of Science Charter School's mission and would be happy to see a school of choice in our community. With great effort and dedication, the school administrators have worked to reach out to local government officials and to community members to garner support for UASCS – their determination is showing fruitful results as they have collected some 500 signatures from community members in support of this great endeavor!

Sincerely,



Ann Marie Buerkle
Member of Congress

Attendee List for May 11 Meeting in Utica Mayor's Office

Name	Organization or business
Tanaya Thomas Edwards	SAS
Daiton Ackermann	SAS
CASSANDEA HARRIS-LOCKWOOD	UTICA PHOENIX
John Stemen	Assemblyman Brindisi
Dejca Hayek	SAS
Fehmi DAMKACI	SAS
Alma Begic	SAS
ROBERT PALMIERI	MAYOR
Joe Griffo	NYS Senate
SEAD DURMISEVIC	UTICA



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E-Mail: info@mvedge.org • www.mvedge.org

February 27, 2012

Dr. Fehmi Damkaci
1001 Park Avenue
Syracuse, NY 13204

RE: Utica Academy of Science Letter of Support

Dear Dr. Damkaci

I am writing in support of a charter school designation for the proposed Utica Academy of Science to be located within the City of Utica. The proposed Utica Academy of Science would help help mentor and foster stronger STEM based education for Utica students and this complements our economic development objectives that are placing a higher priority on attracting industries that require a work force that has stronger STEM backgrounds, particularly those workers who would work in an advanced manufacturing environment.

The Utica Academy of Science proposal to offer a college preparatory, STEM based academic program will prepare Utica area students to pursue technology programs at the college level. Stronger math and science performance will enable our region to compete for the type of jobs that we are seeking to attract and grow within the regional economy.

I am hopeful that you will be successful with your application and plans for development of the Utica Academy of Science.

Sincerely,

A handwritten signature in black ink, appearing to read "Steven J. DiMeo".

Steven J. DiMeo
President
Mohawk Valley EDGE



STATE OF NEW YORK
DEPARTMENT OF CORRECTIONS
AND COMMUNITY SUPERVISION
MARCY CORRECTIONAL FACILITY
P.O. Box 5000
Marcy, New York 13403
(315) 768-1400

BRIAN FISCHER
COMMISSIONER

CHARLES F. KELLY, Jr.
SUPERINTENDENT

February 27, 2012

Dear Sir(s) or Madame(s):

As a licensed School District Leader/School Building Leader and a resident of the City of Utica, I am writing to express my utmost interest in the idea of implementing a Charter School into the Utica City School District. After reviewing the proposal for the implementation of such Charter School, I feel strongly that this educational institution is not only necessary, given the many schools which have been identified as Schools In Need Of Improvement in the Utica City School District, but also an opportunity for the children in the Greater Utica Area. As a resident, I am aware that the Utica City School District is continually dealing with overcrowded classrooms, under qualified educators, mass immigration of diverse families moving into the area, and a large alternative education population.

Moreover, the proposed Charter School has a strong emphasis on Science, Technology, Engineering, and Math (STEM). Implementing it in this area would help to build the type of educational background necessary for college preparation and real-world employment opportunity. I feel strongly that bringing in the Charter School would help to empower students through high intellectual standards, critical thinking skills, creativity, and problem solving abilities.

Sincerely,

A handwritten signature in black ink, appearing to read "Cynthia M. Lockhart".

Cynthia M. Lockhart
SDA/SBA



STATE OF NEW YORK
DEPARTMENT OF CORRECTIONS
AND COMMUNITY SUPERVISION
MARCY CORRECTIONAL FACILITY
P.O. Box 5000
Marcy, New York 13403
(315) 768-1400

BRIAN FISCHER
COMMISSIONER

CHARLES F. KELLY, Jr.
SUPERINTENDENT

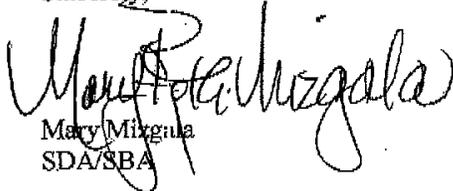
February 27, 2012

Dear Sir(s) or Madame(s):

The proposed Charter School implementation would be an improvement-based project geared at building a much stronger emphasis on Science, Technology, Engineering, and Math (STEM). Implementing a Charter School in the Greater Utica Area would continue to build the necessary educational background needed for our children to receive college preparation and real-world employment opportunity, early in the educational process. Bringing in a Charter School is just what the area needs to reinforce and empower students through high intellectual standards, critical thinking skills, creativity, and problem solving abilities.

As a resident of the Greater Utica area, I have continually watched as our children lack the highly qualified educational opportunity and mastery abilities that a Charter School would provide for them. It is my recommendation that the proposal for a Charter School in the Utica City School District be granted in the near future.

Sincerely,


Mary Mizgala
SDA/SBA

 **M&T Insurance Agency, Inc.**

A Subsidiary of M&T Bank
101 S. Salina St., First Floor, Syracuse, NY 13202

February 2, 2012

RE: Utica Academy of Science

To Whom It May Concern:

Over the past two years I have had the opportunity to witness firsthand the effect Syracuse Academy of Science has had on its students. The interaction between the faculty and the student body and the learning environment created has been remarkable. As a parent living in the City of Syracuse School District, having the choice to send my daughter to more than one school is something I relish.

I believe offering another choice to the Utica area parents would be a great opportunity for them as well. It is for this reason that I support the creation of the Utica Academy of Science.

Sincerely,



Jeffrey W Biesiada
Vice President

315.424.5106
JBiesiada@mtb.com

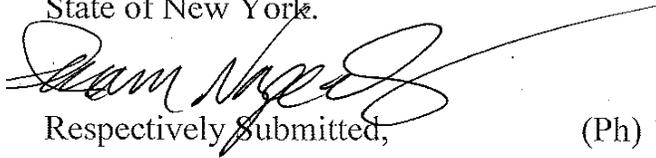
Syracuse Academy Of Science Charter School
1002 Park Avenue
Syracuse, NY, 13203

Board of Trustees Chairman – Dr. Fehmi Damkac
Principle - Tolga Hayali

Letter of Support for the Academy of Science Charter School in Utica

I, Imam Najeeullah, am expressing my appreciation to the Academy of Science Charter School of Syracuse for your collaborative effort to establish an educational site in Utica, NY. Utica is a racially and culturally diverse city with a majority of its students living near or below poverty line.

However, despite the many challenges and disadvantages we face, it is believed that the Academy of Science is prepared to provide strong critical thinking skills in math, science, language, technology, history, and art programs for our children and youth. We need an Academy of Science to provide the necessary challenges, knowledge, opportunities, resources, and skills to prepare them for greater academic achievements. I also believe that this charter school will bring a competitive edge needed to increase the success rate in the classroom for standardized assessments mandated by the State of New York.



Respectively Submitted,

Imam Najeeullah

(Ph) 1-315-428-8997

FAX 1-315-428-9109

Hayali@sasc.org

Keith P. Vincelette
2306 Genesee St
Utica, NY 13502

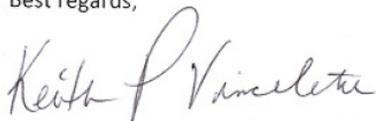
14 February 2012

Syracuse Academy of Science Charter School
Dr. Fehmi Damkaci
1001 Park Ave.
Syracuse, New York 13204

Dear Dr. Damkaci:

I am the manager of C.B. Faith properties. I want Utica to be a strong community, and I believe this school will strengthen and benefit to our community. It will offer choice to parents and students and opportunities that may be difficult or nearly impossible for a large high school to offer. Because the proposed charter is being based on a STEM curriculum, I believe it will give excellent preparation for our students to enter into college programs and careers when they graduate from high school. I fully support the establishment of Utica Academy of Science Charter School.

Best regards,



Keith P. Vincelette

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Syracuse Academy of Science Charter School

Dr. Fehmi Damkaci

1001 Park Ave.

Syracuse, New York 13204

Dear Dr. Damkaci:

While the Utica City School District has been trying diligently to address the needs of our community, I think that establishing a Grade 7-12 Charter School in Utica would help to reignite this improvement process. It would be bring needed educational options for students and families in Oneida County. I support the establishment of Utica Academy of Science Charter School.

Sincerely,

Linda Peters

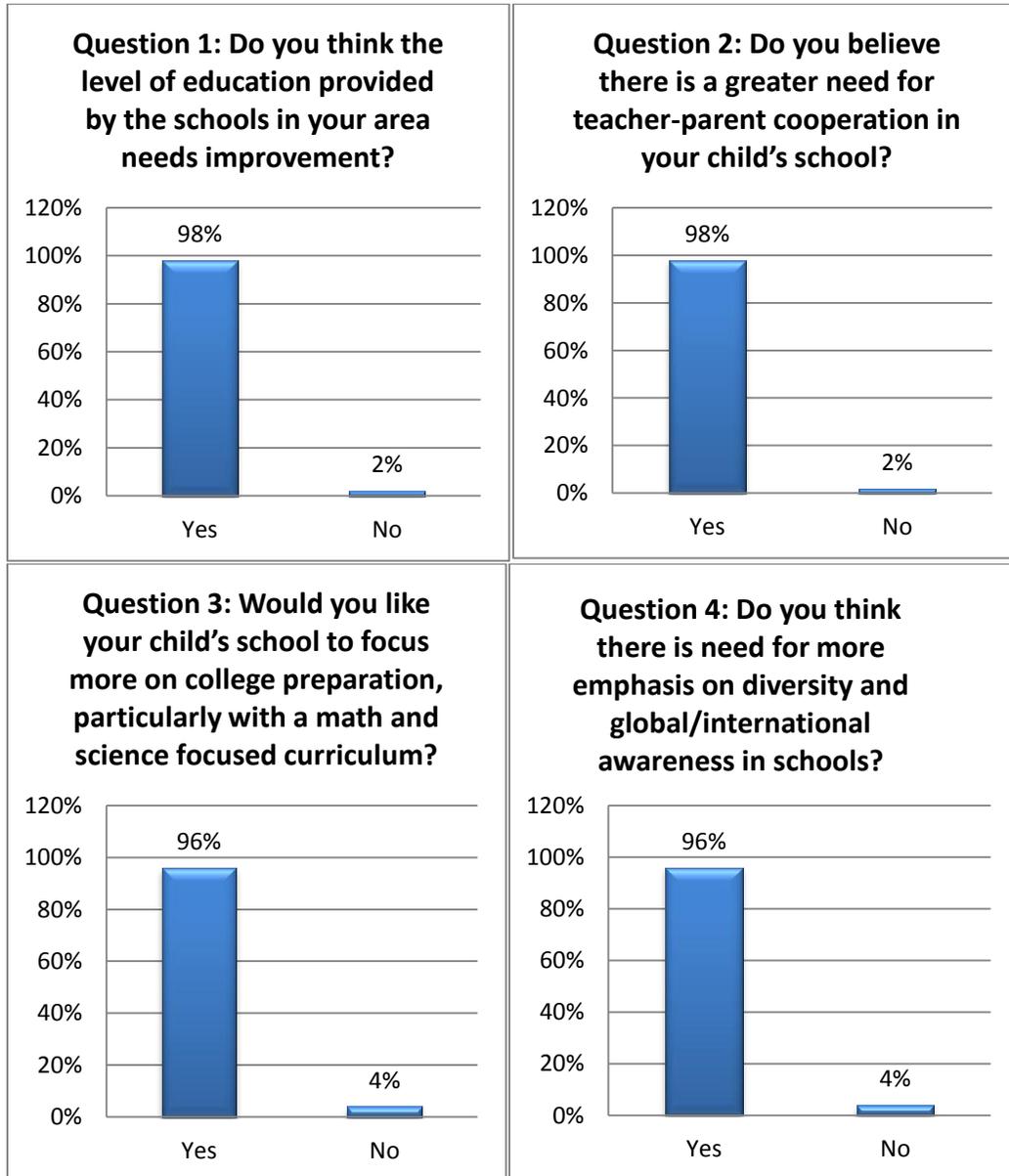
Broker Associate

Coldwell Banker

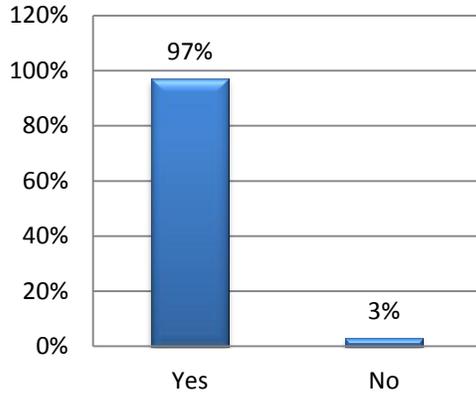
735-2222 XT 42

5. Parent/Student Survey Results:

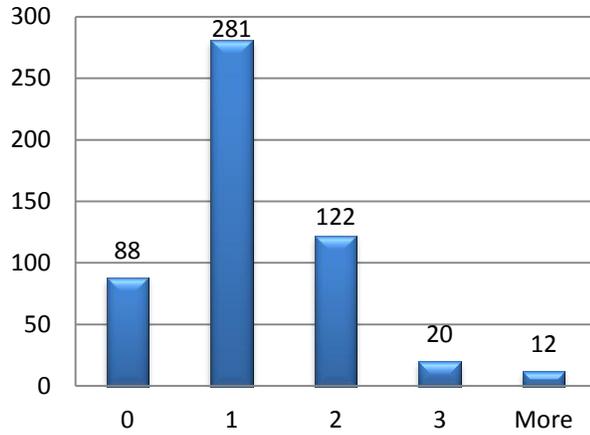
Results are shown for each question which was asked as part of our door-to-door canvassing in Utica. We have collected 524 surveys which all have students who are eligible or will be eligible by the time UASCS will be operational. Two sample surveys are also provided.



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



Question 6: How many children do you have entering Grades 6-12 in September 2012?



Education Improvement Survey

DEAR PARTICIPANT: Thank you for taking this brief survey. Your answers are very important to us in helping to shape a new math and science focused college-preparatory school (grades 6-12) in Utica, NY. For more information about the school program, please see the attached brochure.

- Do you think the level of education provided by the schools in your area needs improvement? Yes No
- Do you believe there is a greater need for teacher-parent cooperation in your child's school? Yes No
- Would you like your child's school to focus more on college preparation, particularly with a math and science focused curriculum? Yes No
- Do you think there is need for more emphasis on diversity and global/international awareness in schools? Yes No
- Would you consider sending your child/children to the proposed Charter School? Yes No

How many children do you have entering Grades 6-12 in September 2012?

One Two Three _____

Thank you for your feedback!

Education Improvement Survey

DEAR PARTICIPANT: Thank you for taking this brief survey. Your answers are very important to us in helping to shape a new math and science focused college-preparatory school (grades 6-12) in Utica, NY. For more information about the school program, please see the attached brochure.

- Do you think the level of education provided by the schools in your area needs improvement? Yes No
- Do you believe there is a greater need for teacher-parent cooperation in your child's school? Yes No
- Would you like your child's school to focus more on college preparation, particularly with a math and science focused curriculum? Yes No
- Do you think there is need for more emphasis on diversity and global/international awareness in schools? Yes No
- Would you consider sending your child/children to the proposed Charter School? Yes No

How many children do you have entering Grades 6-12 in September 2012?

One Two Three _____

Thank you for your feedback!

6. Support Letters for School Operations:

HISCOCK & BARCLAY LLP

ONE PARK PLACE
300 SOUTH STATE STREET
SYRACUSE, NEW YORK 13202
T 315.425.2700 • F 315.425.2701

JAMES P. EVANS
PARTNER

DIRECT DIAL 315.425.2827
DIRECT FAX 315.703.7376
JEVANS@HBLAW.COM

February 20, 2012

VIA ELECTRONIC MAIL

Tolga Hayali
1001 Park Avenue
Syracuse, NY 13204

Re: Syracuse Academy of Science Charter School

Dear Tolga:

This letter will address the nature of my relationship with the Syracuse Academy of Science and willingness to continue to serve the Charter School and its affiliate in Utica, New York. I have advised and represented the Syracuse Academy of Science Charter School since 2004. During that time, I have become very familiar with the School's policies and procedures and advised it in these regards and regarding statutory and regulatory compliance issues. I have also represented relative to student disciplinary matters and in all other matters. Presently, we are reviewing the School's policies to ensure they comprehensively address regulatory matters and sound operations and procedures for a charter school, as indicated by guidance material provided from the New York State Department of Education.

I wish to confirm to you my willingness to continue to serve the Syracuse Academy of Science Charter School in this capacity and to serve any related Charter School in the City of Utica, New York. I believe that our diligent efforts at compliance and ensuring proper procedures and collective and historical knowledge regarding such issues would greatly benefit any similar program begun in the City of Utica.

Please accept my sincere thanks for the opportunity to serve the Board and the administration of the Syracuse Academy of Science Charter School.

Very truly yours,



James P. Evans

JPE:smk

Insurance Estimate - Year 1

(This is a ballpark estimate and is subject to Underwriting review of Applications. Rates subject to change.)

For: Utica Academy of Science Charter School **Date Prepared: 7/19/12**

Coverage's		Limits	Estimated Premium
1	Property - Choice Form		
	Business Personal Property (BPP) incl Improvements	250,000	\$2,800
	Replacement Cost & Agreed Value		
	Private School SPICE		
	Equipment Breakdown n		
	<i>Property Deductible:</i>	1,000	
	<i>Wind Deductible:</i>	N/A	
2	Business Interruption		
	Business Income with Extra Expense	500,000	Incl. in 1
3	Inland Marine		
	Computerized Business Equipment	Included in BPP Definition	Incl. in 1
	Hardware/Software		
4	Crime		
	Employee Dishonesty	250,000	Incl. in 1
	Forgery	250,000	
	Computer Fraud	250,000	
5	Automobile Liability		
	Hired & Non-Owned Liability	1,000,000	Incl. in 1
6	General Liability		
	Any One Occurrence	1,000,000	\$6,383
	Annual Aggregate Limit	3,000,000	
	Abuse & Molestation Coverage	Included	
	Employee Benefits Liability		
	<i>Each Claim</i>	1,000,000	
	<i>Aggregate</i>	1,000,000	
	<i>Student Enrollment</i>	176	
7	Directors & Officers		
	Including Educators Legal Liability	1,000,000	\$4,000
	Employment Practices Liability	1,000,000	
	Fiduciary Liability	1,000,000	
	<i>Deductible</i>	10,000	
8	Umbrella Liability & Excess Educators Legal		
	Each Occurrence	5,000,000	\$3,000
	General Aggregate	5,000,000	
	<i>Attach to Directors & Officers</i>	Yes	
	<i>Attach to Abuse & Molestation Coverage</i>	Yes	
	Fiduciary Liability	2,000,000	
	<i>Retention</i>	10,000	

Page 1 of 2

This Insurance Estimate does not constitute a contract between the issuing Insurer(s), authorized representative or producer, and the insured, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed.

9	Workers' Compensation & Employers' Liability	Statutory Limits	
	Experience Modification	N/A	\$9,500
	Estimated Payroll - Code 8868: School/Prof & Clerical	1,200,000	
	Code 9101: School All other	0	
10	Student Accident		
	Accident Medical Expense	25,000	\$1,793
	Accident Dental Expense	Included	
	<i>Deductible</i>	0	
	Type of Coverage	Excess	
11	Catastrophic Student Accident		
	Accident Medical Expense	1,000,000	\$400
	Accident Dental Expense	Included	
	<i>Deductible</i>	25,000	
	Type of Coverage	Excess	
Total Annual Estimated Premium			\$27,876

Noreen Czyzak
District Manager



Tolga Hayali
1214 Lincoln Avenue
Utica, NY

RE: Utica Charter School

To Whom It May Concern;

ARAMARK Education has been providing the food service at Syracuse Academy of Science since August of 2011. We would be willing to participate in the bid process for the Utica Academy of Science Charter School for the 2012 school year.

Sincerely

Noreen Czyzak
District Manager
ARAMARK Education
845-721-1565

1101 Market Street
Philadelphia, PA 19107
phone 845-721-1565
fax 845-231-6035
Czyzak-noreen@aramark.com
aramarkschools.com

M&T Insurance Agency, Inc.

A Subsidiary of M&T Bank
101 S. Salina St., First Floor, Syracuse, NY 13202

Utica Academy of Science Projected 2013 Group Insurance Expenses

		Employee Deduction	Company Annual Cost
Medical - Excellus BlueCross BlueShield			
HB C 46 E	Single	\$64.64	\$5,688
\$15 Copay	Family	\$159.44	\$14,031
\$0 Deductible			
\$5/\$25/\$50 RX			
Dental - Guardian			
\$50 Deductible	Single	\$8.92	\$196
\$2,000 Maximum Annual Benefit	Family	\$25.27	\$556
Vision - Spectra			
\$10 Copay	Single	\$2.65	\$58
\$130 Maximum Annual Benefit (Frames)	Family	\$7.05	\$155
\$105 Maximum Annual Benefit (Contacts)			
Long-Term Disability			
60% Benefit to \$5,000 Max per Month			
Projecting \$800,000 in Annual Payroll		\$0	\$720
Projecting the Company Annual Cost for 10 Single & 10 Family Employees			
Medical			\$197,190
Dental			\$7,520
Vision			\$2,130
LTD			\$720
Total			\$207,560

* Rates Guaranteed through 12/31/2012

** Contributions based on 22 paychecks



Ismail Yildirim
Licenced Real Estate Agent
2306 Genesee St Utica NY 13502
Phone: 315-735 2222 Fax: 315-735 1727
ismailsells@gmail.com

A handwritten signature in cursive script, appearing to read "Ismail Yildirim".

117 Business Park Drive Utica New York 13501



FEATURES: 80,000+/- SF open space Office Building can serve for the proposed Utica Academy of Science Charter School needs.

- With a quick renovation, building may house several classrooms according to school's need.
- The building has a cafeteria, a place for gym,
- The building has updated HVAC and a sprinkler system and
- The building is handicapped accessible and has elevator

Please feel free to contact me if you have any questions regarding the property and would like to set up a follow up site visit.



PROPERTY LISTING INFORMATION

Address: 117 Business Park Drive, Utica

Sales Agent: Pavia

Cross Street:	Notre Dame Lane	Roof:	Rubber
City:	Utica	Zoning:	COM 1
State:	New York	Total Asses:	\$2,396,000.00
Zip:	13502	RE Taxes:	\$119,800.00
County:	Oneida	Confidential:	No
Tax ID:	317.19-1-15.2	Sign:	Yes
Lease Price/SF	\$5.00	Space is Currently:	Vacant
Lease Type:	NNN	Bldg. Total SF:	80,000
Sale Price:	Negotiable	Available SF:	80,000
Year Built:	1990	Office:	80,000
Parking Spaces:	525 +/-	Warehouse:	N/A
Lot Size (acres):	20.2 Acres	Retail:	N/A
Lot Dimensions:	N/A	Manufacturing:	N/A
Electricity:	Yes	Loading Facilities:	N/A
Amps:	N/A	Ceiling Height:	N/A
HVAC:	Yes	Income:	N/A
Elevator:	Yes 1	Annual Gross:	N/A
Sprinkler:	N/A	Expenses:	N/A
Water:	Public	NOI:	N/A
Sewer:	Public	Traffic Count:	N/A

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

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

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

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

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

At Utica Academy of Science Charter School, students will have lunch between 12:12 p.m. and 12:43 p.m.

ATTACHMENT 3B: FIRST YEAR CALENDAR FOR 2013-2014

August

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

12-30: Summer Institute for Professional Development

September, 18 days

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

2 Labor Day - No Classes
3-4 No Classes
5 School Opens - Full Day

October, 21 days

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

1 Back to School Night
3 Progress Reports
4 Columbus Day - No Classes
25 Algebra Practice
28 College Fair
31 Prof. Development, No Classes

November, 17 days

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

1 Progress Reports
4-8 Benchmark Testing for Core courses
11 Veterans' Day - No Classes
15 End of 1st Marking Period
15 Interim Assessments (Gr 6-8)
27-29 Thanksgiving Recess

December, 16 days

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

2 School Reopens – Full Day
6 Science Fair
6 Progress Reports
24-31 Holiday Recess - No Classes

January, 21 days

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

1 Holiday Recess - No Classes
2 School Reopens - Full Day
3 Progress Reports
13-17 Benchmark Tests
20 Dr. Kings' Birthday - No Classes

February, 15 days

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

7 Progress Reports
14 End of 2nd Marking Period
17 President's Day – No Classes
18-21 Midwinter Recess – No Classes
24 School Reopens
24- 28 County Math League / Math Count

March, 20 days

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

7 Progress Reports
19-21 Interim Assessments (Gr. 6-8)
21 Prof. Development-No Classes
22 Saturday ShowCase
25-26 Science Olympiad

April, 16 days

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

4 Progress Reports
7-11 Benchmarks
14-17 Spring Recess – No Classes
18 Good Friday – No Classes
21 School Reopens – Full Day
25 Liberal Arts Tunnel Fair
21-30 state Testing (Gr. 6-8)

May, 21 days

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

2 Progress Reports
9 End of 3rd Marking Period
8-23 State Testing (Gr 6-8)
15 Dean's List Dinner
22 Talent Show
22-23 Contingent Snow Days
26 Memorial Day – No Classes

June, 20 days

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

6 Progress Reports
10 Field Trip Day
19-27 Regents - No Classes for Gr. 9-12
27 Staff Picnic Day / Year Evaluation

July, Summer School 15 days

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

From 9 am to 2pm

ATTACHMENT 4: STUDENT DISCIPLINE POLICY

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

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

- The Middle School uses the demerit system that can be accessed 24 hours a day online through our website.
- High School students receive 5 demerits for “lockouts” or being late to class.
- Discipline penalties will be assessed if students accrue demerit points.

Short Term Suspension

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

Long Term Suspension or Expulsion

1. Persistent disobedience.
2. To Possess, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object.
3. Committing or attempting to commit arson on school property.

4. To possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school sponsored events.
5. Assault any other student or attempting to assault/assaulting any staff member.
6. Vandalize school property causing major damage intentionally.
7. Commit any act which school officials reasonably conclude warrants a long term suspension.
8. Make a false bomb threat or pull a false emergency alarm.
9. Failure to comply with any administrative directive.

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

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

Penalty Procedures

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

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

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

Additional Disciplinary Measures

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

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

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

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

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

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

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

Provision of Services During Removal

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

Maintenance of Public Order in School

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

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

Prohibited Conduct

No person, either singly or in concert, shall:

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

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

Penalties and Enforcement

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

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

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

ATTACHMENT 5A: CHARTER SCHOOL TRUSTEE BACKGROUND INFORMATION

Each proposed or prospective charter school board member must provide the information requested below.

Name: Dr. Ahmet Ay

Charter School Name: Utica Academy of Science Charter School

Charter School Address: Utica, New York

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.): Secretary / Education Committee

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.

My friends in Syracuse mentioned about Syracuse Academy of Science Charter School (SASCS) before I moved to Hamilton, NY. I wanted to get involved with a charter school for which my position at the university may be helpful. I contacted the Board Chair person for more information. After reading the school’s mission, vision, visiting school, and meeting with the principal and the Board Chair, I decided to serve on the Board.

5. Please explain why you wish to serve on the board.

During my graduate study, I had been teaching educational Mathematic courses. As an educator, I saw how the power of education changed people’s lives and expectations of themselves. It is very important to give a hand to the students from low-income families and lost faith in education. SASCS will give an alternative education opportunity for students mainly from low-income families I will donate as much time as I can and try my best to make SASCS successful.

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:

Fehmi Damkaci - Colleague / Academic Collaborator

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.

I would remind publicly again the purpose of being a board member during a board meeting. I would explain how lucky we are as a board member and how honored we are to meet people who had the same goals for better education. If the situation does not change, I would mention about the situation to the other members.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

The school is trying to help educationally under-resourced students in Syracuse to develop the academic and social skills necessary to become successful professionals and exemplary members of their community. The school provides rigorous academic curriculum with emphasis on

math and science, balanced by a strong foundation in the humanities, career-oriented college preparation, and strong student-teacher-parent collaboration.

19. Please explain your understanding of the educational program of the charter school.

I am familiar with the school's educational philosophy, science curricula, and college preparatory program.

They often require a higher level of demonstrated competence in mathematics and science, and may even require a minimum number of years studying a foreign language. Depending on the grade of the children, they will learn English, Mathematics, Physical sciences, Science, Reading, Social subjects, Music, Art and Spanish. SASCS tries to make sure that all our students have the opportunity to participate in a college-prep academic program.

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.

Creating strong community relations and attaining strong community support; hiring the best teachers and administrators to ensure highest quality in school; parents' education and awareness.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

The Board of Trustees is responsible for monitoring the financial, educational, and managerial well-being of the school. The board member should attend regular board meetings, be aware of his/her responsibilities as a board member. He/she should have information about the daily school life and provide insight for improving success of the school.

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, Ahmet Ay, read and understand the charter school application, 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, **Ahmet Ay** (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.

Ahmet Ay

Signature

07/03/2012

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: [REDACTED]

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

Name: Patricia Coban

Charter School Name: Utica Academy of Science Charter School

Charter School Address: Utica, New York

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.
5. Please explain why you wish to serve on the board.

For #4 and # 5 Since I have been the founder and the board member for Syracuse Academy of Science Charter School, it was important to share our best practices with Utica City. This is a great opportunity for Utica students and parents who could not find a place for themselves. UASCS will bring unique characteristics that will also compliment the Utica School District students.

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:

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.

I would address the suspected issue with the board president and take the appropriate steps necessary to confirm or dismiss the belief that the board member(s) in question were working toward their own self-interests. If no action is taken by the board to appropriately remedy the confirmed suspicion then the appropriate outside authority would be notified.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

Utica Academy of Science seeks to create an educational environment that is student centered and addresses all learning dimensions of its students. In partnership with the parents and the community, UASCS develops and nurtures the skills, knowledge, civic responsibility and personal character vital to success in the global village of the 21st century.

19. Please explain your understanding of the educational program of the charter school.

The Charter school educational program is to build strong productive well educated citizen. The school's main goal I strong make sure students are ready for the college with its strong college preparatory program.

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.

The characteristics of a successful school, is one in which the parents and community play an active role. A successful school is one that creates a positive and safe environment for its students while employing energetic, knowledgeable teachers who love teaching and educating young people. A successful school makes education relevant, prepares its students for higher education, and instills a lifelong love of learning and civic mindedness. To continue our

success at Utica Academy of Science Charter School, UASCS board members will need to stay involved in all aspects of the school's mission as well as periodically evaluate current programs as to their ability meet the needs of the students and their goals. UASCS board members will continue to oversee the fiscal responsibility of the school. UASCS board members will continue to seek those best qualified to serve our students and community.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

The appropriate role of a public charter school board member is one that remains knowledgeable and well informed of school programs. One that addresses student, parent, and teacher concerns. An appropriate role is one that oversees and ensures the fiscal responsibilities of the school's administrators and one that helps to create and establish policies that benefit student success and meet the school's mission.

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 and understand the charter school application, the school board's by-laws and all 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, Patricia Coban (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.



Signature

7/3/12

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:

Business Address:

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

Name: Dr. Fehmi Damkaci

Charter School Name: Utica Academy of Science Charter School

Charter School Address: Utica, New York

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.):

President, Education committee

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.

Since I have experience on charter schools, as indicated in my CV and in the answer of question 7, I would like to get involved with a charter school for which my experience and position at the university may be helpful. Since I have been serving on the SASCS Board as the President, it was our board members decision to be involved in Utica Academy of Science Charter School and oversee strong college preparatory school serving inner city Utica area students.

5. Please explain why you wish to serve on the board.

As someone who is doing science every day, I know how important the science is in the future of the country and how kids gain high self-esteem when they know and understand the science. My experiences in education (as board member, college professor, and high school teacher) showed me how important it is to give a hand to the students from low-income families and lost faith in education. As an educator, I saw how the power of education changed people’s lives and expectations of themselves. I consider myself very lucky and honored to meet people who had the same ideals as me. I like the math and science focus of the school, which is balanced with humanities.

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 was the founding board member and the secretary of the Board of Trustees of a charter school granted in Massachusetts. I have been BoT member of SASCS since 2006, has been serving as president since 2010.

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:

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.

I would inform the board in such a case.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

The school's mission is to prepare educationally under-resourced students in Utica for today's competitive world. It is helping them develop the academic and social skills necessary to become successful professionals and exemplary members of their community. The school is

trying to achieve this goal by providing the students with a rigorous academic curriculum with emphasis on math and science, balanced by a strong foundation in the humanities, career-oriented college preparation, and strong student-teacher-parent collaboration.

19. Please explain your understanding of the educational program of the charter school.

I am familiar with the school's educational philosophy, science curricula, and college preparatory program which provides an one-on-one attention and not letting any students to fall into cracks. It is very important to reach all of the students and help them to grow so that they will become ready for the 21st century world.

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.

Assessing the needs of the school correctly and providing solutions for those needs; creating strong community relations and attaining strong community support; revising existing policies and creating new policies as needed; monitoring school's success quarterly via using various assessment tool results and asking director to take necessary actions; hiring the best teachers and administrators to ensure highest quality in school; making sure that the school is financially sound and safe.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

The appropriate role of a public charter school board member is to uphold the mission of the charter school and the requirements of its charter. The board of a public charter school maintains the ultimate oversight of, and makes decisions about policy and direction for, the school, keeping the main focus always on student achievement. Therefore, the Board utilizes information on a monthly basis in its formal meetings to continuously evaluate the progress of the school. The self-evaluation will take into account the areas of ♦educational program and curriculum, ♦facility, staffing and staff development, ♦fundraising, ♦financial planning, ♦legal matters, ♦public relations, ♦community interface, ♦volunteers, ♦other affiliations, ♦orientation of new members, ♦service on committees, ♦policies/by-laws, ♦ interaction between the School Board and the Administrators, and ♦receipt, analysis, formation and dissemination of recommendations.

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, Fehmi Damkaci, have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

23. Please provide any other information that you feel is pertinent to the Department's review.

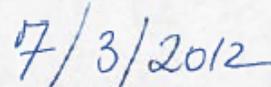
A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Fehmi Damkaci (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.



Signature

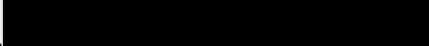


Date

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: 

Name: Rev. Sherman Dunmore

Charter School Name: Utica Academy of Science Charter School

Charter School Address: 1001 Park Avenue, Syracuse, NY 13204

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 and community outreach committee

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

I have always been a public servant and leader to help the community to grow.

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.
5. Please explain why you wish to serve on the board.

For #4 and #5: My Child and now my grandchildren are attending at SASCS. I strongly believe that our community needs an alternative. The students and children who do not get and receive a good rigorous education should have an option to further their education other than dump them in a place or let them to fail. I saw how the power of education can change people’s lives and expectations of themselves. It is very important to give a hand to the students from low-income families and lost faith in education. Low-income families, under representative students will have a choice by attending UASCS and continue their success. I see my time here as serving the inner city Utica Area students in the best capacity.

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:

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.

I would remind publicly that we are serving the youth of Utica and our goal is to help. We voluntarily accepted to help and the only party that can benefit from the charter school can only be the youth who has been served in their home district. If the situation does not change, I would mention about the situation to the other members and make sure we are all on the same page.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

The school is trying to help educationally under-representative, students in Utica to develop the academic and social skills necessary to become successful professionals and exemplary members of their community. The school has an emphasis on math and science, balanced by a strong foundation in the humanities, career-oriented college preparation, and strong student-teacher-parent collaboration. In the meantime School prepares their own students as leaders and instill the sense of community and gratefulness to the community that they belong. Since they will be the leaders of the Utica they will be exposed to Leaders and encouraged to stand as Leaders.

19. Please explain your understanding of the educational program of the charter school.

I was a parent (and now my grandchildren are attending the SASCS Elementary School) and I am familiar with the school's educational philosophy, science curricula, and college preparatory program. The School requires a higher level of competence in mathematics and science. Depending on the grade of the children, they will learn English, Mathematics, Physical sciences, Science, Reading, Social subjects, Music, Art and Spanish. All of the students are strongly encourage to participate school-wide, regional wide, national wide and even international wide science fair, math competition or Liberal arts fair. UASCS will make sure that all of their students have the opportunity to participate in a college-prep academic program.

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.

Believing in that the impossible can be possible with a different look and approach. There is always a solution if there is a will. Reaching out the students who has been lost for many years is the key to teach them and bring them back to the society as strong productive well-educated citizens. Creating strong community relations and attaining strong community support; hiring the qualified open minded teachers and administrators to ensure best quality in school.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

The Board of Trustees is responsible for overseeing the educational and financial activities. It is very important for the Board members be aware that we are controlling tax payers money therefore all policies, regulations and financial managerial will be monitored. It is also important to be compliant with the state and federal rules and regulations business and management plans. As board members, we will look for opportunities in terms of grant, internship for the students, or inviting leaders to the school. Community outreach

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, Sherman Dunmore, read and understand the charter school application, 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

Stewart J. [Signature] (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.

[Signature]

Signature

7/1/12

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]

Name: Muris Hadsic

Charter School Name: Utica Academy of Science Charter School

Charter School Address: Utica, New York

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 & Finance Committee

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
5. Please explain why you wish to serve on the board.

Many children from Utica community who I have been tutoring are prospective students to attend UASCS. I strongly believe that the inner city Utica area youth needs an alternative. They should have an option to further their education with a college preparatory program in which each children are treated as individuals rather than numbers.

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:

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.

I would publicly warn the suspected issue with the board president and members and direct them with the school mission and vision. I will declare that any work for own benefit using school resources is unethical and potentially punishable by law.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

Utica Academy of Science will help educationally under-representative, low income inner city Utica area students to develop their academic and social skills necessary for becoming productive well educated citizen. As an individual who grew up in a low Socio Economic Status, school's mission is parallel with my personal philosophy.

19. Please explain your understanding of the educational program of the charter school.

The Charter school educational program is to build strong productive well educated citizen. The school's main goal I strong make sure students are ready for the college with its strong college preparatory program.

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 school is one that creates a positive and safe environment for its students which exposes them for a strong college preparatory program. It is important for a school to reach all of its students through differentiated instruction, high student engagement and rigorous academic curriculum. UASCS school board will stay on top of the student academic achievement data and provide all resources and support to schools teachers.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

An appropriate role is one that oversees and ensures the fiscal responsibilities of the school's administrators and one that helps to create and establish policies that benefit student success and meet the school's mission. It is important to monitor the current needs of students and the community and setting goals and objectives for the school aligned with these needs. To achieve these goals and objectives, the board will develop and approve school policies and regulations.

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, Muris Hadsic, affirm that I have read and understand the charter school application , the school board's by-laws and all proposed policies.

23. Please provide any other information that you feel is pertinent to the Department's review.

Name: Dr. Ednita M. Wright

Charter School Name: Utica Academy of Science Charter School

Charter School Address: Utica, New York

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.

My son attended the Syracuse Academy of science Charter School for three years. I was an active parent and the school director asked if I would be a Board member.

5. Please explain why you wish to serve on the board.

I am an educator myself and believe strongly in education. I was very impressed with SASCS and was excited about the opportunity to serve in a board Capacity.

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:

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.

I would adhere to the By-Laws and policies of the Board to bring it to the attention of the appropriate officer of the Board.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

The school is to provide excellent education, promote education in a safe environment with the goal of graduating students who will be participating citizens.

19. Please explain your understanding of the educational program of the charter school.

The Charter School educational program is to build on the strength of the students, while providing the support necessary to achieve excellence.

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.

The Educational environment must be positive, safe and challenging. It should provide this necessary course work to adequately prepare students for the college.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

It is my understanding that a Board member is responsible in making sure students receive excellent education.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

Name: Yildiray Yildirim

Charter School Name: Utica Academy of Science Charter School

Charter School Address: Utica, New York

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.): Vice-President, Treasurer, Finance Committee

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.
5. Please explain why you wish to serve on the board.

For #4 and # 5: I believe education is a vehicle that can take one to anyplace one can dream. This is the reason I wanted to stay in academia instead of finding a non-academic position after I got my PhD. My teaching philosophy is to know each student’s

strengths and needs to help them individually. I find out that students coming to university have different backgrounds and strengths. I notice that a strong math and science background would make them like the area that they pick in the university and achieve their goals more smoothly. Therefore, strong foundation in math and science (I call “quantitative background”) is very important. SASCS donate most of its time to establish such background. This is the reason I wanted to involve with the school.

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:

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.

I would inform the board in case of conflict of interest and let it be known openly that it is unethical and unlawful.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

It is to prepare students for college by developing a strong math and science foundation while leaving no students behind.

19. Please explain your understanding of the educational program of the charter school.

I am familiar with the school's educational program. The Charter school educational program is to prepare under-representative students to college with an emphasis on math, science and technology. The charter school will equip the students with the skills to 21st century.

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.

Team play, communication, identifying the needs and finding solutions are important in any successful organization, so does in charter school. Harmony of the board members is

important to identify the needs and solutions of any problems that school faces in timely fashion. Board's duty is to oversee the operation of the school and make it run smoothly.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

Board's duty is to oversee the operation of the school and make it run smoothly. There are three main ingredients of this: financial, educational, and managerial.

Key responsibilities of the Board include as in the Charter:

- Ensuring that the school will be in compliance with federal and state laws and regulations,
- Ensuring that the school's educational goals and objectives are met,
- Continuously monitoring the current needs of students and the community and setting goals and objectives for the school aligned with these needs,
- Developing and approving school policies and regulations,
- Supervising and evaluating school's Director,
- Approving the recruitment of school's staff,
- Approving the school's annual budget and business and management plans,

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

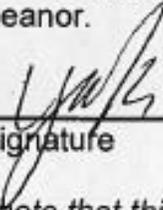
I, Yildiray Yildirim, affirm that I have read and understand the charter school application, the school board's by-laws and all policies.

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, Yildiray Yildirim (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.


Signature

7/13/2012
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: [REDACTED]

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

AHMET AY

ADDRESS

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

EDUCATION

PHD, MATHEMATICS AND QUANTITATIVE BIOLOGY, 2002-2009
MICHIGAN STATE UNIVERSITY, EAST LANSING, MI

DISSERTATION: DECIPHERING *CIS*-REGULATORY TRANSCRIPTIONAL GRAMMAR IN *DROSOPHILA MELANOGASTER* BY MATHEMATICAL MODELS

ADVISORS: DR. DAVID N. ARNOSTI AND DR. CHICHIA CHIU

BSc, MATHEMATICS, 1998-2002

BILKENT UNIVERSITY, ANKARA, TURKEY

PROFESSIONAL EXPERIENCE

ASSISTANT PROFESSOR, 2010-PRESENT

DEPARTMENTS OF BIOLOGY AND MATHEMATICS

COLGATE UNIVERSITY, HAMILTON, NY

POSTDOCTORAL FELLOW, 2009-2010

DEPARTMENT OF BIOCHEMISTRY & MOLECULAR BIOLOGY

MICHIGAN STATE UNIVERSITY, EAST LANSING, MI

TEACHING ASSISTANT, 2002-2009

DEPARTMENT OF MATHEMATICS

MICHIGAN STATE UNIVERSITY, EAST LANSING, MI

RESEARCH INTERESTS

SYSTEMS BIOLOGY, MATHEMATICAL BIOLOGY, BIOLOGICAL REGULATORY NETWORKS, *CIS*-REGULATION IN TRANSCRIPTION, DIFFERENTIAL EQUATIONS, NUMERICAL ANALYSIS

AWARDS AND HONORS

RESEARCH

Faculty Development Council Grant, 2010, Colgate University, NY

Sigma Xi (the scientific research society) Graduate Student Award, 2009, MI

Gene Expression in Development and Disease (GEDD) Outstanding Research Award, 2009, Michigan State University, MI

GEDD Graduate Student Fellowship, 2008-2009, Michigan State University, MI

Quantitative Biology Graduate Student Fellowship, 2007-2008, 2006-2007 Michigan State University, MI

TRAVEL AWARDS FOR CONFERENCES

Mathematical Biosciences Institute, 2009, Ohio State University, OH

Mathematics Department, 2009, Michigan State University, MI

Institute for Mathematics and Its Applications, 2008, University of Minnesota, MN

Mathematical Biosciences Institute, 2007, Ohio State University, OH

Quantitative Biology Program, 2006, Michigan State University, MI

TEACHING

Senior Teaching Assistant Award for Excellence in Teaching (Honorable Mention), 2009, Michigan State University, MI

PRIOR TO MICHIGAN STATE UNIVERSITY

Ranked in top 0.1%, Graduate School Admission Examination in Science, 2002, Turkey

Bilkent University Scholarship, 1998-2002, Bilkent University, Ankara, Turkey

Ranked in top 0.07%, University Admission Exam, 1998, Turkey

Bronze Medal, National Mathematics Olympiad, 1997, Turkey

Private Yavuz Selim High School Scholarship, 1994-1998, Kutahya, Turkey

PUBLICATIONS

Ay A, Arnosti DN (2011) Mathematical modeling of gene expression: A guide for the perplexed biologist. *Crit Rev Mol Biol* **46**: 137-151

Dresch J, Liu X, Arnosti DN*, **Ay A*** (2010) Thermodynamic modeling of transcription:

Sensitivity analysis differentiates biological mechanism from model-induced effects. *BMC Syst Biol* **4**: 142 (* Corresponding Authors)
Ay A*, ARNOSTI DN* (2010) NUCLEOSOME POSITIONING: AN ESSENTIAL COMPONENT OF THE ENHANCER REGULATORY CODE? *CUR BIOL* **20**: R404-406 (* CORRESPONDING AUTHORS)
 FAKHOURI WD*, **Ay A***, SAYAL R, DRESCH J, DAYRINGER E, ARNOSTI DN (2010)
 DECIPHERING A TRANSCRIPTIONAL REGULATORY CODE: MODELING SHORT-RANGE REPRESSION IN THE *DROSOPHILA* EMBRYO. *MOL SYST BIOL* **6**: 341 (* EQUAL CONTRIBUTION)
Ay A*, FAKHOURI WD*, CHIU C, ARNOSTI DN (2008) IMAGE PROCESSING AND ANALYSIS FOR QUANTIFYING GENE EXPRESSION FROM EARLY *DROSOPHILA* EMBRYOS. *TISSUE ENG PART A* **14**: 1517-1526 (* EQUAL CONTRIBUTION)
Ay A, GÜRSES M, ZHELTUKHIN K (2003) HAMILTONIAN EQUATIONS IN R³. *J MATH PHYS* **44**: 5688-5705
 Dresch J, Cao H, Richards M, Ay A. A Primer on Thermodynamic Models for Deciphering Transcriptional Regulatory Logic (Submitted to PLoS Computational Biology)
 Suleimenov Y*, **Ay A***, Samee MA, Sinha S, Dresch JM, Arnosti DN. Global Parameter Estimation for Thermodynamic Models of Transcriptional Regulation (In preparation, * Equal Contribution)

INVITED TALKS

INTERNATIONAL SYMPOSIUM ON BIOMATHEMATICS AND ECOLOGY: EDUCATION AND RESEARCH, ILLINOIS STATE UNIVERSITY, PORTLAND, OR (2011)
 INTERNATIONAL SYMPOSIUM ON BIOMATHEMATICS AND ECOLOGY: EDUCATION AND RESEARCH, ILLINOIS STATE UNIVERSITY, NORMAL, IL (2010)
 INVITED SEMINAR, NORTHEASTERN UNIVERSITY, BOSTON, MA (2010)
 INVITED SEMINAR, MATHEMATICAL BIOSCIENCES INSTITUTE, OHIO STATE UNIVERSITY, COLUMBUS, OH (2010)
 INVITED SEMINAR, UNIVERSITY OF TEXAS SOUTHWESTERN MEDICAL CENTER, DALLAS, TX (2010)
 COMPUTATIONAL BIOLOGY AND BIOINFORMATICS SEMINAR, BROAD INSTITUTE, CAMBRIDGE, MA (2009)
 INVITED SEMINAR, HARVARD MEDICAL SCHOOL, CAMBRIDGE, MA (2009)
 INVITED SEMINAR, SYSTEMS BIOLOGY DEPARTMENT, HARVARD, CAMBRIDGE, MA (2009)
 MICHIGAN STATE UNIVERSITY / UNIVERSITY OF MICHIGAN MATHEMATICAL BIOLOGY DAY, MICHIGAN STATE UNIVERSITY, EAST LANSING, MI (2007)

PRESENTATIONS

CELL AND TISSUE ENGINEERING WORKSHOP, MATHEMATICAL BIOSCIENCES INSTITUTE, OHIO STATE UNIVERSITY, COLUMBUS, OH (2007)
 MIDDLE EAST TECHNICAL UNIVERSITY / BILKENT UNIVERSITY APPLIED MATHEMATICS MEETING, BILKENT UNIVERSITY, ANKARA, TURKEY (2002)

POSTERS

APPLIED MATHEMATICS SEMINAR, BILKENT UNIVERSITY, ANKARA, TURKEY (2001 & 2002)
 2011 NIGMS National Centers for Systems Biology meeting, Duke University, Durham, NC (2011)
 REGULATORY GENOMICS/SYSTEMS BIOLOGY/DREAM3 JOINT CONFERENCE, BROAD INSTITUTE, CAMBRIDGE, MA (2008)
 ORGANIZATION OF BIOLOGICAL NETWORKS WORKSHOP, INSTITUTE FOR MATHEMATICS AND ITS APPLICATIONS, UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MN (2008)
 MIDWEST CONFERENCE ON SYSTEMS BIOLOGY, MICHIGAN STATE UNIVERSITY, EAST LANSING, MI (2007)

TEACHING EXPERIENCE

INSTRUCTOR (FULL COURSE RESPONSIBILITY)
 MATH 103-730 ONLINE COLLEGE ALGEBRA (FALL 2002)
 MATH 103 COLLEGE ALGEBRA (SPRING 2003, FALL 2003, SPRING 2004)
 MATH 110 FINITE MATHEMATICS AND ELEMENTS OF COLLEGE ALGEBRA (SUMMER 2008)
 MATH 124 SURVEY OF CALCULUS I (SUMMER 2004, FALL 2004, SPRING 2005, SUMMER 2005, SPRING 2006)
 MATH 126 SURVEY OF CALCULUS II (SPRING 2007)
 MATH 201 ELEMENTARY MATH FOR TEACHERS I (FALL 2008, SPRING 2009, SUMMER 2009)
 MATH 235 DIFFERENTIAL EQUATIONS (SUMMER 2006)
 QB 827 PROBLEMS IN QUANTITATIVE BIOLOGY (GRADUATE LEVEL COURSE, TWO WEEK

MODULE) (FALL 2008)

MATH 111 CALCULUS I (FALL 2010, SPRING 2011)

BIOL 334/MATH 334 SYSTEMS BIOLOGY (SPRING 2011, SPRING 2012)

BIOL 481/MATH 481 MODELING OF BIOLOGICAL SYSTEMS (FALL 2012)

MATH 102 INTRODUCTION TO STATISTICS (FALL 2012)

MATH 424 REAL ANALYSIS II (SPRING 2012)

MY DUTIES INCLUDED: PLANNING LESSONS, WRITING HOMEWORK, QUIZZES, EXAMS AND FINAL EXAM, LECTURING, ALL GRADING, AND HOLDING OFFICE HOURS.

GRADER

MATH 850 NUMERICAL ANALYSIS I (GRADUATE LEVEL COURSE) (FALL 2007)

MATH 851 NUMERICAL ANALYSIS II (GRADUATE LEVEL COURSE) (SPRING 2008)

MATH 848 ORDINARY DIFFERENTIAL EQUATIONS (GRADUATE LEVEL COURSE) (FALL 2005, FALL 2006)

MY DUTIES INCLUDED: GRADING ALL HOMEWORK ASSIGNMENTS.

SUPERVISOR

MATHEMATICS LEARNING CENTER (THE FREE TUTORING CENTER FOR UNDERGRADUATES AT MSU) (FALL 2005, SPRING 2006, FALL 2006, SPRING 2007, FALL 2007, SPRING 2008)

MY DUTIES INCLUDED: OVERSEEING ALL MATH LEARNING CENTER ACTIVITIES, GIVING FEEDBACK TO OTHER TEACHING ASSISTANTS ON TUTORING, EVALUATING AND REPORTING THEIR TEACHING AND INTERACTIONS WITH STUDENTS AND TUTORING UNDERGRADUATES IN UPPER LEVEL COURSES.

COMPUTER SKILLS

OPERATING SYSTEMS/LANGUAGES

UNIX, WINDOWS, C++, PYTHON, MATLAB, MATHEMATICA, R

OTHERS

LATEX, MICROSOFT OFFICE AND OTHER WINDOWS APPLICATIONS

PROFESSIONAL

Member, American Mathematical Society (AMS), 2002-present

AFFILIATIONS

Member, Sigma Xi, 2009-present

ACTIVITIES

MEMBER (2009-2010) - NIAGARA FOUNDATION (FOR PROMOTING GLOBAL FELLOWSHIP)

MATHEMATICS DEPARTMENT REPRESENTATIVE (2008-2009) - COUNCIL OF GRADUATE STUDENTS

BOARD MEMBER (2007-2009), **MEMBER** (2005-2009) - GREAT LAKES SOCIETY OF FRIENDSHIP AND CULTURE

BOARD MEMBER (2012-PRESENT) - SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL

TEACHING ASSISTANT (2011) - COLD SPRING HARBOR LABS COMPUTATIONAL CELL BIOLOGY COURSE

PATRICIA ANN COBAN

EDUCATION

Excelsior College October 2006 – present

Albany, New York

- *Currently pursuing M.A.L.S in Sociology*
- *Concentration in Contemporary Cultural Issues*
- *G.P.A 3.7*
- *Completion of 27 credits*

Wells College, August 1995-May 1997

Aurora, New York

- *B.A. Degree, Cum Laude, 3.4 G.P.A.*
- *Major: History*
- *Concentration in European/Russian History*
- *Minor: Secondary Education*
- *Dean's List 1995, 1996*

Cayuga County Community College, August 1993 – May 1995

Auburn, New York

- *A.A. Degree Liberal Arts, Magna Cum Laude, 3.8 G.P.A*
- *Phi Theta Kappa, Dean's List 1994, 1995*
- *Outstanding Adult Student 1994-95*
- *Dean Bourke Memorial Award*
- *Ora H. Everett Award*

TEACHING EXPERIENCE

Academy of Arts and Science

Present

- *Social Studies Teacher for grades 7-12*
- *ESL teacher for grades 7-12*
- *Create and implement ESL and Social Studies curriculum for individual and classroom lessons.*
- *Worked with highly diverse student population.*

Syracuse Academy of Science Charter School August 2010-June 2011

Syracuse, New York

- *Kindergarten Teacher Assistant*
- *Assisted classroom teacher in all duties*
- *Performed regular classroom routines*
- *Planned and participated in monthly elementary activities*
- *Co-advised International Culture Club at the high school level*

School of Excellence

August 2008-June 2010

Syracuse, New York

- *Social Studies/English Teacher*
- *Taught 4th through 7th grade*

- *Created Middle School Discipline policy*
- *Created Social Studies curriculum to meet New York State objectives and standards.*
- *Created and advised middle school Student Council.*
- *Teacher representative for PTO*

Southern Cayuga Central School District August 1998 – June 2005

Poplar Ridge, New York

- *Tenured Social Studies Teacher*
- *Taught 9th/ 10th grade Global History and 12th grade Government/Economics*
- *Taught Psychology/Sociology via Distance Learning to multiple classrooms*
- *Created Global History curriculum to meet new New York State outline and standards*
- *Taught five classes per day; 25 students per class*
- *9th grade class adviser (1998-2000)*
- *High School Student Council Adviser (2000-2004)*
- *Project REACH adviser for international exchange program between Southern Cayuga High School and Republic of Georgia (2000-2001)*

Auburn City School District September 1997-May 1998

Auburn, New York

- *Substitute Teacher*
- *Available substitute for all grades and subject*
- *Easily adapted to diverse situations*

Certifications:

- *New York State Certification 7-12 Social Studies*
- *New Jersey Certification K-12 Social Studies*
- *TESOL certification in process (expected Dec. 2012)*

REVEREND SHERMAN G. DUNMORE

EDUCATION

Syracuse University, New York

- *Ph.D. Candidate in Cultural Foundations of Education, present*
- *Foundation Fellowship – Department of African American Studies, 2000*

University of San Diego, California

- *Master of Education, 1992*

Thomas Edison State College, New Jersey

- *Bachelor of Arts, 1981*

Livingstone College and Hood Theological Seminary, North Carolina

- *Bachelor of Theology, 1979*

CAREER HISTORY

The NYS Department of Corrections, Marcy, NY – *Pastor & Chaplain, 2007-present*

The NYS Department of Corrections, Marcy, NY – *Pastor & Chaplain, 2004-2007*

The Historic People’s A.M.E. Zion Church, NY – *Pastor, 1995-2004*

- *Minister to the spiritual needs of a large inner-city congregation*
- *Chaplain, Syracuse Police Department, New York State Police (01-02)*
- *Directs a Juvenile Gun Violence Ten Point Intervention encompassing 50 congregations and 80 community organizations & interest groups*
- *Guides a staff consisting of board members, volunteer coaches, mentors – hourly & contract workers*
- *Initiated spiritual outreach to those unable to attend services via specialized telecommunication programming*
- *Directed reconstruction and renovation of historic church structure*
- *Facilitated long-range neighborhood planning initiative for housing acquisition and community restoration*

Logan Temple Church, San Diego, CA – *Pastor, 1988-1993*

- *Ministered to the spiritual needs of a congregation; Chaired the Southwest Rocky Mountain Conference Budget and Finance Committee*
- *Chairman of the California Bicentennial Celebration*
- *Conference Evangelist, Southwest Rocky Mountain California Conference; & Performed outreach to a predominantly Hispanic congregation*
- *Male Advocate for Fathers: Urban League, San Diego, CA – Instructed males in court-ordered parenting classes; Assisted males in the preparation of child custody court cases and release documents; Provided leads for locating family-friendly housing; Provided court-ordered counseling to single fathers*

Samuel Brown Temple Church, St. Louis, MO – *Pastor, 1981-1989*

- *Renovated church structure and completed the purchase of rental properties to enhance church financial stability*
- *Established a food pantry, soup kitchen, and summer nutrition program daily serving 200 children*
- *Implemented an after-school program for latchkey students*

1978-1981

- *Pastor: Mainville Circuit, Western North Carolina Conference*
- *Trained Chaplain: Rowan County Correctional Center, Rowan County, NC*
- *Chaplain Trainee: Veterans Administration Hospital, Salisbury, NC*

COMMUNITY INVOLVEMENT AND ENGAGEMENT ACTIVITIES

- *Interdenominational Ministerial Alliance – Board President, 1999-present*
- *IMA Ten Points to Reduce Juvenile Gun Violence – Board Member, 2001-present*
- *Destiny USA Diversity Council, 2001-present*
- *Mayor’s Executive Alliance – Board Member, 2002-present*
- *Inter-Religious Council – Executive Board Member, 2000-present*
- *Northeastern Region Children Mother Infant, Inc. – Founder, 2000-present*
- *Harriet Tubman Foundation – Executive Board Member, 2001-present*
- *Alliance Network – Executive Board Member, 2001-present*
- *Board of Directors of Christian Education – Chairman, 1997-present*
- *Rochester-Syracuse Board of Evangelism – Director, 1997-present*
- *Urban League of Onondaga County – Board Member, 1997-2000*
- *Chicago Industrial Areas Foundation – Community Organizer, 1992-1997*

Name: Fehmi Damkaci, Ph.D.

Position: [REDACTED]

Address: [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

EDUCATION

2012 Executive Leadership Development, Harvard University, Boston, MA
2004 - 2006 Postdoctoral Fellow at T. Ross Kelly Lab., Boston College
2000 - 2004 Ph.D., Organic Chemistry, University of Maryland, College park
1998 - 2000 M.S., Organic Chemistry, University of Maryland, College Park
1992 - 1995 Teaching Certificate, Ege University, Izmir, Turkey
1991 - 1995 B.S., Chemistry, Ege University, Izmir, Turkey

EXPERIENCE

2006 - present *Assistant Professor, SUNY at Oswego*
Main focus of research is total synthesis of natural products with medicinal and structural importance and the development of new organic methodologies.

2004 - 2006 *Post-Doctoral Fellow, Boston College*
Participated in the synthesis of rationally designed molecular motor and the total synthesis of the natural product Pterocelline A.

1998 - 2004 *Research Assistant, University of Maryland, College Park*
Developed methodology for the stereoselective synthesis of glycosylamides using glycosyl azides and thioesters via isoxazoline intermediates.

Synthesized various mono- and disaccharides possessing thiol linkers, which are placed on nano-gold particles to be used as biosensors.

1998 - 2000 *High School Teacher, Yamanlar High School, Izmir, Turkey*

AWARDS and HONORS

2011 SUNY Chancellor Outstanding Teacher Nominee
2011 NETA-Scholars Outstanding Community Outreach Activities Award
2005 Finalist, Invention of the year 2004, University of Maryland
2004 - 2006 Post-doctoral Fellowship, Boston College
2002 J. Goldhaber Travel Award, University of Maryland
1998 - 2004 Teaching and Research Assistantships, University of Maryland
1998 - 2000 Graduate Studies Fellowship, Ministry of Education, Turkey
1991 - 1995 Undergraduate Fellowship, Yasar Education and Culture Foundation

PROFESSIONAL MEMBERSHIPS

2002-present American Chemical Society

POSITIONS IN PROFESSIONAL ORGANIZATIONS

2010-current President, Terra Science and Education Foundation, non-profit for K-12 education

2006-current President, Syracuse Academy of Science Charter School, Middle States accredited K-12 inner-city public school
2008-2010 Treasurer, Sigma-Xi Interdisciplinary Science Organ., SUNY-Oswego chapter

TEACHING EXPERIENCE

CHE455/555: Medicinal Chemistry Fall'10; Summer'09 (Hybrid); Fall'08;
CHE436/536: Advanced Organic Chem. Fall'11; Fall'09; Fall'07; Fall'06;
CHE440/540: Adv. Organic Spectroscopy Spring'10; Spring'08;
CHE401/501: Nanochemistry Spring'11;
CHE434: Advanced Chemistry Lab. Spring'09
CHE331: Organic Chemistry I Fall'10; Fall'08; Fall'06
CHE332: Organic Chemistry II Spring'11; Spring'09; Spring'07
CHE230: Intro. Organic Chemistry Fall'11; Fall'09; Fall'07
CHE360: Intro. Biochemistry Spring'10; Spring'08
CHE209: Chemistry and Public Concern Fall'11; Spring 10; Fall'09; Spring'08; Fall'07; Spring'07
CHE209 (Online version) Sum'11; Fall'10; Sum'10; Fall'09; Spring'09; Fall'08; Sum'08; Spring'08; Sum'09;

DEPARTMENT and UNIVERSITY SERVICES

2010-present Co-Chair, General Education Redesign Task Force,
2010-present Director, GENIUS-Olympiad, international high school project competition,
2010-present Co-op Program Development Task Force
2010-present Council on Learning and Teaching
2009-present University Campus Environment Advisory Council
2007-present University Science Planning Committee, Equipment sub-committee,
2007-present Chemistry Graduate Program Coordinator
2007-present Chair, Departmental Equipment committee,
2010-2011 Middle States Task Force, committee charged with #11 and #13, member
2008-2011 University International Advisory Council
2009-2011 Library Council
2007-2010 University Scholarly & Creative Activity Committee, member
2008-2009 University Graduate Council
2008-2009 University Library Council

DOCTORAL DISSERTATION

- Title: Methods for stereoselective synthesis of glycopyranosylamide linkage

PATENTS

- DeShong, P.; Damkaci, F.; Kadalbajoo, M.; English, D.; Stein, D. "Use of nano-gold particles as biosensors" US. Patent, 2007-0249063.

ARTICLES

- Fehmi Damkaci, Michele Dallas, Megan Wagner. Microwave assisted Friedel-Crafts Acylation of Toluene. *Journal of Chemical Education*. 2011, submitted.
- Birol Ozturk, Eric A. Schiff, Hui Zhao, Fehmi Damkaci, Baojie Yan, Jeff Yang and Subhendu Guha. Plasmonic Photocurrent Enhancement in Silicon-on-Insulator Devices Due to Colloidal Silver Nanoparticles. *Materials Research Society Proceedings*, Symposium D, Spring 2010.
- Kelly, T. R.; Cai, X.; Damkaci, F.; Panicker, S. B.; Tu, B.; Bushell, S. M.; Cornella, I.; Piggott, M.; Salives, R.; Cavero M.; Zhao Y. "Progress toward a Rationally Designed, Chemically Powered Rotary Motor", *J. Am. Chem. Soc.* 2007, *129*, 376-386.
- O'Malley, M; Damkaci, F.; Kelly, T.R. "Total Synthesis of Pterocelline A", *Organic Lett.* 2006, *8*, 2651-2652.
- Damkaci, F.; DeShong, P. "Stereoselective synthesis of alpha- and beta-glycosylamides from glycopyranosyl azides via isoxazoline intermediates", *J. Am. Chem. Soc.* 2003, *125*, 4408-4409.
- Steel W. H.; Damkaci F.; Nolan R.; Walker R. A. "Molecular rulers: new families of molecules for measuring interfacial widths", *J. Am. Chem. Soc.* 2002, *124*, 4824-4831.
- Wu, A.; Chakraborty, A.; Witt, D.; Lagona, J.; Damkaci, F.; Ofori, M.; Chiles, J.; Fettinger, J.; Isaacs, L. "Methylene Bridged Glycoluril Dimers: Synthetic Methods", *J. Org. Chem.* 2002, *67*, 5817-5830.
- Witt, D.; Lagona, J.; Damkaci, F.; Fettinger, J.C.; Isaacs, L. "Diastereoselective Formation of Methylene-Bridged Glycoluril Dimers", *Organic Lett.* 2000, *2*, 755-758.
- Damkaci, F.; DeShong, P. "Stereoselective synthesis of alpha- and beta-glycosylamides from glycopyranosyl azides", manuscript submitted to *J. Am. Chem. Soc.*
- Damkaci, F.; Jarvis, B. B. "A short total synthesis of the oral contraceptive desogestrel", *Chemtracts* 1999, *12*, 1013-1018.

PRESENTATIONS

- 2012 (29) Invited talk: Department of Chemistry, SUNY-Buffalo, "Development of ligands for Ullman type couplings", (scheduled for 03/12)
- 2011 (28) Invited talk: Annual Young Scholars Conference by Association for Academic Advancement (ASACAD) "How to become a better college Teacher", Jacksonville, FL (12/11)
- (27) Invited talk: NETA-Scholars Annual Conference, "Teaching and Service at College" Harvard University, Boston, MA (04/11)
- (26) North East Sigma Xi Regional Conference, Stony Brook, NY (04/11)

- 2010 (25) Chemistry research Symposium in National American Chemical Society Conference, Boston, MA (08/10)
- (24) Education Symposium in National American Chemical Society Conference, “Using Analogies in Teaching Organic Chemistry” Boston, MA (08/10)
- (23) North East American Chemical Society Conference, Potsdam, NY (06/10)
- (24) NETA-Scholars Conference, Harvard University, Boston, MA (04/10)
- (23) Izmir Institute of Technology, Izmir, Turkey (01/10)
- (22) Invited talk: Aegean University, Izmir, Turkey (01/10)
- 2009 (21) Sigma Xi Local Conference, Oswego, NY (12/09)
- (20) North East American Chemical Society Conference, Hartford, CT (10/09)
- (20) Invited talk: NETA-Scholars Interdisciplinary Lecture series, Syracuse University (10/09)
- (19) CELT Teaching Conference, “Using relationship examples in teaching organic chemistry” SUNY, Oswego, NY (09/09)
- (18) Sigma Xi Regional Conference, SUNY, Oswego, NY (04/09)
- 2008 (17) Academic Career Workshop, University of Rochester, (10/08)
- (16) ACS-Northeast Regional Conference, Burlington, VT (06/08)
- (15) Sigma Xi Regional Conference, Cornell University, Ithaca, NY (03/08)
- (14) Izmir Institute of Technology, Turkey (01/08)
- (13) Aegean University, Turkey (01/08)
- 2007 (12) Sigma Xi Poster Conference, SUNY at Oswego (12/07)
- (11) Sigma Xi Poster Conference, SUNY at Oswego (12/07)
- (10) Global Awareness Conference, SUNY at Oswego (05/07)
- 2006 (9) Astra-Zeneca, Boston (03/06)
- (8) University of North Carolina at Fayetteville (02/06)
- 2005 (7) 230th ACS Conference, Washington D.C (08/05)
- (6) Aegean University, Turkey (04/05)
- 2004 (5) 228th ACS Conference, Philadelphia (08/04)
- 2002 (4) 224th ACS Conference, Boston (08/02)
- 2001 (3) University of Maryland, College Park (03/01)
- 2000 (2) 220th ACS Conference, Washington D.C (08/00)
- 1999 (1) Internet Conference, “Using Internet in K-12 education”, Ankara University, Turkey (11/99)

FORMER RESEARCH STUDENTS

Former Research Students (graduation year) and Placement after Graduation:

Michael T. Bovino (2008) at SUNY-Buffalo Chemistry PhD program

Adam Stringer (2008) at SUNY-ESF Chemistry PhD program

Tim Humeston (2008) at SUNY-Oswego Chemistry MS program

Carl Nysten (M.S., 2008) at Pulaski High school as Chemistry teacher

Caitlin Snyder (2009) at SUNY-Buffalo Pharmacy School

Andrew Camelio (2009) at Texas-Austin Chemistry PhD program

Yufang Liu (M.S., 2009) at Johnson Matthey pharmaceuticals, Boston

Megan Wagner (2009) at SUNY-Oswego Chemistry MS program

Amber Wayne (2010) at Bristol-Myers Pharmaceuticals

Greg Blette (2010) at D'Youville Pharmacy School

Esra Altay (Thesis M.S., 2010) at SUNY Buffalo PhD program

Michelle Dallas (M.S., 2011) at Arc Chemicals, Rochester, NY

MURIS HADZIC

EDUCATION

Syracuse University, Syracuse, New York

Martin J. Whitman School of Management

Doctorate in Business Administration May 2014

Concentration: Finance; GPA: 3.68.

Martin J. Whitman School of Management merit scholarship

Current Research: Analysis of how stock and option prices react to different news types, whether stock markets and option markets react differently to new information and also whether certain documented anomalies such as the size effect or Monday effect can be captured through news volume and news sentiment, respectively.

Syracuse University, Syracuse, New York

Martin J. Whitman School of Management

Master of Business Administration, May 2011

Concentration: Finance; GPA: 3.69.

Martin J. Whitman School of Management merit scholarship

Experiential Learning

- Analysis of opportunities for new growth platforms for General Electric in Turkey, UAE and Saudi Arabia; areas of interdependence and potential cooperation among three countries and positive spillover to the rest of Islamic world; opportunities for GE to act as a long-term sustainable partner with focus on funding through Islamic financial instruments, primarily Sukuk.
- Analysis of manager performance in generating alpha in active funds with focus on active share, anomaly exploitation, time arbitrage, alignment of interest, distraction etc. with de-emphasis on historical performance. The project is conducted in cooperation with M&T Bank's Manager Strategies Group by conducting weekly interviews with fund managers and analyzing their performance in line with the abovementioned criteria.
- Testing the efficient market hypothesis on NYSE through event or portfolio studies, trying to predict returns by utilizing variance ratio tests, price and earnings momentum, contrarian and value/growth strategies etc. by analyzing the abnormal returns of one portfolio over the other based on delayed price reaction to firm-specific information

Bogazici University, Istanbul, Turkey

Department of Management

Bachelor of Arts in Management, *Honors*, February 2009

Concentration: Finance; GPA: 3.42/4.00

Republic of Turkey, Ministry of Education, tuition waiver

Projects:

- Efficient Frontier Construction, Optimal Portfolio, Asset Allocation for seven assigned companies listed on Istanbul Stock Exchange
- Analysis of Risk Management Department, risk measurement and hedging strategies at Türkiye Garanti Bank

ACHIEVEMENTS, AWARDS AND SCHOLARSHIPS

- Ministry of Education, Republic of Turkey - Scholarship covering tuition fee and living cost (2005-2009)
- Prime Minister's Office, Republic of Turkey - Merit-based scholarship (2005-2009)
- Avrasya Dernegi- Research Foundation - Merit-based scholarship (2005-2009)
- Atesoglu Sut Sanayii (Milk Industry) – Merit-based scholarship (2007-2009)
- Istanbul Metropolitan Municipality - Merit-based scholarship 2008/2009
- Turkish as a Foreign Language Olympiad 2004 - Bronze Medal
- Spanish language summer intensive course 2008, Malaga, Spain
- Federation of Balkan American Association (FEBA) Leadership Workshop, 23-26 December 2010, Somerset, NJ
- Syracuse University, Whitman School of Management – Summer 2012 Research grant

EXPERIENCE

Syracuse University, Syracuse, New York

Martin J. Whitman School of Management

Teaching and research assistant – Department of Finance (September 2010 -)

- Teaching assistant for Investment Analysis class offered by Prof. David Weinbaum
- Research assistant for Prof David Weinbaum – current research: Stock market news sentiment

Kuveytturk Bank A.S; Istanbul, Turkey

Treasury Dept. Intern (June/July 2010)

- Conducted daily analysis of liquidity and balance of statutory bank reserves
- Performed SWAP and Murabaha transactions in the international inter-bank market
- Gained practical knowledge in Reuters Dealing 3000 trading platform
- Gained practical knowledge in international gold exchange, arbitrage and trading in FX and stock markets

Respekt D.O.O; Tuzla, Bosnia and Herzegovina

Auditing Intern, (1/06-3/06; 8/06-9/06; 1/07-3/07; 8/07-9/07; 1/08-3/08)

- Assisted in preparation of auditing reports, analyzed financial statements, reviewed tender procedures and supplier and partner contracts : Cement Factory Lukavac, University Clinical Center Tuzla, Centre for Support and Development Tuzla
- Translated annual reports and independent auditor's reports from Bosnian to English

TUSKON Foreign Trade Bridge; Istanbul, Turkey

International trade, export-import (5/07-2/09)

- Served as interpreter between trading parties (English/Turkish/Bosnian)
- Assisted with trade agreements, negotiations, compliance with trade law and customs regulation, transportation of goods, selection of shipment ports and Incoterms

Mozaik Kultur ve Yardimlasma Dernegi; Istanbul, Turkey

Non-profit student aid association, Coordinator for Bosnian students (9/05-2/09)

- Organized orientation for new students to their universities, introduced students to culture and life in Istanbul
- Participated in fund raising: \$10,000 for association expenses, \$8,000 for students' living expenses
- Participated in organization of events such as tournaments, excursions, trips and graduation ceremony for international students

VOLUNTARY WORK

15th Commemoration of Srebrenica Genocide; Syracuse, New York

Project supported by IKCBS to commemorate the victims of Srebrenica Genocide in 1995 (January-July 2010)

- One of the initiators of the event that hosted 600 guests and prominent politicians and businessmen
- Leader of the Marketing and Promotion team in charge of creation of all advertising and promo materials as well as event promotion in newspapers, TV and radio

Cultural Center of Bosniaks Syracuse; Syracuse, New York

Non-profit organizations serving Bosnian community in Syracuse (10/09-present)

- Initiated the soccer club for children under the age of 16, arranged free gym and soccer coach for practices
- Serving as a weekend school instructor in Bosnian tradition, history
- In process of establishing a comprehensive database of all members of IKCBS and their family members
- In process of initiating an online database and educational software for weekend school

ADDITIONAL INFORMATION

Language skills: Fluent in Bosnian and English; Conversant in Spanish

Software skills: SAS, SPSS, Minitab, Microsoft Project

Interests:

Sports: Swimming, Basketball, Wing Chun – 1st level certificate, Mountain hiking: Mont Blanc, France, 1998

Travel: Serbia, Croatia, Slovenia, Macedonia, Bulgaria, Greece, Turkey, France, Spain, Egypt, UAE

Network marketing: member/distributor of GNLD International LLC

Student clubs and associations: VP of Education, International Business Association, Syracuse University
Real Estate Club, Whitman School of Management
Consulting Club, Whitman School of Management

CURRENT POSITION

August 2004 to Present

- Onondaga Community College, Human Services/Teacher Education Department
- **Associate Professor/Program Coordinator Alcohol/Substance Abuse Specialization**
- Responsibilities include teaching courses in the Human Services/Teacher Education Department. Courses taught are the following: human services theory, social work practice, substance abuse (treatment, adolescent, group therapy & families and addiction); Psychosocial Impact of HIV/AIDS; and Diverse Populations (HUM 230). Development of Alcohol/Substance Abuse Treatment Issues (HUM 227) and Psychosocial Impact of HIV/AIDS (HUM 205) courses for on-line teaching. Responsible for the Alcohol/Substance Abuse Specialization for the department which includes hiring adjuncts to teach courses, development of new courses, interviewing potential students, marketing program and maintaining certification requirements for Office of Alcoholism and Substance Abuse Services as an Education and Training Provider.

TEACHING EXPERIENCE

Spring 2004:

- Ithaca College, Sociology Department
- **Lecturer**
- “Definitions of Normality” (Social Deviance), undergraduate course, two sections, three-credit course.

Fall 2001 to 2002:

- LeMoyne College, Sociology and Anthropology Department
- **Adjunct Assistant Professor**
- “Social Welfare” (Historical and Contemporary View), undergraduate, three-credit course.

1993 to 1999:

- Syracuse University, School of Social Work
- **Assistant/Associate Professor**
- Responsible for instructing graduate and undergraduate social work students in required course work in the human behavior social environment sequence, the graduate foundation in social work practice course, social work with groups and a course in adolescent substance abuse. Other duties included advisement, field liaison activity, school committee participation and leadership, senate and associated committee work, the Chancellor’s Committee on Diversity and assisting in the development of the Zurenda Alcohol and Other Drug Educational Fund.

January 1989 to January 1990:

- Syracuse University, School of Social Work
- **Adjunct Instructor**
- Spring semester taught Human Diversity a required course for master level social workers.

September 1989, 1990, 1991, 1992 & 1993:

- University College, Alcoholism & Drug Addiction Counseling Certificate Program
- **Instructor**
- Facilitated discussion focused on addiction, with special emphasis on populations of color, nutrition aspects of addiction, stress management for addicts and the role of spirituality.

January 1987 to 1988:

- Onondaga Community College, Human Services Program
- **Adjunct Instructor**
- Facilitated discussion focused on the topic of adolescent alcoholism and substance abuse. The content included the social, biological, psychological, intellectual and emotional aspects and the effects chemical use on each.

OTHER ACADEMIC POSITIONS

May 2005

- **Member of Delegation to Namibia, Africa**
- The primary purpose of the visit was to meet with government officials; faith-based organizations; hospitals; grass root organizations; and, the University of Namibia to explore the potential for collaborative work to assist in developing strategies to improve the probability that children and adolescents will practice safe sex and thus the population infected with HIV will begin to decrease. Specifically, Onondaga Community College wants to join with University of Namibia in developing prevention, intervention and treatment methods that will lower the rate of infection. Finally, to develop and provide a viable program for children orphaned by this pandemic where they can live, learn and grow in a safe, comfortable and loving environment

August 2001 to September 2003:

- Cornell University, Dean of Students Office
- **Assistant Dean of Students for Diversity Education and Outreach**
- Responsible for advocacy services for students experiencing cultural shock or bias across campus supervised two student groups, Peer Education in Human Relations and ALANA, both groups primary focus was to provide opportunities for the student body engage in cross-cultural activities. In addition, developed, at the request of the University's Provost Office for Undergraduate Education, a campus wide program for all first year and transfer students, One Vision, Many Voices was the result of that request.

October 1999 to August 2001:

- Cornell University, Gannett Health Center
- **Diversity & Outreach Services Coordinator/ Counselor Therapist**
- Primary responsibility is to assess inclusion efforts related to diversity issues, evaluate and present a plan for correction. Additionally, to create, develop, and implement diversity and outreach services for Gannett Health Center. Additional responsibility for the provision of counseling and mental health services, with particular emphasis on substance abuse, to student population.

September 1994 to 1997:

- Temple University, Philadelphia, PA
- **Project Consultant**
- Project LET Program training for Head Start and Addiction Counselors, setting appropriate goals and taking care of our selves.

PUBLICATIONS/REVIEWS

- Senn, Theresa E., Scott-Sheldon, Lori A. J., Seward, Derek X., Wright, Ednita M., Carey, Michael P. (2010) Archives of Sexual Behavior, "Sexual Partner Concurrency of Urban Male and Female STD Clinic Patients: A Qualitative Study.
- Journal of HIV/AIDS & Social Services, "Examining the Role of Spirituality in HIV Prevention among African American Young Adults". (Review 2008)
- Center for Substance Abuse Treatment (CSAT), consumer booklets; "Mediation-Assisted Treatment for Opioid Addiction: Facts for Families and Friends, The facts About Naltrexone

for Treatment of Opioid Addiction, & The Facts About Buprenorphine for Treatment of Opioid Addiction. (Review/2008)

- Journal of HIV/AIDS & Social Services, “Community HIV Transmission Factors: MSM in the third decade of AIDS”, “Wearing two hats: the work-related needs of HIV-positive women working in the HIV field”. (Review 2008)
- The Sociological Quarterly; “Sacrificing at the Altar of Tenure”: Approaches to Work/Life Management for Assistant Professors With and Without Children” (Review/2008)
- Wright, Ednita M. (2006). *Substance Abuse in African American Communities*’. In Theresa A. Mohamed (Ed.) Essays in Response to Bill Cosby’s Comments About African American Failure. Edward Mellen Press.
- Hicks, Kandree, MPS, Allen, Josephine, Ph.D., & Wright, Ednita M., Ph.D. (2005). *Building Holistic HIV/AIDS Responses in African American Urban Faith communities: A Qualitative, Multiple Case Study Analysis*. Family & Community Health the Journal of Health Promotion & Maintenance. Vol. 28, #2, P. 184-205.
- Gilbert, D. & Wright, E. (2003). African American Women Living With AIDS: Critical Responses for a New Millennium. Westport: Praeger Publications.
- Young D. & Wright, E. (2001) Mothers Making Tenure. Journal of Social Work Education Vol. 37, No. 3 (Fall 2001).
- Wright, E.M. (2001). Substance Abuse in African American Communities. In Lala Straussner (Ed.) Ethnocultural Backgrounds and Substance Abuse Treatment. New York: Guilford Press.
- Wright, E.M. (1999). The Psychosocial Context. In Lynch, V.J. (Ed.) HIV/AIDS in the Year 2000: A Sourcebook for Social Workers. Boston: Allyn and Bacon, Inc.
- Wright, E. M. (1998). African American Women Remain Invisible: Are Mental Health Professionals Doing Enough. In Michael Shernoff (Ed.) AIDS and Mental Health Practice Professionals: Clinical and Policy Issues. Binghamton: Haworth Press.
- Wright, E.M. (1998). Strategies for Effective Intervention with African Americans. In L. Gant, P. Stewart & V. Lynch (Eds.) Social Workers Speak Out On The HIV/AIDS Crisis Voices From and To African American Communities. Westport: Praeger Publishers.
- Wright, E.M. (1998). Social Work. In Raymond A. Smith (Ed.). Encyclopedia of AIDS A Social, Political, Cultural and Scientific Record of the HIV Epidemic. Chicago: Fitzroy Dearborn Publishers. Pp., 457-458.
- Wright, E.M. (1998). [Review of HIV Prevention with Native American Youth: A Program Planning Manual]. Journal of HIV/AIDS Prevention & Education for Adolescents & Children. 2:2, 98-99.
- Wright, E. M. (1997). AIDS Moves In: The Psychological Needs of Women & Children Living with HIV. In Nancy J. Quay & A. Tucker Andrews (Ed.) Institute for Research on Women and Gender Working Paper Series.
- Carey, M. P., Maisto, S. A., Kalichman, S. C., Forsyth, A. D., Wright, E. M., & Johnson, B. T. (1997). Enhancing Motivation to Reduce the Risk of HIV Infection for Economically Disadvantaged Urban Women. Journal of Consulting and Clinical Psychology. 65:4, 531-541.
- Wright, E. M. (1997). [Review of Creating the Capacity for Attachment]. Social Work. 42:2, 208.
- Wright, E. M. (1997). “Cultural Diversity.” In Christiann Dean (Ed.) Empowering Families Project Empowerment Skills for Family Workers the Comprehensive Curriculum of the New York State Family Development Credential. 133-168.
- Wright, E.M., Blackburn, L. & Taylor-Brown, S. (1996). We Still Remain Invisible: Are Social Workers Doing Enough? Readings and Writings. New York: NSWAN. 1:3, 49-63.

- Wright, E. M. (1995). Deep From Within the Well: African American Women Living with AIDS. UMI Dissertation Services.
- Wright, E. M. (1995). [Review of American Ethnicity]. Journal of Multicultural Social Work.
- Wright, E. M. (1994). The Theological Significance of Invisibility. Bridges. 3:1, 83-87.

MULTICULTURAL CURRICULUM DESIGNER/CONSULTANT

November 2008

- **Training Consultant**
- Auburn Social and Community Services
- Developed and facilitated a one day workshop for multidisciplinary audience entitled “Inclusive Communities (Creating Cultural Competency) Our Work – Our Service”

July 2005 - Present

- **Training Consultant**
- Tompkins County and City Departments of Personnel and Sheriff’s Office
- Ongoing development and facilitation of inclusion/diversity-training programs with the primary objective to explore cultural rules (personal, family and workplace) and the challenges that arise when multiple cultures come together; to discuss the connection between cultural rules and behavior; and, the basic ingredients for the successful development of a workplace that is welcoming of diversity in all its forms. Additionally, to instill an understanding of elements that foster a hostile environment, how it manifests in the workplace and, how to resolve issues that impede community building.

January 2003

- **Facilitator**
- Ithaca College
- Mid-year Staff Development Program
- “Bridging Diverse Communication Styles” was a half day workshop introducing staff to the complexities inherent in diverse language styles.

May 2002

- **Facilitator/Consultant**
- ENABLE INC., Syracuse, New York
- Facilitated a full day retreat, with the primary goal of building relationships between units, to foster community and to provide an opportunity for staff to explore conflicts and reach resolution.

April 2002

- **Facilitator/Consultant**
- Tompkins County Personnel Department
- Facilitated workshop discussions on stress management, as it relates to issues of diversity in the work place and methods for reducing its effect.

January 2002

- **Consultant**
- Tompkins County Sheriff Department
- Assessed the institutional culture of the County Correctional Facility particularly regarding issues related to sexual harassment, racism, and sexual orientation. Prepared a corrective plan and presented to the County Sheriff and Personnel Department. Developed and facilitated a four session, cultural diversity seminar as part one of a four-part process for institutional change within the facility.

September 1998 to September 2001

- **Facilitator/Consultant**

- AIDS Institute & New York Medical Center
- Developed mental health training program and facilitated a train-the-trainers session for New York City HIV/AIDS agencies serving communities of color, discussions included environmental changes that would enhance the efforts of these agencies, to increase their cultural sensitivity to their clientele.

May 1996 to October 2001

- **Administrative Volume Coordinator (Washington, DC)**

- CSAT LGBT TAP: A Provider's Guide to Substance Abuse Treatment for Lesbian, Gay, Bisexual and Transgender Individuals; responsibilities included: facilitate writer's groups, submission of written reports from writers groups, manage writers throughout project, report writer's progress, assure deadlines met, edited writer's drafts and wrote chapter/s as needed.

OTHER CONSULTATIONS

- *Ithaca Fire Department (Ithaca, New York)*: Facilitated in-service community building training for all shifts, providing information on various ethnic and racial groups and methods for the Fire Department to develop into a more inclusive environment.
- *ENABLE (Syracuse, New York)*: Facilitated workshop on ethics and creating community.
- *Southern Tier AIDS Program (Johnson City, New York)*: Facilitated a three-part diversity dialogue, providing information on various ethnic and racial groups with a particular emphasis on how to enhance cultural inclusion in services.
- *Carrier Corporation Diversity Council*: Facilitated a workshop on LGBT issues for managers, administrators and line staff and discussed action plans to create a more inclusive work environment.
- *Syracuse University College of Law*: at the request of the Dean met with interested faculty to discuss and examine institutional racism within the curriculum, hiring practices and student groups and presented a plan to rectify various blatantly bias activities within classroom settings.
- *Cornell University, Counseling and Psychological Services (Ithaca, New York)*: developed, administered and evaluated survey to assess the level of concern for employees in Gannett Health
- Center regarding issues of diversity. Facilitated a three part diversity dialogue with emphasis on services to reflect cultural inclusion.
- *Cornell Family Preservation Project (Ithaca, New York)*: Empowering Families Project, Department of Human Development and Family Studies developed educational material focus on Diversity.
- *CONTACT*: local mental health agency contracted with to design a diversity awareness and skills curriculum for Central New York schools for grades 2-5.
- *Syracuse City School District*: facilitated the strategic planning committee's process, on how to instruct in cultural diversity within the classroom.
- *United Way Agencies*: facilitated a human relations training for Board Presidents and Executive Directors to enhance their ability to evaluate, agencies funded by them, progress toward being a multicultural organization.
- *Metropolitan Washington Council of Governments*: facilitated full day training for AOD (Alcohol and Other Drugs) case managers regarding relapse prevention for addicted women with children.
- *NYS Office for the Prevention of Domestic Violence*: facilitated a four-day training program, in Oswego, Newburgh, Long Island and Buffalo, focused on the relationship between addiction and domestic violence.

- *Crouse-Irving Memorial Hospital*: developed and facilitated in-service programs, for hospital medical and social services personnel, in the areas of Behavior Management, Cultural Diversity, Clinical Supervision, Group Therapy, Stress Management, and Addiction.

PAPERS PRESENTED/CONFERENCES ATTENDED

- Syracuse Women's Information Center, First Annual Women's Symposium on Change, Presenter. (June 2007).
- OASAS Statewide Prevention Conference; "Do No Harm: Preventing Iatrogenic Effects in Groups" (Workshop Presenter); and, Incorporating Prevention Principles into Our Life: Balance, Self Care, & Wellness "Spirituality – In Our Fast Pace World" (Keynote). (November 2006).
- Women's Studies, Syracuse University; Feminism and War Conference, "Women, War, and Syracuse: Community Leaders Speak Out". (October 2006).
- 33rd Annual Conference, National Alliance of Black School Educators, "Guiding Learners on the Road to Educational and Cultural Excellence." Plenary on HIV/AIDS, Speaker "The Crisis of HIV/AIDS in African American Communities". Detroit, Michigan. November 2005.
- LGBT, Students of Color, Northeast Regional Conference; "Building Bridges As We Walk." Cornell University, "Thoughts on Creating Inclusive Community." November 2005.
- 6th Annual Michigan Substance Abuse Conference; COBO Conference/Exhibition Center, Detroit. Plenary Session Presenter on "Substance Abuse in African American Communities." September 2005.
- Padamsee-Almirall, I. & Ednita M. Wright. "Continuing to Reap the Educational Benefits of a Diverse Student Body: Socio-Economic Class and Power Issues". The Association of College Administration Professionals. Baltimore, Maryland. October 18-19, 2004
- Wright, E.M. "Leadership Challenges: The Power of a Leader". Onondaga Community College Leadership Conference. Syracuse, New York. September 10, 2004.
- Wright, E.M. "Diversity and Inclusion Leadership Conference". ICCD Cornell University. Ithaca, New York. August 2004.
- Wright, E. M. & Diane Young. "Mothers Making Tenure." Council on Social Work Education. New York. February 2000.
- Wright, E. M. "Spirituality Issues in HIV Disease." The Social Work Response the Tenth Annual Conference on Social Work and HIV/AIDS. May 1998.
- Stewart, P. & Ednita M. Wright. "The Rewards of AIDS Social Work." HIV/AIDS '98: The Social Work Response the Tenth Annual Conference on Social Work and HIV/AIDS. May 1998.
- Wright, E. M. "New Directions for Prevention Research." HIV/AIDS Prevention Strategies for African American Communities. Social Work Conference. February 1998.
- Wright, E. M. & Patricia Stewart. "Interviewing Skills for Assessing Client Prevention Needs." HIV/AIDS Prevention Strategies for African American Communities: Social Work's Role. February 1998.
- Wright, E. M. & Thomas Pastorello. "Circles of Life: Use of the Mandala in Social Work Practice." Society of Spirituality and Social Work Practice Annual Conference. June 1997.
- Wright, E. M. "The Journey/Search for Meaning: African American Women Living with AIDS". HIV/AIDS '97: The Social Work Response. June 1997
- Wright, E. M.: "AIDS Moves In: The Psychological Needs of Women and Children Living with HIV Infection." University of Michigan, Institute for Women and Gender, March 1997.

- Pastorello, T. & Ednita M. Wright. *“Spirituality and Social Work Practice with the Elderly”*. Association of Gerontological Education. February 1997.
- Carey, M.P., Kalichman, S. C., Maisto, S.A., Forsyth, A. W., Wright, E. M., Johnson, B. T., Weinhardt, L. S. & Durnat, L. E. (1996). *“Reducing HIV risk among urban women: Post-intervention effects”*. The 4th International Congress of Behavioral Medicine, Washington, DC.
- Wright, E.M. & Darrell Wheeler.
- AIDS in Black Face The Second Decade: *“Prevention Through Relationship: A Social Work and African American Tradition.”* Eighth Annual Conference on Social Work and HIV/AIDS the Social Work Response May 1996
- Pastorello, T. & Ednita M. Wright. *“Spiritual Journey as an Aging Process: Spirituality Theory and Practice in Graduate Gerontological Social Work Curriculum.”* SAGE Conference, October, 1996.
- Wright, E.M. *“Deep From Within The Well: African American Women Living With AIDS”*, Seventh Annual Conference on Social Work and HIV/AIDS the Social Work Response, May 31-June 3, 1995.
- Neisler, O.J. & E.M. Wright *“Cultural Diversity Workshop: A Practical Guide for Instructional Designers & Teachers.”* Annual Meeting of National Council of Social Studies, November 1995.
- Neisler, O.J. & E.M. Wright *“Cultural Diversity Workshop: A Practical Guide for Instructional Designers, Teachers, and Curriculum Planners.”* Association for Supervision & Curriculum Development, March 1995.
- Wright, E. M. *“I Becomes We.”* National Association of Black Social Workers, Inc., April 1996.
- Wright, E. M. *“Deep From Within the Well: African American Women Living with AIDS and their Efforts to Face Death”* HIV/AIDS The Social Work Response. May 1995.
- Wright, E.M. *“Deep From Within The Well: African American Women Living With AIDS.”* Second National Clinical Social Work Conference, May 13-15, 1994.
- Wright, E.M. *“Problems of Children of African American Women Living With AIDS.”* National Association of Black Social Workers, Inc., April 6-10, 1994.

INVITED LECTURER/FACILITATOR/PARTICIPANT: [NOT AN ALL-INCLUSIVE LIST]

2009

- **Participant:** “Welcoming Diversity” Leadership Development Train the Trainer Seminar held in Spencerport and facilitated by the Rochester Chapter of the National Coalition Building Institute.
- **Speaker:** “Student Academic Conference”, Alumni Luncheon Speaker held at Central New York Center of Empire State College.
- **Consultant/Group Facilitator:** Dr. Michael Carey, Syracuse University requested my participation, as a facilitator, for a research project entitled: “The Use of Condoms in African American Communities.” Focus groups held in Rochester will provide information that will be used to create a DVD to be used in health facilities to help prevent HIV/AIDS.
- **Invited Professional:** “The Veterans Roundtable” Institute for Professional Development in the Addictions held in Albany to discuss the needs of returning veterans, network of resources available and assessment of resources to coordinate and provide to prevent and treat addiction.
- **Invited Professional:** “2009 Teachers and Trainers Summit” NYS Office of Alcoholism and Substance Abuse Services held in Albany to discuss collaborative activities between educational institutions and service providers to enhance professional development for Credentialed Alcoholism and Substance Abuse Counselors.

- **Moderator:** “The Drug Quiz Show”, Inc., for the final competition, State Championship at Marley Education Building, Crouse-Irving Memorial Hospital.
- **Panelist:** “Some of American Feminists” Film and Panel Discussion moderated by Former Lt. Governor Mary Anne Krupsak held at the Palace Theatre, Eastwood.
- **Panelist:** “The State of Race Relations in America” held in Mawhinney Hall at Onondaga and “Hip/Hop and its Effect on Culture held in Whitney.

2008

- Cayuga-Onondaga BOCES, Cayuga Community College, Institute of Dance and Education, Change International & Auburn/Cayuga NAACP; “Auburn: Moving Past Racism”, Panelist
- Cultural Series Fall 2008, Mohawk Valley Community College, “*HIV / AIDS: A Local and Global Perspective*”
- Teachers/Trainers Education Summit; OASAS, Workforce Development in Addictions Treatment/Prevention, OCC Representative
- Women’s Symposium, Spirituality
- Dialogue re: Bill Cosby’s Comments on African American Communities, Substance Abuse
- Campus Community Forum – 2004 Realignment, Faculty Statement
- EOP Summer Institute, Advisement, Substance Abuse and HIV/AIDS

2007

- EOP Summer Institute Student Orientation, “Three Questions”, July
- New Student Orientation Road to Success, “What Faculty Needs You To Know”, June
- Traveling Professors, “Namibia and South Africa”, April
- Sisters of Sigma Gamma Rho, Cornell University, “HIV and Black Women”, (Keynote), April
- Buffalo State College; A Conversation, “Essays in Response to Bill Cosby’s Comments about African American Failure”, (Panelist), March

2006

- Leadership of Greater Syracuse; Embracing Diversity Day; “Make Your Gift (of Leadership) Apparent”, (Keynote), August
- National Crime Victims’ Rights Week, “Victims’ Rights: Strength in Unity”, Keynote Speaker, Syracuse, New York
- Discussion Facilitator for Women’s Shelter – The Importance of Education, Salvation Army, Syracuse, New York, April
- MACHS Conference, “Spirituality”, Holiday Inn, Liverpool, New York, April
- Community Mental Health Agency Gathering with OCC Staff, facilitated discussion regarding referral process for students and to strengthen relationship between OCC and community agencies, April, OCC Campus.
- What I Want My Words to Do to You; Vera’s House ART OF CARING campaign; Panel, OCC Campus, March, Syracuse, New York
- Annual HIV/AIDS Update Conference; OCC HIV Testing Initiative; Mid-state Student Support Services Network, OCMBOCES, March, Syracuse, New York

2005

- LGBT Students of Color Northeast Regional Conference; “Building Bridges as we Walk”; Cornell University, Ithaca, New York
- National Alliance of Black Educators; HIV/AIDS Plenary; Detroit, Michigan
- 6th Annual Michigan Substance Abuse Conference; “Substance Abuse in African American Communities”; COBO Conference/Exhibition Center, Detroit, Michigan
- Delivered the commencement address for Empire State College on May 31, 2005
- OCM BOCES 17th Annual Conference, Enhancing Our Community through Prevention

“Spirituality in Our Fast Paced World”, Workshop

- Moderator, for the Eckerd Drug Quiz Show during the New York State Regional Playoffs on April 6, 2005
- OCM BOCES ADAPEP Counselors facilitated workshop how to maintain spirituality in your life.

2004

- AIDS, Medicine & Miracles, United States Conference on AIDS. “Positively Together 2004” Keynote, “Healing and Love”. Philadelphia, PA. October 20-21, 2004

2002

- Cornell Sage Chapel Series: Oppression the Antithesis of Community, Guest Sermon
- Cornell Family Weekend: Open Hearts, Open Minds, Open Doors. Keynote

2000

- Mixed Messages: HIV+ Substance Abusers, Boston AIDS Action Committee
- Yenawine Institute: “Beyond Affirmative Action: Diversifying the Work Force for Sustained Competitiveness”
- Cultural Foundations of Education: “Reflections on the Negotiation of Academic and Advocate Voices”

1999

- Domestic Violence Education and Research Institute & the Yenawine Institute: “Under the Influence and Out of Control”
- Domestic Violence Education and Research Institute Trauma and Families: “Violence, Addictions & HIV”
- Community Health Network Staff Presentation: “Cultural Diversity & Communication with African American Patients”
- Essence Music Festival Empowerment Seminar Series: Sisters Speak From the Heart and Brothers and Sisters: Healing Our Relationships (Panelist)

1998

- The Kentucky Conference of NAACP and the HIV/AIDS Branch, Department for Public Health, 1998 African American Leadership Conference: HIV Prevention and African American Women Barriers and Strategies (and Keynote)
- Agouron Pharmaceuticals Inc. & the Harlem Dowling West Side Center for Children & Family Services: Cultural Barriers & Challenges to Assessing HIV/AIDS Treatment in African American Communities: “Ethnic Biases and Perceptions That May Influence Assess To Optimal Treatment & African American Women and Families, Domestic Violence & Family Dynamics as Barriers”

RESEARCH

Research Investigator: Funds provided by a President’s Incentive Grant, Onondaga Community College, 2009-2010, for “Researching Variables of engagement for African American Women and ex-Offenders which would increase student success/retention.”

Principal Investigator: Grant provided by NYS Department of Health Division of HIV Prevention, 2007. Identify strategies for STD/HIV/AIDS prevention for community college students.

Co-Investigator: Investigated the struggles experienced and strategies used by mothers on a tenure track in Schools of Social Work across the United States.

Principal Investigator: Grant provided by National Hospice Foundation, 1998. Investigation of hospice utilization by African American women living with AIDS utilizing a

qualitative research design (in-depth interviewing) with questionnaire designed to elicit specifics in use of hospice services.

Principal Investigator: Grant provided by Ben Ware, Syracuse University, 1996 & 1997. Primarily qualitative research design (in-depth interviewing) with quantitative scales measuring depression, support systems and coping strategies of African American Women Living with HIV/AIDS.

Principal Investigator: Grant provided by Mutual of New York (MONY), 1996 - 1997. Community assessment regarding services for African American children whose parents were living with AIDS, utilizing a qualitative research design with primary objective mobilization of the Syracuse community to increase services for this population.

Co-Principal Investigator: Grant provided by NYS Department of State Community Services Block Grant Program, PEACE (People's Equal Action and Community Effort, Inc.), 1997. A process evaluation of the Family Development Credential Program, which provided recommendations for program improvement.

CURRENT ACADEMIC SERVICE ONONDAGA COMMUNITY COLLEGE

Alcohol/Substance Abuse Curriculum Specialization, Program Coordinator

Federation of Teachers and Administrators Union, Delegate-at-Large

Ad-Hoc Committee on Faculty Governance

EOP Advisory Council, Member

Diversity Council, Co-Chair

GALAS Student Group, Advisor

Human Services Student Group, Advisor

ALANA, Vice-President

OCC Multicultural Honors Scholarship Selection Committee

PAST ACADEMIC SERVICE ONONDAGA COMMUNITY COLLEGE

Faculty Chair

Human Service Department, Union Representative

Residence Life, Thematic Learning Communities, Member

Diversity, Inclusion, and Global Education Task Force, Member

Diversity Council, Selection Committee for Diversity Consultant, Chair

Resident Hall Director Search Committee, Member

EOP Workshop Facilitator, Advisement and Substance Abuse and HIV/AIDS

Search Committee, Human Resources Director, Member

Advisement Implementation Team, Co-Chair

Search Committee for Provost/Senior Vice-President, Chair

PAST INTERNAL ACADEMIC SERVICE CORNELL

Diversity Council Member

Campus Life Diversity Task Force Member

Crisis Management Team Member

Committee of Elders

Asian Task Force Member

LGBT Advisory Committee Member

Minority Educational Affairs Group Member

Advisory Committee on the Status of Women

PAST INTERNAL ACADEMIC SERVICE SYRACUSE UNIVERSITY

Chancellors Advisory Committee on Diversity, Member
Substance Abuse Prevention Project, Advisory Board
Zurenda Alcohol and Other Drugs Educational Fund, Advisory Committee
University Senate Agenda Committee Representative, School of Social Work
Resource Faculty for National Research Service Award Application
HBSE Committee, Chair

CURRENT COMMUNITY SERVICE

Vera House Board of Directors, Member
Superintendent's Parent Advisory Council, Member
Valley Junior Athletic Association (VJAA), Soccer, Co-Commissioner
AIDS Walk/Run
Enable, Board Member
Corcoran High School – PTO Member
Cazenovia College; Human Services Program Advisory Committee, Member
CONTACT Community Services; "Teen Talk" Radio Program (107.9), Therapist

PAST COMMUNITY SERVICE

Community Wide Dialogue Design Team, Inter-Religious Council, Consultant
Alternative Efforts Center/DePalmer House, Board Member
City-County Drug Commission, Member
YWCA, Board Member
County Infant Mortality Committee, Facilitator

PROFESSIONAL AFFILIATIONS

- NYS Office of Alcoholism and Substance Abuse Services (OASAS) Credentials Board, Member
- Substance Abuse and Mental Health Services Administration (SAMHSA), Cultural Competency and Diversity Network (CCDN), Consultant
- National Association of Social Workers
- New York State Social Work HIV/AIDS Network, President
- American Public Health Association, Member
- National Black Alcoholism Council, Member
- National Association of Black Social Workers, Member

PROFESSIONAL AWARDS

2010 - Ralph Whitney Jr. Trustees Award
2008 - Chancellors Award for Excellence in Teaching
2007 - Who's Who Among America's Teachers
1998 - Who's Who Among America's Teachers
1998 - National Association of Black Social Workers
1996 - Social Worker of the Year Award - Central New York NASW
1988 - Social Justice Award - Syracuse University

COMMUNITY RECOGNITION AWARDS

2008 – YWCA Academy of Diversity Achievers
2006 - *Ann Felton Multicultural Leadership Award* - Onondaga Community College
Multicultural & International Services
2006 - *ABCD (Above and Beyond the Call of Duty) Award* - Onondaga Community College
1998 - Commissioned *Kentucky Colonel* - Commonwealth of Kentucky

1994 - *Take the Lead Award* - Central New York Girl Scout Council
1994 - *Spirit of American Women Award* - Girls Incorporated of Central New York
1990 - *Community Residence Program Award* - Albany Citizens Council
1976 - *Community Service Award* - Syracuse Housing Authority

EDUCATIONAL AWARDS AND HONORS

Onondaga Community College

Chancellors Teaching Excellence Award (2008)

Syracuse University

* Whitney Young Award, School of Social Work (1983)

* African American Fellowship August 1991 - May 1993: Syracuse University

Doctoral Student/African American Fellow

Ph.D. candidate in the Interdisciplinary Social Science, at Maxwell School of Citizenship completing dissertation research based on interviews with African American women living with AIDS, to ascertain their coping strategies and to provide new information regarding sources of strength relied upon. Dissertation Committee Members: Chair, Marjorie DeVault, Sociology; Robert Bogdan, School of Education; and, Diane Murphy, School of Social Work. Readers were Wynetta Devore, School of Social Work and Janis Mayes, African American Studies Department.

EDUCATION

Ph.D., 1995, Syracuse University, Interdisciplinary Social Sciences, Maxwell School of Citizenship

M.S.W., 1984, Syracuse University, School of Social Work, Selected Studies Concentration.

B. S., 1978, Empire State College, Human Services

Seaside High School, 1970, Seaside, California

BUSINESS EXPERIENCE

January 2004 – Present:

- **“HOUSECALLS” Counseling Services**
- Areas of expertise are adolescents and adults, addiction, depression, trauma/loss, HIV/AIDS and other life threatening illnesses.

November 2002 – July 2004:

- The Right Connection **Consultant in Partnership**
- Providing motivational and wellness retreats, seminars and workshops and personal counseling and coaching. Consultations and programs included, community building, diversity/inclusion issues within institutions, agencies, schools, etc.

August 1984 - 1996:

- Self-employed **Psychotherapist, Group therapist and Addiction Counselor**
- Private practice specializing in alcoholism/other drug addiction, adolescent, incest issues, AIDS related issues and domestic violence.

March 1993 - 1994:

- Lightsy & Wright Associates **Consultant/Co-founder**
- Consultation service focused on training in human and cultural diversities; substance abuse/alcoholism: prevention, treatment and program development. Other services included staff development, training programs, lectures, workshop presentations, retreats and program evaluation.

March 1993:

- Partners of the Americas **International Representative**

- Consultation with medical personnel in Trinidad and Tobago regarding infant mortality and chemical addiction focused on methods of prevention and intervention.

July 1988 - March 1991:

- NYS Division of Alcoholism & Alcohol Abuse (District Office) **Treatment/Rehabilitation Specialist:** Responsible for development of high priority community residences and treatment programs through the four regions Upstate District which included forty-eight counties. Consultation with local governmental units and local provider agencies in the development of specific proposals for the establishment or expansion of alcoholism treatment services in counties within Upstate New York.

June 1990 - August 1991:

- Onondaga County Public Health Department **Infant Mortality Review and Analysis Coordinator:** Responsible for the development of report to the community, illustrating extent of infant mortality and those populations most affected. Chair of the Community Review Team meetings, which reviewed each infant death within Onondaga County.

LICENSE

NYS Certified Social Worker

NYS LCSW #071908-1

CASAC #1935

Revised January 2011

Yildiray Yildirim

Research Interest

Real estate, prepayment modeling and valuation of MBS, fixed income, credit risk, operational risk, applied probability, and corporate finance.

Education

Ph.D. Statistics/Finance, Cornell University, Ithaca, 2001

Dissertation: "Pricing Treasury Inflation Protected Securities and Related Derivative securities using an HJM Model"

M.A. Economics, Cornell University, Ithaca, 1999

M.Sc. Computer Engineering, University of Houston-Clear Lake, Houston, 1996

B.Sc. Computer Science and Engineering, Yildiz Technical University, Istanbul, 1990

Professional Experience

Syracuse University, Associate Professor of Finance, June 2001-Present (Tenured).

Princeton University, Visiting Associate Professor, Spring 2008.

Pennsylvania State University, Visiting Associate Professor, April 2008.

Sabancı University, Visiting Associate Professor, November 2008.

Goethe-University of Frankfurt, Visiting Associate Professor, April (3rd week) 2009.

Office of Comptroller of the Currency, Visiting Scholar, Summer 2009.

Cornell University, Visiting Associate Professor, Spring 2010

Awards and Honors

Thomas Finucane Award for Exceptional Scholarship, 2009.

Sage Graduate Fellowship, Cornell University (1996-1997, 1999-2000).

Teaching

Real Estate (RE Finance and Investment; RE Capital Markets; Case Studies in Real Estate Finance and Development)

Investment (Investment; Risk Management: Credit Risk; Fixed Income Securities)

Corporate Finance (Corporate Finance; Financial Management; Advanced Financial Management)

PhD Courses (Asset Pricing; Real Estate; Corporate Finance)

Teaching Ratings are above the Business school averages, *provided upon request*.

Published and Forthcoming Articles

1. Valuing Default Swaps Under Market and Credit Risk Correlation (With Robert Jarrow), *Journal of Fixed Income*, 11 (4), March 2002.
2. Estimating Expected Losses and Liquidity Discounts Implicit in Debt Prices (With Tibor Janosi and Robert Jarrow), *Journal of Risk*, Volume 5 / Number 1, Fall 2002.
 - Reprinted, *Innovations in Risk Management*, ed. P. Jorion, 2004, Risk Books: London.
3. Estimating Default Probabilities Implicit in Equity Prices (With Tibor Janosi and Robert Jarrow), *Journal of Investment Management*, Vol. 1, No. 1, 2003.
 - Reprinted, *The Credit Market Handbook: Advanced modeling Issues*, ed. G. Fong, 2005, Wiley.
4. Pricing Treasury Inflation Protected Securities and Related Derivative securities using an HJM Model (With Robert Jarrow), *Journal of Financial and Quantitative Analysis*, Vol. 38, No. 2, June 2003.
 - Reprinted, *Financial Derivatives Pricing*, 2008, World Scientific Publishing.
5. How Valuable is Credit Card Lending? (With Arkadev Chatterjea, Robert Neal and Robert Jarrow), *Journal of Derivatives*, Vol. 11, Number 2, Pages 39 – 52, Winter 2003.

6. Modeling Default Risk with Partial Information (With Umut Cetin, Robert Jarrow and Philip Protter), *Annals of Applied Probability*, Vol. 14, No. 3, pp. 1167-1178, 2004.
 - Reprinted, *Financial Derivatives Pricing*, 2008, World Scientific Publishing.
7. Modeling default risk: A new structural approach, *Finance Research Letters*, 3, pp. 165-172, 2006.
8. Estimating Default Probabilities of CMBS with Clustering and Heavy Censoring, *The Journal of Real Estate Finance and Economics*, Vol. 37, No. 2, pp. 93-111, 2008.
9. Commercial Mortgage Backed Securities (CMBS) and Market Efficiency with respect to Costly Information (With Andreas Christopoulos and Robert Jarrow), *Real Estate Economics*, Vol 36, No. 3, pp. 441-498, 2008.
10. Valuing TIPS Bond Futures in Jarrow-Yildirim Model (With Hueng-Ming Huang), *Risk*, 21(6), 2008.
11. Credit Risk and Term Structure of Lease Rates: A Reduced Form Model (With Brent Ambrose), *The Journal of Real Estate Finance and Economics*, Vol 37, No. 3, pp. 281-298, 2008.
12. The Dynamics of Operational Loss Clustering (With Anna Chernobai), *Journal of Banking and Finance*, Vol 32/12, pp. 2655-2666, 2008.
13. Estimating default probabilities implicit in CMBS (With James Kau and Donald Keenan), *The Journal of Real Estate Finance and Economics*, Vol 39, No. 2, 2009.
14. Leverage, Option Liabilities and Corporate Bond Pricing (With Hueng-Ming Huang), *Review of Derivatives Research*, Volume 11, Issue3, Page 245-276, 2009.
15. The Cost of Operational Risk Loss Insurance (With Robert Jarrow and Jeffrey Oxman), *Review of Derivatives Research*, Volume 13, Number 3, Page 273-295, 2010.
16. Price Discovery in Real Estate Markets: A Dynamic Analysis of the REIT Premium (With Abdullah Yavas), *The Journal of Real Estate Finance and Economics*, Vol. 42, No. 1, pp. 1-29, 2011.
17. The Term Structure of Lease Rates with Endogenous Default Triggers and Tenant Capital Structure: Theory and Evidence (With Sumit Agarwal, Brent Ambrose and Hongming Huang), *Journal of Financial and Quantitative Analysis*, Vol. 46, No. 2, pp. 553-584, April 2011.
18. Housing Prices and the Optimal Time-on-the-Market Decision (With Hazer Inaltekin, Robert Jarrow, and Mehmet Saglam), *Finance Research Letters*, Volume 8, Issue 4, pp. 171-226, 2011.
19. Dynamic Correlation Among Asset Classes: REIT and Stock Returns (With Brad Case and Yawei Yang), forthcoming, *Journal of Real Estate Finance and Economics*.

Working Papers

Revise and Resubmit

1. Markov Switching Dynamics in REIT Returns: Univariate and Multivariate Evidence on Forecasting Performance (With Brad Case and Massimo Guidolin). Under revision at *Real Estate Economics*.

Working Papers

2. Industry Effects of LBO Events (With Arnie Cowan and Jeffrey Oxman).
3. Government Policies, Residential Mortgage Defaults, and the Boom and Bust Cycle of Housing Prices (With Marius Ascheberg, Robert Jarrow and Holger Kraft).
4. The Subprime Virus: Theory and Evidence (With Sumit Agarwal and Brent Ambrose).
5. Pricing Adjustable-Rate Real Estate Lease Contracts with Embedded Options and Credit Risk (With Chuang-Chang Chang, Hsiao-Wei Ho and Hongming Huang).
6. Affine Model of Inflation-Indexed Derivatives and Inflation Risk Premium (With Hsiao-Wei, Hongmin Huang).
7. Empirical Investigation of Covered Interest Rate Parity in Developed and Emerging Markets (With Emrah Sener Sener and Sait Satiroglu).
8. Default and Idiosyncratic Risk Anomalies Revisited (With Bjoern Bick, Christian W. Hirsch and Holger Kraft).

9. Pricing in Segmented Markets: Evidence from the European Credit Markets (With Emrah Sener).
10. Operational Risk and Cross Section Stock Returns (With Mike Shafer).
11. In Search of Idiosyncratic Risk (With Marius Ascheberg and Holger Kraft).
12. Commercial Mortgages and Credit Tenant Leases
 - Recently funded by JPMorgan Chase & Co.

Professional Activities

Referee

<i>AMS Grant Application</i>	<i>Journal of Futures Market</i>
<i>European Journal of Operational Research</i>	<i>Journal of Money, Credit, and Banking</i>
<i>Finance and Stochastic</i>	<i>Journal of Real Estate Finance and Economics</i>
<i>Finance Research Letters</i>	<i>Journal of Risk</i>
<i>Financial Review</i>	<i>Journal of Urban Economics</i>
<i>International Journal of Theoretical and Applied Finance</i>	<i>Management Science</i>
<i>International Journal of Forecasting</i>	<i>Mathematical Finance</i>
<i>Journal of Banking and Finance</i>	<i>Quantitative Finance</i>
<i>Journal of Credit Risk</i>	<i>Operation Research</i>
<i>Journal of Derivatives</i>	<i>Real Estate Economics</i>
<i>Journal of Economics and Business</i>	<i>Review of Futures Market</i>
<i>Journal of Economics and Dynamic Control</i>	<i>Risk Magazine</i>
<i>Journal of Entrepreneurial Finance and Business Ventures</i>	<i>Stochastic Processes and Their Applications</i>
<i>Journal of Financial and Quantitative Analysis</i>	<i>The Quarterly Review of Economics and Finance.</i>
<i>Journal of Financial Economics</i>	<i>Wilmott Magazine</i>
<i>Journal of Financial Research</i>	

Book Chapter

Inflation Modelling (With Fabio Mercurio), *Inflation-Linked Products, Risk Books*, 2008.

Patent pending

Pricing and Hedging Commercial Mortgage Backed Securities” (with Andreas Christopoulos, Robert Jarrow).

Conferences

Plenary Speaker at International Conference on Mathematical Finance and Economics (2011), Invited Speaker at Istanbul Conference of Economics and Finance (2011) – Keynote Speech was given by Ali Babacan (State Minister for Economic Affairs), The Bachelier Finance Society (2010), 20th Annual Derivative Securities and Risk Management (2010), AREUEA Annual Conference (2010, 2011), EFMA Program Committee Member (2010, 2009), INFORMS (2009), AREUEA Annual Conference (2009), FMA (2008), The Bachelier Finance Society (2008), American Mathematical Society - Special Session on Current Challenges in Financial Mathematics (2008), EFMA Program Committee Member (2008), AREUEA International Conference Committee Member (2008), INFORMS (2007), FMA (2007), RERI (2007), AREUEA Annual Conference (2007), ARES (2006), FMA (2005), International Conference on Management and Economics (2005), AREUEA Mid-Year Meeting (2005), AREUEA Annual Conference (2005), The Bachelier Finance Society (2004), Liquidity Conference by London School of Economics (2003), EURO/INFORMS (2003), North American Winter Meeting of the Econometric Society (2003), 13th Annual Conference on Financial Economics and Accounting (2002), The Bachelier Finance Society (2002), International Credit Risk Conference (2002), Risk Conference-MathWeek (2001),

Quantitative Methods in Finance (2001), German Finance Association (2001), INFORMS (2001).

Seminars

World Bank (Scheduled April 2012), Central Bank of Turkey (2011), National Bank of Serbia (2011), U.S. Commodity Futures Trading Commission (2010), Ozyegin University (2010), Goethe-University of Frankfurt (2009), GARP (2009), Istanbul University (2009, 2010), Cornell University (2007, 2008), Sabanci University (2007, 2008, 2010), Eximbank of Turkey (2008), The Saving Deposit Insurance Fund of Turkey (2008), Banking Regulation and Supervision Agency of Turkey (2008), University of California Berkeley (2006), FDIC (2006), Pennsylvania State University (2005), Bogazici University (2005), Bilgi University (2004, 2005, 2007, 2009, 2010), Bates College (2003), Syracuse University (2001, 2002, 2006, 2009), Chicago Federal Reserve Bank (2001), Koc University (2001), University of Wisconsin-Madison (2001), Georgia Institute of Technology (2001), Georgetown University (2000), Princeton University (2000), Baruch College (2000).

Services (Academic)

Finance Department Chair (2010-Present)

Developed the new minor/major program in Real Estate at Syracuse University (2009)

Submitted the proposal for Kuhn Real Estate Center at Syracuse University (2006)

Real Estate Club Faculty Advisor (2005-Present)

Management Committee (2010-Present)

Promotion and Tenure Committee (2009-2010)

Doctoral Board Member (2004-2008)

Member of Finance and Statistics faculty search committees (2005, 2006, 2007, 2008, 2009,

2011)

Organizer of Finance Workshops (2005-2008)

Director of the Finance Doctoral Program (2005-2008)

President of the Syracuse Chapter/American Statistical Association (2003-2004)

Outside examiner for Undergraduate Honors Thesis, Bates College (2003)

Membership

American Finance Association, Western Finance Association, Financial Management Association,

Econometric Society, INFORMS, Bachelier Finance Society, AREUEA, and Urban Land Institute.

Associate Editor

The ICAFI Journal of Financial Risk Management 2009 – Present

Eurasian Journal of Business and Economics 2008 – Present

Journal of Labour Relations 2010 – Present

Central Bank Review 2010 – Present

Professional Development

Attended Urban Land Institute summer school for courses on Real Estate Finance, Real Estate Development Process: Part II, Advanced Development Process: Commercial.

Media

Bloomberg TV, Record and Herald News, Daily Orange, U.S. News, LiveScience.com, Atlanta Journal-Constitution, Post-Standard, NJ Record, CQ Researcher, Business Week, Atlanta Journal-Constitution, Post-Standard, WCNY Business Close Up: Real Estate, Financial Engineering News, Financial news.

ATTACHMENT 5B: BY-LAWS

ARTICLE I

NAME

The name of the Corporation is the Utica Academy of Science Charter School (hereinafter the "Corporation").

ARTICLE II

MEMBERSHIP

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

ARTICLE III

BOARD OF TRUSTEES

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

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

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

- To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

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

C. Election of Trustees:

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

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

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

F. Vacancies: A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees: Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV
PRINCIPAL OFFICE

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

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

ARTICLE V
MEETINGS OF THE BOARD

- A. **Place of Meetings:** Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate. Videoconferencing shall be used as requested by the Trustees.
- B. **Annual Meetings:** An Annual Meeting shall be held in the month of July of each year, on the second Tuesday of that month, unless otherwise determined by the Board of Trustees, for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before it at the meeting.
- C. **Regular Meetings:** Regular Meetings shall be held bi-monthly throughout the year, on the second Tuesday of each month, unless otherwise determined by the Board of Trustees, and other times as the Board determines.
- D. **Special Meetings:** A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-fifth of the entire Board.
- E. **Adjournment:** A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.
- F. **Notices:** Notices of Board Meetings shall be given as follows:
- Annual Meetings and Regular Meetings may be held without notice to the Board members if the Bylaws or the Board fix the time and place of such meetings.
 - Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.
- G. **Waiver of Notice:** Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VI

ACTION BY THE BOARD

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

B. Action by the Board:

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

C. Committees:

- *Appointment of Committees:* The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such Boards. A Board Standing Committee will consist of not less than three Trustees, who shall serve at the pleasure of the Chair of the Board.
- *Authority of Board Committees:* The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:
 - Election of Trustees;
 - Filling vacancies on the Board or any committee that has the authority of the Board;
 - Fixing of Trustee compensation for serving on the Board or on any committee;
 - Amendment or repeal of Bylaws or the adoption of new Bylaws; and
 - Appointment of other committees of the Board, or the members of the committees.

- *Procedures of Committees:* The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings including compliance with the Open Meetings Law.

D. Standard of Care:

- *Performance of Duties:* Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
 - *Reliance on Others:* In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
 - Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
 - A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
 - *Investments:* In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.
- E. **Rights of Inspection:** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.
- F. **Participation in Discussions and Voting:** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that

Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

- G. **Duty to Maintain Board Confidences:** Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII OFFICERS

- A. **Officers:** The Officers of the Corporation consist of a President (hereinafter “Chair”), Vice President (hereinafter “Vice Chair”), a Secretary and a Chief Financial Officer (hereinafter “Treasurer”). The Corporation also may have such other officers as the Board deems advisable.

- *Chair:* Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
- *Vice Chair:* If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
- *Secretary:* The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
- *Treasurer:* The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

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

- *Election:* The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

- *Eligibility:* A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
- *Term of Office:* Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

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

ARTICLE VIII

NON-LIABILITY OF TRUSTEES

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

ARTICLE IX

INDEMNIFICATION OF CORPORATE AGENTS

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

ARTICLE X

SELF-DEALING TRANSACTIONS

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

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

This qualification shall permit Board Members to participate in fund-raising activities sponsored by the School, such as raffles and similar fund-raising events, and to permit their children to receive academic incentive awards, awarded by the School to students who have

realized noteworthy achievement and academics, athletics, or other appropriate areas, without being disqualified solely by virtue of their parent's service as a Board Member.

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

ARTICLE XI OTHER PROVISIONS

- A. **Fiscal Year:** The fiscal year of the Corporation begins on July 1 of each year and ends on June 30.
- B. **Execution of Instruments:** Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.
- C. **Checks and Notes:** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Director or Treasurer.
- D. **Construction and Definitions:** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.
- E. **Conflict of Interest:** Any Trustee, Officer, key employee, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring: (1)

Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and, (2) corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an “interest” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

- F. **Interpretation of Charter:** Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII
AMENDMENT

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

CERTIFICATE OF SECRETARY

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

_____, Secretary

Dated: _____

ATTACHMENT 5C: CODE OF ETHICS

- The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter and its bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
- Not more than 49 percent of the people serving on the Board of Trustees of the school may be comprised of (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
- Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that Trustee uniquely; (d) matters in which they may have a financial, organizational, or personal interest; or (d) any other matter at the discretion of a majority of the Trustees.
- The Board of Trustees and the school shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
- Trustee, officer, or key employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.
- Trustees representing any entity proposing to do business with the charter school shall disclose the nature and extent of such business propositions.
- No trustee, officer, or employee of a for-profit corporation, limited liability company, or partnership having a business relationship with the charter school involving the provision of educational management services to the charter school shall serve as a voting member of the board.

- Trustees, officers, or employees of any entity shall hold no more than 40 percent of total seats comprising the Board of Trustees.
- Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.
- Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- Trustees shall not use his or her position with the charter school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.
- Charter school Trustees, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

ATTACHMENT 8A: HIRING AND PERSONNEL POLICIES AND PROCEDURES

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

Hiring Standards and Criteria

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

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

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

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

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

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

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

Employment Contracts

The terms of employment for the teaching, administrative, and support staff of the Utica Academy of Science will be determined by contracts negotiated within the parameters of relevant New York statutes. UASCS faculty and staff will be required to enter into individual term employment agreements resembling those used in business but explicitly stating that all requirements of the Charter Law are made part of the agreement. Teaching staff may be obligated to provide services or in service-days, during the UASCS academic year, or during the entire year depending

upon their role in the school. The agreement affirms that any materials created by staff members for use by UASCS, or produced using the staff or resources of the school, are works-for-hire and all intellectual property rights are vested in the school.

Recruitment

A three step process will be used for recruitment.

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

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

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

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

Hiring and Dismissal: Final decision is made by the administrative team’s discussion after all observations. The recommendation is sent to BoT for approval, which is followed by a call back to offer contract/sign contract. A majority vote of the Board of Trustees shall be required to terminate the employment of any SASCs faculty or staff member. Any dismissal is also subject to applicable New York Charter School Law provisions.

Pay Scale: A pay scale based on education level, professional experience, and years spent at school is shown below.

Years of Experience	Bachelor’s Degree	Master’s Degree
0	34000	34000
1	36000	37500
2	37000	38500
3	38000	39500
4	39000	40500
5	40000	41500
6	41000	42500
7	42000	43500
8	42750	44250
9	43500	45000
10	44250	45750
11	45000	46500
12	45750	47250
13	46500	48000
14	47250	48750

15	47750	49250
16	48250	49750
17	48750	50250
18	49250	50750
19	49750	51250
20	50250	51750

ADDITIONAL STIPEND LIST
Salary raise: \$2,000 after the 1st year
Salary raise: 2-7 yrs. \$1,000/yr.
Salary raise: 8-14 yrs. \$750/yr.
Salary raise: 15+ yrs. \$500/yr.
Loyal staff stipend: 5-9 yrs. spent at UASCS, \$500 added
Loyal staff stipend: 10+ yrs. spent at UASCS, \$750 added

UASCS Personnel Policies and Procedures

1. Equal Opportunity Employer

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

2. Hiring

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

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

3. Regular Full-Time and Temporary Employment

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

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

4. Adjustments to Employee Status

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

5. Phasing-out and Elimination of Positions

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

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

6. Unauthorized Absence

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

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

7. If You Must Leave

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

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

8. Work Days and Work Weeks

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

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

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

9. Attendance and punctuality

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

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

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

10. Pay Periods

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

11. Vacation Leave

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

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

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

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

No accrual of Vacation Leave will occur for a new employee before that employee has completed five full calendar months of employment, at which time such employee will be granted five days of Vacation Leave, and then will begin the stated pattern of accrual.

Ten months employees, such as: Teachers, tutors or teaching assistants, cafeteria staff, are not eligible for any vacation time.

Unused vacation leave may be rolled-over from year to year, with a maximum accumulation of twenty days.

Administration Staff: Use. Unless otherwise provided for or as approved by the director, Vacation Leave is to be used by regular full-time administrative employees in accordance with the following provisions:

Vacation Leave may be used for any purpose of an employee's choosing. Vacation Leave is time off of work with pay.

Unless an exception is made by the director, all employees must request of the director the use of accrued Vacation Leave, and the granting of such leave is conditional upon the approval of the director or his or her designee. Denial of a leave request may consist solely of the fact that school is in session for the time period requested.

Vacation Leave is to be used in increments of one-half work day, except as provided below.

Any employee whom the director has determined to be eligible to accrue "Comp" Time Leave may use accrued Vacation Leave in increments of one-half (0.5) day.

12. Holiday Leave

In addition to the eight weeks of Vacation Leave provided as noted, the school shall observe official government holidays, and school will be closed and all staff will not be expected to report to work. This includes the following nine Holidays: Labor Day, New Year's Day, Columbus Day, Martin Luther King Day, Veterans Day, Presidents Day, Thanksgiving, Memorial Day, Independence Day.

As a regular staff employee with a full-time equivalent (FTE) of 0.65 or greater, you are entitled to regular pay on a holiday

Employees who complete three months of employment shall be entitled to compensation for the following additional days: Thanksgiving recess and Christmas recess.

Any staff member is free to choose to work any of these Holidays, conditional upon prior approval of the director. Only employees determined to be eligible to accrue "Comp" Time Leave shall be able to receive any compensation for this extra work, and such compensation shall be in the form of accrued Comp Time Leave.

13. Weather Days and Other Closures

The school may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented if necessary. At the discretion of the director, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

Non Instructional staff members are required to report to work unless otherwise notified. Instructional staff will report as according to media instruction.

14. Personal Leave

Accrual. Unless otherwise provided for or as approved by the director, Personal Leave for regular full-time employees shall be accrued as follows:

Each employee is granted three days of Personal Leave on September 1 of each year to be available for use over the following 12 months.

Employees hired after September 1 in any given year are granted a pro rata portion of the three days of Personal Leave for that 12-month period immediately upon the first day of employment, rounded up to the next highest ½-day increment.

Unused Personal Leave may be rolled-over from year to year, or will be compensated at the current substitute teacher pay per day.

Use: Unless otherwise provided for or as approved by the director, Personal Leave is to be used by regular full-time administrative employees in accordance with the following provisions:

Personal Leave may be used for purposes determined by the employee (appointments, errands, etc.) but is not to be used as a substitute for or as a supplement to Vacation Leave. Personal Leave is time off work with pay.

Unless an exception is made, all administrative employees must request of the director the use of Personal Leave, and the granting of such leave is conditional upon the approval of the director or his or her designee.

Instructional employees shall make every reasonable attempt to use Personal Leave only when the use of such leave would not conflict with classroom instruction time.

All personal leave requests must be submitted to the director or his designee at least two weeks in advance.

Personal Leave is to be used in increments of one-half work day.

Any employee whom the director has determined to be eligible to accrue “Comp” Time Leave may use accrued Personal Leave in increments of hours.

15. Sick Leave

Accrual. Unless otherwise provided for or as approved by the director, Sick Leave for regular employee with a full-time equivalent (FTE) of 0.65 or greater employees shall be accrued as follows:

Each ten month employee is granted **seven** days of Sick Leave on September 1 of each year.

Each twelve month employee is granted eight days of sick leave on September 1 of each year.

Employees hired after September 1 in any given year are granted immediately upon the first day of employment a pro rata portion of the **seven** days of sick leave for that school year, rounded up to the next highest ½-day increment.

Unused sick leave may be rolled-over from year to year or employee may elect to be compensated at current substitute per diem rate at the end of the school year for ten month employees, and one year for twelve month employees.

In the case of extended illness or justifiable depletion of available accrued sick leave, additional sick time may be granted at the discretion of the director. The director retains the right to require the use of other accumulated leave, the enactment of Medical Leave, and/or the granting of leave without pay prior to the granting of additional sick leave.

Use: Unless otherwise provided for or as approved by the director, Sick Leave is to be used by regular full-time employees in accordance with the following provisions:

Sick Leave is to be used only in the event of illness of the employee, or of the employee's immediate family, and for no other purpose. Misuse of Sick Leave is cause for termination of employment. For the purposes of this section, "immediate family" is defined as a spouse, child, sibling, parent, grandparent, any other relative permanently residing with the employee, or any other person as defined by the director.

Notice of absence from work due to illness should be provided to the director or his or her designee by 6:00 a.m. on the day of illness, if possible, or as soon thereafter as is reasonable, allowing reasonably enough time for the director to find a substitute teacher, in the instance of instructional employees, or temporary help, in the instance of administrative staff.

When possible, such as in the event of foreseeable extended illnesses and planned medical procedures, advance notice of the use of Sick Leave should be given to the director or his or her designee.

Notice of total Sick Leave used should be provided to the director or his or her designee upon an employee's return to work.

Sick Leave shall be used in increments of hours.

16. Overtime and Compensatory Time Leave

Exempt Employees: Exempt Employees, as defined by law or other regulation and including all instructional employees, are not eligible to automatically earn compensatory time leave ("Comp" Time Leave) because of working more than the required minimum work day or minimum work week. Although all hours worked should be noted on an employee's time sheet, Exempt Employees will not be paid for such "overtime."

Non-Exempt Employees: Non-Exempt Employees, as defined by law or other regulation, are eligible to earn overtime pay. "Overtime" is defined as any time outside of normal and required business hours when a Non-Exempt Employee works at the express request of his or her supervisor. Non-Exempt Employees may not work overtime unless they receive the expressed prior approval of the director.

For each half hour of approved overtime worked in a given week, Non-Exempt Employees will be compensated for any at a rate of time-and-a-half, earning one and one-half hours of available time off for each hour of approved overtime worked.

17. Medical Leave of Absence

Employees who have completed at least ninety (90) days of continuous employment with the school are eligible for an unpaid Medical Leave of Absence due to illness, injury, or pregnancy-related disability. Employees may request a Medical Leave of Absence by providing the director or his or her designee with a written notice of their disability, including a doctor's certificate stating the nature of the disability, the date until which the employee will be able to work, and the expected date of return to work.

Medical Leaves of Absence will be granted for a period of up to one month, but may be extended with the approval of the director on a month-to-month basis for a maximum of three months. An employee wishing an extension of a Medical Leave of Absence must submit to the director a written request prior to the beginning of each month with proof of continued disability from an attending health care provider.

The school will continue to provide health insurance coverage for any employee on an authorized Medical Leave of Absence through the first full calendar month from the date that the Leave began. After that period, employees may continue health insurance coverage by making arrangements with the school for payment of the appropriate monthly premium.

Employees on Medical Leaves of Absence should provide the school with at least one week's written notice of their intended return to work. Included in this notice should be a doctor's certification stating the

ability to return to work. The school reserves the right to require a medical examination by a physician of the school's choosing prior to an employee's resumption of duties.

The school will make a reasonable effort to return an employee on a Medical Leave of Absence to the same or similar job as held prior to the Leave upon his or her return to work, subject to staffing needs and school needs that may exist.

An employee's continued absence from work beyond the Leave granted, without other arrangement made with an approved by the director, will be deemed a voluntary resignation from employment.

18. General Leave with or without Pay

General Leave with or without pay may be granted at the discretion of the director according to an orderly process established for such purpose.

Director: Leave policies for the director differ from that offered to other employees, subject to a determination by the Board of Trustees and applicable laws.

19. Jury Duty

Full-time employees who are called to serve on a jury panel will be eligible to receive full pay per day for the first three days of jury duty. Thereafter, for the extent of the jury duty, employees will be granted unpaid leave. Subject to the approval of the director or his or her designee, an employee may request the use of accrued leave of any type instead of or in combination with the leave provisions noted in this section.

Any employee called to jury duty should present to the director a copy of his or her jury duty papers as soon as they are received. Leave arrangements may be made as soon as possible thereafter.

20. Statement of Leave Status

Statements of the status of each employee's accrual and use of leave may be provided periodically to that employee by the director or by his or her designee. Any employee may request of the director a status report on his or her leave use to date, available leave accruals, or similar information, at any time.

21. Other Leave

The director retains the right to at any time declare a "School Holiday," whereby classes shall be canceled and employees will be granted a day off work with pay without charge to any leave accruals. The declaration of a "School Holiday" shall be communicated by the director to all employees, students, and parents.

22. Unused Leave Accruals

Unless otherwise provided for or as approved by the director, no payment will be made as compensation for unused Sick or Personal Leave remaining at the time of an employee's resignation or termination, or if an employee is dismissed because he or she holds a position that is phased-out or eliminated. For instructional employees, no payment will be made as compensation for Vacation periods falling after the date of resignation or termination.

Administrative employees who resign, are terminated, or are in positions that have been eliminated or phased-out and are dismissed are eligible to be compensated for a maximum amount of accrued but unused Vacation Leave, as determined by the director.

23. Medical Insurance

The director or his or her designee will select a medical insurance plan, which may include more than one option of provider or provider networks, which the school will provide to each full-time regular employee. Employee co-payment for health care coverage will be required, and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.). Employee contributions

for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the director or his or her designee.

24. Dental Insurance

The director or his or her designee will select a dental insurance plan that the school will provide to each employee. Employee co-payment for dental coverage will be required, and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.). Employee contributions for dental coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the director or his or her designee.

25. Workers' Compensation Insurance

Injuries resulting from accidents that occur while performing official duties on behalf of this school are covered by workers' compensation insurance. Any employee who suffers an injury as a result of such an accident must report the injury to his supervisor within the same day and file a report with the director or his or her designee as soon as possible. Such employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

26. Disability Insurance

The school carries short-term disability insurance in accordance with New York State law. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms with the director or his or her designee. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

27. Declination of Insurance Benefits

Any employee who wishes not to accept any of the insurance benefits offered by the school is required to submit such a request in writing to the director or his or her designee.

28. Retirement

Upon determination by the Board of Trustees, the school may submit an application to join the Teachers Retirement System, and if accepted, all teachers, substitute teachers, business administrators, guidance counselors, nurse teachers, and teacher assistants shall be eligible for membership in the System.

The school will assume all obligations of participating employers as determined by the System, including liabilities for employer payments and recordkeeping.

29. Compensation for Ten month employees

All ten month full-time instructional (teachers, teacher-aides, etc.) and non-instructional support staff (hall monitors, custodians, secretaries, etc.) will be compensated for inclement weather days as stated in Section 13, above and for as stated in Section 12, above. Compensation will not be paid for normal school recesses such as, but not limited to; February Break, Spring Break, and summer recess unless prior arrangements have been made with the director and/or his designee for work to be scheduled during these periods.

30. Deferred Compensation

The school may, subject to approval by the director and the Board of Trustees, offer a deferred compensation (403(b)) program either just to employees who are not eligible to join the Teachers Retirement System or to all employees. Under such program, employees may opt to defer a portion of their current gross pay, having that portion of pay invested in accordance with applicable federal and state guidelines governing deferred compensation programs and with procedures established by the director. Employees may opt out of the program at any time, subject to sufficient notification to the director or his or her designee.

In accordance with federal guidelines, employees are subject to a maximum limit per year on deferred compensation. Employees shall take every reasonable precaution to ensure that the per-paycheck amount of income requested to be deferred will not cause such limits to be exceeded in any given year.

31. Tuition Payments

The school may make payments relating to the continuing education of its employees. Such payments shall be for tuition costs, professional development expenses, and similar fees.

An employee shall submit a request for tuition or other payments in advance and in writing to the director, and such request shall include a declaration of how such education or training will benefit the school. Payments shall be authorized to be made only upon approval of this request by the director.

32. Unemployment Compensation

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

33. Director's Benefits

The insurance coverage and benefits package offered to the director may differ from that offered to other employees, subject to a determination by the Board of Trustees, and consistent with applicable state, federal, or other laws.

34. Reservation of Rights

This school reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws. Each employee will be notified of any alteration in the benefits package.

35. Reimbursements

Travel: Employees are eligible for reimbursement from the school for expenses incurred while in travel status on official business for the school. To be eligible for travel expense reimbursement, travel status must be approved and granted by the director or his or her designee. All requests for travel reimbursement must appear on a form provided by the director or his or her designee for such purpose.

Unless otherwise authorized for by the director, all employees traveling on approved business are required to abide by the following guidelines:

Transportation: The most reasonable mode and class of travel -- considering factors such as cost, time efficiency, and convenience -- should be selected by each employee at all times. All such expenses must be listed on a form provided by the director for such purposes.

Lodging: Reasonable charges for lodging while in approved travel status will be paid by the school, subject to the approval of the director. Other reasonable related lodging expenses, such as business telephone call charges, also may be paid by the school. An attempt to acquire the most reasonable rates for appropriate lodging-related expenses should be made by such employees, and all such expenses must be listed on a form provided by the director for such purposes.

Meals: To be eligible for reimbursement for the cost of meals, an employee must be in approved travel status and is subject to any restrictions established by the director. Employees seeking reimbursement for meal expenses must list on a form provided by the director all reasonable and appropriate expenses.

Business Use of Personal Vehicle: Employees are eligible for reimbursement from the school for business use of their personal vehicle while in travel status on official business for the school. To be eligible for travel expense reimbursement, travel status must be approved and granted by the director or his or her designee. Regular commuting time and mileage is to be reimbursed. Reimbursement for approved and authorized travel shall be at the IRS and/or state rate as determined by the director. All requests for travel

reimbursement must be listed on a form provided for such purpose, unless an exception is made by the director.

Personal Use of School Vehicles: Employees are liable for reimbursement to the school for personal use of a vehicle owned, leased, or otherwise provided by the school. Such liability to the school shall reflect the IRS and/or state rate as determined by the director. Any employee incurring such liabilities is required to reimburse the school in full by the end of the calendar month immediately following the month in which such liabilities were billed to the employee, unless an exception is made by the director. Personal mileage incurred by an employee on a vehicle owned, leased, or otherwise provided by the school must be documented on a form provided for such purpose by the director, unless an exception is made by the director.

Personal Telephone Calls: Employees shall not charge personal long-distance telephone calls to the school, unless an exception is made by the director. Employees are liable for the costs of any personal phone calls he or she may make which are billed to the school.

36. Other Reimbursements

Employees are eligible for reimbursement from the school for business expenses paid with their personal funds. All such expenses, if anticipated in advance, must be approved by the director or his or her designee. Requested reimbursement for such expenses must be specified in writing to the director or his or her designee. Such request must list each expense, and receipts (or copies of receipts) for each item must be attached to the request.

The final decision on whether to reimburse an employee for any such expenses is vested with the director or his or her designee.

37. School Credit Cards

Any employee who is authorized to use a school credit card is not allowed to charge personal expenses of any kind on the card, unless an exception is made by the director. Each employee charging any purchases to the school credit card is required to provide to the director or his or her designee timely accounting of such charges, including all necessary receipts and justification for such expenditures.

38. Sexual Harassment

It is the policy of this school to prohibit sexual harassment from occurring in the workplace or at any other place where a school-sponsored event takes place. The purpose of this policy is not to regulate personal morality, or to encroach on employees' personal lives, but to demonstrate this school's commitment to maintaining a workplace environment that is free of harassment of and by its employees.

It is the responsibility of all management and all employees to assure that this policy is understood, implemented, and adhered to without exception.

Defining Harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute harassment when:

Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with this school;

Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee; or,

Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.

Sexual harassment may include such actions as: repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes, or innuendo of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

Investigation and Remediation: If an employee believes that he or she has experienced sexual harassment, or believes that he or she has witnessed sexual harassment, that employee should immediately notify the director, his or her designee, or any other school official with whom that employee feels comfortable.

All reports of sexual harassment will be promptly investigated by the director, or his or her designee who is not involved in the alleged harassment, and will be kept confidential to the extent possible.

If an investigation confirms that harassment has occurred, the director, as directed by the Board of Trustees, shall take appropriate corrective action which may, upon a determination by the director, include, but not be limited to, an official memorandum in an employee's personnel file, salary adjustment, or the termination of the offending employee.

No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of sexual harassment. However, disciplinary action up to and including termination also may be taken against anyone who knowingly makes a false, meritless, or malicious claim of sexual harassment.

39. Evaluations and Problem-Solving Procedures

Employee Evaluations

Written evaluations of employees may be performed annually, on or about an employee's anniversary date or on or about a fixed annual date, subject to a determination by the director. Evaluations will be conducted by the director or his or her designee, with input from an employee's immediate supervisor, if applicable. These evaluations will be maintained in the personnel file for each employee.

The format of the evaluation will be determined by the director. Such evaluation may include: the date of the evaluation, the time period covered by the evaluation, and an assessment of the employee's work performance during that time period. The employee will be notified of any changes in salary, whether up or down, that are warranted based on this evaluation.

Written evaluations as described above need not be performed for officers of the school upon a determination of the Board.

Problem-Solving Procedures: Any employee wishing to formally complain about a procedure, action, or directive of another employee or supervisor should notify his or her supervisor or the director at the employee's discretion, as soon as possible after such procedure, action, or directive has occurred. The director or his or her designee shall be the investigator and final arbiter of all such grievances.

In the event that the complaint involves a procedure, action, or directive of the director, an employee may file a written complaint with the Chair of the Board of Trustees. In such instances, the Chair of the Board of Trustees or his or her designee will be the investigator and final arbiter of the complaint.

40. Confidential Matters

The Utica Academy of Science Charter School is subject to the Family Educational Rights and Privacy Act, which, among other things, safeguards student educational records, and the information contained in them, from disclosure to third parties without written consent for such disclosure from the parent or person in parental relation or the student, if he/she is over eighteen years of age. (There are important exceptions for homeless children and/or students transferring to other schools, and you should consult the School Director when uncertain.)

Accordingly, Employees are prohibited from disclosing any portion of a student's educational record, or information contained in such records. This obligation extends to a student's academic performance, disciplinary records, student attendance, student or parent addresses, student disabilities and accommodations, student course schedules, student financial information, alumni addresses or information, letters that concerns the above matters, notes regarding conversations concerning such matters, among other potential documents.

Any employee who discloses confidential School or student information will be subject to disciplinary action up to and including possible discharge.

41. Pay Advances and Loans

Due to government regulations and the method of reporting social security, state, and federal taxes, Utica Academy of Science cannot give pay advances or loans to employees.

42. Solicitation and Distribution

The Utica Academy of Science Charter School prohibits its employees from soliciting other employees, students, parents, volunteers or other persons anywhere on Academy property unless prior approval is obtained in writing from the Director. Such prohibited solicitation includes selling and delivery of merchandise (e.g., Tupperware, or tickets to fundraising events) and/or the distribution of literature, petitions, etc.

43. Internet Use

The Internet is a powerful communications tool and a valuable source of information. However, an employee's improper use of internet services can waste time and resources and potentially create legal liability and embarrassment for both the School and the employee. An Internet service includes, but is not limited to: e-mail, web browsing and newsgroups. This policy applies to any Internet service that is accessed on or from Utica Academy of Science's premises; and/or accessed using office computer equipment or via School-paid access methods.

Internet services are provided by the School for School use. Incidental use of Internet services for personal, non-work-related purposes is acceptable, provided such use does not occur when an employee is scheduled to provide instruction or perform other duties, does not interfere with the employee's performance of job duties, and does not disrupt the educational process. Further, the following uses of Internet service are prohibited:

- Viewing, downloading, transmitting, or otherwise accessing or utilizing any pornographic material, including any material that is sexually explicit in language, content, or which depicts nudity or other indecent material;
- Internet use that exposes Academy computers and/or computer-related equipment to damage, virus, contamination, or breach;
- Internet use for commercial purposes and/or for performing work on behalf of any third party during the employee's work hours;
- Internet use that is otherwise inappropriate and/or prohibited at the Academy.
- Internet use that constitutes any activity prohibited by this handbook, other Academy policies or rules, or State or Federal law;
- Internet use that interferes with the productivity of the employee or his/her co-workers;
- Internet use that consumes significant Academy computer-system resources or storage capacity on an ongoing basis, such as large file transfers or uses which otherwise depletes system resources available for business purposes.

Employees are prohibited from placing passwords or other access-limiting devices or codes on any computer or computer-related equipment provided to the employee by the School, unless said password and/or code is provided first to the School.

Computers, servers, and all computer-related equipment provided by the School is the property of the School, and the School reserves the right to search, review, or monitor any files, messages, or communications sent, received or stored on the School's computer systems without advance notice and may also limit the use of the Internet service in part or in whole. Accordingly, employees do not have an expectation of privacy regarding material or files created on or stored on Academy computers or computer-related equipment. The School

Employees violating this policy are subject to discipline, up to and including termination of employment. Employees using the computer system for defamatory, illegal, or fraudulent purposes are also subject to civil liability and criminal prosecution. All computer resources including content are the property of the School and employees will be held personally responsible for their activities.

Employees are strictly prohibited from using Internet services in connection with any of the following prohibited activities: Engaging in illegal, fraudulent or malicious conduct; Working on behalf of organizations; Sending or receiving offensive, obscene or defamatory material; Annoying or harassing other individuals; Sending uninvited e-mail of a non-work-related nature; Monitoring or intercepting the files or electronic communications of employees or third parties; Obtaining unauthorized access to any computer system (including but not limited to unauthorized use of codes or passwords); Using another individual's account or identity without explicit authorization; Attempting to test, circumvent, or defeat security or auditing systems of Utica Academy of Science or any other organization without prior authorization; or Distributing chain letters, jokes, solicitations, offers to buy or sell goods, or other non-business material of a trivial or frivolous nature.

44. Miscellaneous

Confidentiality: Employees of this school shall not, in any way, release any information about this school, its activities, or the activities of its personnel except as normally required by their duties, expressly permitted by the director, and in conformity with the requirements of applicable Freedom of Information laws.

No employee shall publish, disclose, or use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this school, unless otherwise authorized by the director. Any document or other material containing such information is required to be returned to the director upon an employee's termination or resignation.

Personnel Inquiries: No one in this school other than the Board of Trustees, director, or a designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of this school.

Return of Office Materials: An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, and office materials and supplies in such employee's possession to the director. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, Rolodex items, or other similar information, may be taken by such employee without the express permission of the director.

Ban on Acceptance of Gifts: The director and other school employees are not permitted to accept gifts of any kind of a value exceeding fifty dollars (\$50.00) -- including but not limited to money, goods, food, entertainment, or services -- directly or indirectly from: (a) individuals, schools, or companies serving as vendors or potential vendors for this school; (b) elected officials or their representatives; (c) candidates for public office or their representatives; or (d) political party officials or their representatives. Exceptions may be made by the director, including in instances where such gifts intended for and will be used by the school. Offers of such gifts in excess of \$50.00, even when refused, must be communicated immediately by the employee receiving such an offer to the director.

Change of Personnel Status: Employees are required to notify as soon as possible the director and any other person designated by the director of any change in name, family status, address, telephone number, or other information affecting personnel data held or used by this school.

Examination of Personnel Files: Any employee may examine his or her personnel file(s) at any time but only in the presence of the director or his or her designee. Such employee may take written notes about the contents of the file, and may add comments for inclusion in the file at any time. No personnel file is to be removed from the office unless expressly provided for by the director or his or her designee.

Copyright: Copyrights, payments and/or royalties which occur as a result of a project of any employee or employees of this school remain the property of the school. The director may assign copyrights, royalties, or other payments to the author or authors or project participants.

Child Abuse: Article 23-B of the NY Education Law requires School employees, certified to teach or as a school administrator, to report any instance of child abuse in an educational setting. Such employees include teachers, administrators, school nurses, school guidance counselors, school social workers, and school board members, as well as all other School personnel required to hold a teaching or administrative license or certificate. When such employees receive an allegation of child abuse by an employee or volunteer in an educational setting, they must do the following:

(a) Upon receiving an oral or written allegation of child abuse in an educational setting, the employee must promptly complete the "Child Abuse in an Educational Setting" report form, which can be obtained from the Main Office and/or School Dean or the School Director;

(b) Upon completion of the report form, the employee must personally deliver it to the School Director or, if the Director is not readily available, to any School Dean;

(c) If the allegation(s) involves a child who was allegedly abused by an employee or a volunteer of a school in another school district, the employee must promptly forward the report form to the superintendent of schools of the school district of attendance and the school district where the abuse allegedly occurred.

(d) After receipt of such a report, the School Director will review the report and determine if there is reasonable suspicion to believe that an act of child abuse, as defined by law, has occurred. If he/she finds reasonable suspicion to believe that an act of child abuse has occurred, additional steps will be taken, based on the individual who reported the incident to the employee.

All School employees are expected and required to report any incident they believe or suspect to comprise child abuse in an educational setting (*e.g.*, at the School, at a School function on or off campus, during transportation to or from school, while a student is receiving services at another school district or school, etc.), which they believe or suspect constitutes child abuse. The report shall be made as set forth above. School employees will cooperate in any ensuing School or governmental investigation and/or proceeding.

Additionally, teachers, school nurses, school guidance counselors, school social workers, and school administrators are required to report any incident of which they are aware and which they suspect to constitute child abuse or maltreatment to the New York Central Registry Hotline, pursuant to NY Social Service Law and this handbook.

45. Employee Acknowledgement

I have received a copy of and have read the foregoing Utica Academy of Science Charter School Personnel Handbook and am familiar with its terms. I understand that it is not a binding contract, but a source of information and a set of guidelines for implementation of personnel policies. I understand that nothing contained in the Personnel Handbook is intended to alter my at-will employment status or to create any implied promise of continued employment. I understand that Utica Academy of Science Charter School can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time. I also understand that the provisions of this Handbook will override contrary statements, representations or assurances made by any supervisory personnel.

EMPLOYEE'S SIGNATURE

DATE

PRINTED NAME

Please sign this page and return it to the Director immediately. A copy of this acknowledgement will be retained in your personnel file.

ATTACHMENT 8B: RESUME FOR PROPOSED SUPERINTENDENT

TOLGA HAYALI

EDUCATION

Seton Hall University – South Orange, NJ

Executive Ed.D., K-12 School Administration Doctoral Candidate, Expected Graduation June 2013

State University of New York at Oswego – Oswego, NY

Masters of Science And Certificate In Advanced Study In School Counseling, December 2011

Harvard University, Graduate School of Education, The Principals' Center

Leadership: An Evolving Vision, July 2010

Bogazici University, Istanbul, Turkey

Bachelor of Science in Chemistry Education, February 1996

EXPERIENCE

SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL, SYRACUSE, NY

Director, August 2008 – Present

- Instrumental in the development of K-6 program to feed into the existing 7-12 building
- Recruit and manage teaching and administrative staff.
- Oversee daily routines and activities of students and staff
- Foster positive communication with parents, staff and community members. Initiated SASCS school parental home visit program which has strengthened the bond between teachers, school, and home.
- Report to governing board on a monthly basis regarding progress and concerns
- Formed an academic team who meets for data analysis and observation of teachers for different perspectives. Initiated College Guidance Department preparing the students for the college classroom and/or working world.

APPLE EDUCATIONAL SERVICES, CLIFTON, NJ

Vice President- Group Science Coordinator, February 2006 – August 2008

- Develop instructional material, coordinate educational content, and incorporate current technology in Science field that provide guidelines to educators and instructors for developing curricula and conducting courses to different private and inner city Charter School in New York and New Jersey.
- Conduct workshops, and conferences with teachers designed to educate the educators in teaching and delivering the course material to students in an effective way.
- Plan teacher training programs and conferences together with other Group Coordinators under the supervision of Instructional Systems Coordinator dealing with new classroom procedures, instructional materials and equipment, and teaching aids.
- Research, prepare and design quizzes, samples and questions for the teacher and student educational booklets.
- Recommend, order, or authorize purchase of instructional materials, supplies, equipment, and visual aids designed to meet the needs of teachers.
- Confer with school teachers to obtain knowledge of subject areas, and to relate curriculum materials to specific subjects, individual teacher and student needs.
- Contribute to production and design of modular educational textbooks.

HORIZON SCIENCE ACADEMY, DENISON MIDDLE SCHOOL, CLEVELAND, OH

Founder and Director, November 2004 – January 2006

- Establish administrative policies to govern academic and extracurricular activities in a school housing fifth through eighth grades
- Recruit and manage teaching and administrative staff
- Oversee daily routines and activities of students and staff
- Foster positive communication with parents, staff and community members
- Report to governing board on a monthly basis regarding progress and concerns
- Co-founder of Horizon Science Academy – Cleveland Middle School
- President of HSA Cleveland Middle School Board
- Taught Science classes for 7th grade – physical science

HORIZON SCIENCE ACADEMY – CLEVELAND, CLEVELAND, OH

Dean of Academics/Director of College Guidance, August 2003 – November 2004

- Maintain communication with students and parents regarding academic progress
- Advise students in college and career placement
- Assist students in procuring scholarship and grant funding for further education
- Monitor and assess students' academic progress, both individually and collectively
- Plan and implement strategies to improve academic performance, in the classroom and on standardized testing
- Develop partnerships with area businesses and universities to facilitate internships and experiences for college- and career-bound students
- Plan and chaperone field trips and excursions national & international to provide further enrichment for groups of students
- Establish and manage College Guidance Department to assist students in preparing for further education
- Establish ARMY JROTC program
- Establish partnership programs with area universities to provide further academic enrichment
- Taught Chemistry Course for Sophomores

Project Coordinator, August 2001 – June 2003

- Organize academic competitions such as science fairs, liberal arts fairs and History Tunnel
- Facilitate student involvement in statewide and international competitions
- Establish Advisory Board to oversee administrative and academic responsibilities
- Facilitate relationships with members of the surrounding community to provide out-of-school learning opportunities for students
- Manage public relations responsibilities, both in-school and in the community
- Oversee all extra-curricular activities

Teacher, August 2000 – June 2003

- Teach physical science to grades 7 and 8, earth science to grade 6 and chemistry to grade 10
- Prepare students for a variety of science fairs and competitions
- Organize and chair the Russian Club
- Teach German and Russian languages as an elective for high school students

ACHIEVEMENTS AND CERTIFICATES

- New Jersey Department of Education- Passaic County Gang Awareness Training, 2008
 - U.S Department of Justice Federal Bureau of Investigation Newark Division – FBI Community Relations Executive Seminar Training, 2008
 - Minority Student Achievement Network – Northeast Regional Conference Seton Hall University, 2003
 - JASON Project Professional Development Program, 2002
 - History of Chemistry in the Culture of St. Petersburg, 2000
 - Teaching Advanced Chemistry: Organic and Inorganic Chemistry, 2000
 - Teaching Advanced Chemistry: Organic and Inorganic Chemistry, 1999
 - Prepared Students and won Bronze Medal at Bio-Ecology International Science Olympiad in 1999
 - Teaching Advanced Chemistry: Lab Projects, Qualitative and Quantitative Analyses, 1998
 - Prepared students and won Gold Medal at UNESCO Int. Environmental Olympiad in 1997
 - Techniques and Methods of Experiments in Chemistry, 1997
-

Replication Plan

Utica Academy of Science Charter School (UASCS) will be a replication of Syracuse Academy of Science Charter School (SASCS). All the academic, financial, organization experiences accumulated at SASCS over 10 years will be shared and passed along to UASCS.

All the collaborations that have been established by SASCS will also be possible for UASCS, such as joint projects with area universities, SUNY Oswego, SUNY Environmental Science and Forestry, and Syracuse University. Mohawk Valley Community College has also expressed interest in instituting a “College Credit Now” program with UASCS similar to the one SASCS has with Onondaga Community College.

The purpose of the affiliation between SASCS and UASCS is to provide UASCS with a complete working model of a Charter School and to serve as a resource for the school in academic, personnel, financial, athletic and social matters related to serving its students and families and the Utica community in general. Through the replication of SASCS, a successful, similar charter school in a similar district, the learning curve at UASCS will be lessened.

Strategic Replication Plan encompasses following initial steps in addition to the pre-opening guidelines as detailed in Section 3, Part L.

1. **Creating superintendent position at SASCS** by January 2013. SASCS will submit organizational structure changes to adopt a superintendent position in its structure in order to adopt and implement this replication plan. With extensive teaching and administrative experience and expertise, we believe that the current School Director of SASCS, Mr. Tolga Hayali, is well suited to this position to oversee both UASCS and SASCS, whose CV has been provided in Attachment 8. He will be responsible for successful implementation of replication process.
2. **Creating two new positions on SASCS School Board** to oversee both UASCS and SASCS. Dr. Ednita Wright and Muris Hadzic will be appointed to these positions. This extended initial board, having extensive experience in establishing a successful charter school and overseeing its academic and financial operations, will hold both of its monthly meetings back-to-back in Syracuse and Utica in alternate months and work closely with the Superintendent to assure smooth start up and continuous sound school operation.
3. **Revising SASCS Bylaws** to include teleconferencing as part of its meeting procedures, which is already included in the proposed bylaws for UASCS. This will allow staff, parents, and others to remotely participate in the board meetings when it is held in the other city.
4. **Identifying two school administrators**, one of whom will serve as the SASCS School Director to replace the current Director Mr. Hayali (who will be appointed as superintendent for both schools), and the other for UASCS by March 2013.
5. **Identifying an operations manager** for UASCS, who will be trained at SASCS. SASCS and UASCS operations managers will hold monthly meetings for a better implementation of fiscal policies at UASCS.
6. **Finalizing the lease agreement** for a suitable school building before March 2013.

7. **Completing student enrollments** by May 2013.
8. **Completing teacher recruitments** by June 2013.
9. **Furnishing the classrooms and offices** by July 2013.
10. **Organizing the first Summer Institute** for all UASCS and SASCS staff, for 15 days in August 2013.
11. **Upon successful opening, overseeing school operations** based on all the detailed planning presented in this school program.

A Synopsis of SASCS

Academics: For over 10 years, SASCS (www.sascs.org, www.sascs.org/elementary/, www.sascsblog.org/) has established a proven record of success, where its students has continuously achieved at least two to four times better results in New York State Math and ELA in comparison to the Syracuse City School District schools. Similar to the Utica City School District demographics, at SASCS, 80% of students receive free and reduced lunch, 60% of students are African-American, and 14 different languages spoken among its student.

Having a small school setting gives opportunities to SASCS to focus on individuals and achieve a 93% graduation rate in 2011, where the city's rate is 50% for the same year. With its organizational structure, SASCS will make sure that UASCS will use the same data-driven instruction, analysis, and methods that brought academic success to SASCS students (including enrichment programs during after school, winter, spring, and summer). Since SASCS has almost 10 years of experience in exposing its students to Science Olympiad, MathCounts, national and international science and engineering competitions, and shares its practices on the Department of Education website to share with other schools, UASCS will adopt this know-how, begin planning before the opening of the school and launch implementation on the first day. These competitions are great exposures to students who can present their talent at local, regional and national levels. SASCS's curriculum and best practices within the classroom will be shared with UASCS during the UASCS First Year 15-Day Summer Institute, while still incorporating the creative and relevant experiences of UASCS' teaching staff and administration.

In addition, the Middle States Association has granted SASCS accreditation through December of 2018 for the quality of educational experiences it offers its students and for meeting its responsibilities to the public and the profession of education. As part of the replication process, one of the targets UASCS will have is to gain accreditation by a national recognized organization.

Leadership: SASCS has a dedicated and committed BoT, whose members have extensive experience in inner-city education. They will use this experience to develop and oversee UASCS as well. Currently, the BOT has established two advisory boards: one for UASCS and one for SASCS, and is planning to increase the number of board members from five to seven. This addition to the board will be groomed and selected from the Utica Advisory Board so that there will be a good representation and exchange of ideas from the Utica community. Four of the Board members will be from the Syracuse area and three will be from the Utica area. More importantly, with the creation of the Superintendent position, the same leadership style and expectations are ensured. The Superintendent will direct both schools' administrative teams and make sure the expectations will be met at UASCS as it has SASCS. Having the advisory boards from different areas from both communities will strengthen the commitment, ties and commitment to the communities.

Community: SASCS has established strong, trusting relationships with its neighbors and the city of Syracuse over the past 10 years. Since SASCS utilizes two former Catholic schools which continue to be attached to two Catholic, the leaders from the Catholic school board and churches are assisting and supporting our efforts to start another charter school in Utica, even to the extent that Father John of St. James church traveled with SASCS's current director to help locate a building within Utica and serve as a liaison with the Catholic church directors in Utica. Due to

our positive and transparent relationship that we have carried on with the Syracuse School District, Syracuse School District officials gave verbal support to the quality of this relationship with SASCS in the SASCS's charter renewal hearing. Additionally, SASCS was able to utilize and revitalize two vacant buildings and change them into vibrant parts of the Syracuse community.

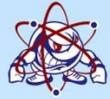
Discipline: As the state official stated, SASCS has very strong discipline and a positive climate in its building. This climate was cultured over many years, through programs such as home visits, parent contacts, implementing a “one band, one sound” disciplinary mindset and a safe, educationally-focused environment. All of these successes and learning experiences will be passed along to UASCS at its onset. Similar to both UASCS and SASCS, the small charter school environment helps the staff to motivate and encourage individual students to reach their collegiate and career aspirations.

SASCS believes that UASCS will also reach a high number on its waiting list within its first five-year renewal due in great part to the immediate implementation of all of SASCS's best practices.

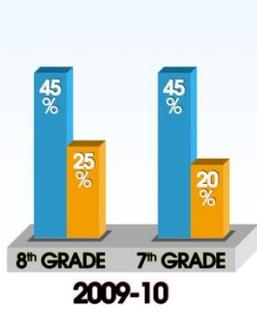
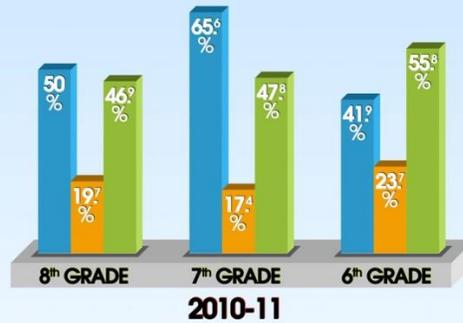
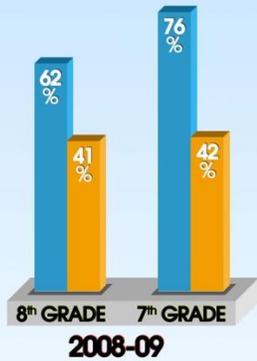
Recent Scores at SASCS



SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL
 WE ARE BUILDING SUCCESS ONE ATOM AT A TIME



**NY STATE EXAM SCORES
 LANGUAGE ARTS**

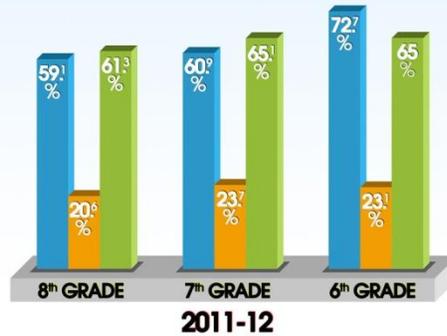
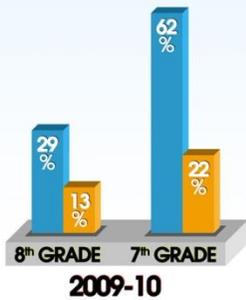
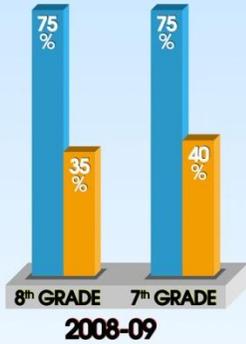


■ SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL
 ■ SYRACUSE CITY SCHOOL DISTRICT
 ■ NEW YORK STATE SCHOOLS





NY STATE EXAM SCORES
MATHEMATICS



■ SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL ■ SYRACUSE CITY SCHOOL DISTRICT ■ NEW YORK STATE SCHOOLS



Recent College Acceptances at SASCS



SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL

WE ARE BUILDING SUCCESS ONE ATOM AT A TIME



OUR MISSION

BUILDING ON THE TRIAD OF STUDENT-TEACHER-PARENT RELATIONSHIPS, SASCS WILL PROVIDE SUPPORT, CHALLENGES AND OPPORTUNITIES, AND INSTILL THE NECESSARY SKILLS AND KNOWLEDGE, TO ENABLE STUDENTS TO REACH THEIR HIGHEST POTENTIAL IN COLLEGE CAREER AND CITIZENSHIP.

TOTAL SCHOLARSHIP/ COLLEGE ACCEPTANCE RATE

2011-12	\$3,015,000	96%
2010-11	\$1,680,000	92%
2009-10	\$1,989,000	93%
2008-09	\$1,989,920	85%



COLLEGE ACCEPTANCES

ALBANY UNIVERSITY	DREXEL UNIVERSITY	MANHATTAN COLLEGE
BOSTON UNIVERSITY	HAMILTON COLLEGE	MOREHOUSE COLLEGE
BUFFALO STATE COLLEGE	HOWARD UNIVERSITY	MORRISVILLE STATE COLLEGE
CALIFORNIA INSTITUTE OF ART	JOHNSON & WALES UNIVERSITY	NAZARETH COLLEGE
CASE WESTERN RESERVE UNI.	LE MOYNE COLLEGE	NIAGARA UNIVERSITY
CAZENOVIA COLLEGE	LONG ISLAND UNIVERSITY	NORTHEASTERN UNIVERSITY
CHATHAM UNIVERSITY	LOYOLA UNIVERSITY	NOTRE DAME DE NAMUR UNI.
OAKWOOD UNIVERSITY	ST JOHN FISHER COLLEGE	SUNY DELHI
PACE UNIVERSITY	ST. JOHN'S UNIVERSITY	SUNY DELHI COL. OF TEC.
PEACE COLLEGE	ST. LAWRENCE UNIVERSITY	SUNY ESF
RENSSELAER POLYTECHNIC INST.	STONY BROOK UNIVERSITY	SUNY FREDONIA
RICHMOND UNIVERSITY	SUNY CANTON	SUNY INSTITUTE OF TEC.
ROCHESTER INSTITUTE OF TEC.	SUNY COBLESKILL	SUNY NEW PALTZ
SANTA MONICA COLLEGE	SUNY CORTLAND	SUNY OSWEGO
SUNY PITTSBURGH	UNIVERSITY OF MASSACHUSETTS	UNIVERSITY OF SCRANTON
SUNY PLATTSBURGH	UNIVERSITY OF MIAMI	VIRGINIA INT'L UNIVERSITY
SUNY UNI. AT ALBANY	UNIVERSITY OF SAN FRANCISCO	VIRGINIA WESLEYAN COLLEGE
SUNY ALFRED STATE COL.	UNIVERSITY AT BUFFALO	WASHINGTON COLLEGE
SYRACUSE UNIVERSITY	UNIVERSITY OF ALABAMA	WELLS COLLEGE
UNIVERSITY AT BRIDGEPORT	UNIVERSITY OF FLORIDA	WINSTON SALEM STATE UNI.
UNIVERSITY AT BUFFALO	UNIVERSITY OF NEW HAVEN	AND MORE...

COHORT GRADUATION RATE



A Summary from the NYSED Renewal Report (March 2012)

Background

The Board of Regents granted an initial charter to the Syracuse Academy of Science Charter School (“SASCS” or the “School”) in January of 2003. SASCS opened in September 2003 with 200 students in grades 7-9. SASCS added grades 10, 11, and 12 in the subsequent three years, ending its first charter term with 350 students in grades 7-12. In December of 2007, the Board of Regents granted a first renewal charter to SASCS for five years. In May of 2010, the Board of Regents granted a revision to the SASCS charter to add grades K-2 and 5-6 during this first renewal term. During 2011-2012, SASCS serves 600 students in grades K-2 and 5-12. In the school’s second Renewal application, SASCS requests a full five-year renewal charter term and to complete expansion to the full K-12 grade span, adding grade 3 in 2012- 2013 and grade 4 in 2013-14 to serve a total of 696 students in grades K-12.

Mission Statement

“The Syracuse Academy of Science Charter School (SASCS) seeks to graduate men and women who think critically and creatively; have attained strong skills in mathematics, science, language, technology, history, and the arts; and are committed to a lifetime of learning and civic involvement. The school will empower students with high intellectual standards—building on their promise as they prepare for college, career and citizenship.”

Maximum Enrollment:

Maximum enrollment of 696 students in grades K-12 maintained through 2016-2017.

Recommendation:

Five-year charter renewal from July 1, 2012, through June 30, 2017.

Based on the Department’s review of the evidence submitted by SASCS and gathered by the Department, including, but not limited to, the school’s second Renewal Application, evaluation visits conducted during the charter term, and the school’s record of educational success based on NYS assessment data, the Department makes the following findings required by NYS Education Law Article 56, the Charter Schools Act (the “Act”):

- SASCS, as described in its Renewal Application, meets the requirements of the Act and all other applicable laws, rules and regulations;
- The school has demonstrated the ability to operate in an educationally and fiscally sound manner in the next charter period;
- Approving the renewal application is likely to improve student learning and achievement and materially further the purposes set out in the Act in Education Law §2850(2); and
- Approving the renewal application would have a significant educational benefit to the students expected to attend SASCS.

Therefore, the Department recommends that the Board of Regents approve the Renewal Application of SASCS and renew its charter for the term from July 1, 2012, through June 30, 2017, with authority to provide instruction to students in Kindergarten through Grade 12 with a maximum enrollment of 696 students reached in 2014-2015 and maintained through 2016-2017, and consistent with the other terms set forth in the renewal charter agreement.

Educational Success:

In their 2011 Charter Renewal Application, SASCS reported performance against academic performance goals related to either their K-8 program or their high school program.

These goals and reported performance include:

- SASCS reported that in 2007-08, 2008-09 and 2010-11, it met this goal for both Grade 8 Math and ELA, and, in fact exceeded it in each of those three years in Grade 8 Math.
- In their 2011 Annual Report, SASCS articulated a goal/objective of maintaining a low percentage of dropouts. While the specific percentage was not quantified, the school reported a drop out rate of 0% for 2010-2011.
- In their 2011 Annual Report, SASC also articulated a goal/objective of maintaining a high attendance rate. While the School did not quantify “high,” they reported a 95.8% attendance rate for 2010-11

SASCS focused its process goals on increasing student performance through data analysis, increasing parent involvement and awareness of academic progress, exposing students to collegiate opportunities to motivate better academic performance, expose students to motivational speakers to encourage better academic performance, increase academic readiness for grade levels, and provide real world experiences for students to increase their cultural understanding. The school used measures including the number of college visits, field trips, speakers and benchmark and full length exam analysis to conclude that they met these goals.

Under New York State’s current Differentiated Accountability System, SASCS is currently in good standing. In addition, the School’s first ninth-grade cohort (large enough to generate a graduation rate) that started ninth-grade at the School in 2004 had a 4-year graduation rate of 54% (the percentage of the

2004 cohort that earned a local or Regents diploma by August 31, 2008), which met state standards at the time. The 4-year graduation rate increased to 81% for the 2005 cohort (the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009), exceeding the state standard. Data for the 2006 cohort indicates that this improvement trend has continued for the next cohort.

In order to provide further context, the Department conducted additional analyses of performance on NYS assessments in grades 7 and 8 over the past three years, in English language arts and mathematics, in comparison to other public schools located in Syracuse and across the state.

The results, in brief, can be summarized as follows: **SASCS’s performance over the past three years based on NYS assessments in grades 7 and 8 is the best among public schools in Syracuse in both ELA and mathematics, comparable to the state average in ELA and approaching the state average in mathematics, and consistently at or better than predicted when controlled for student demographics and prior performance.**

At the high school level, a comparison of absolute passing rates was conducted for the Comprehensive English, Integrated Algebra, and Geometry Regents exams in 2010 and 2011. Graphic displays of this data, along with comparison to individual public high schools in Syracuse and the State, are presented.

Similar to the results for middle school, SASCS's performance over the past two years based on NYS high school Regents exams in English and mathematics is among the best of the public high schools in Syracuse in both ELA and mathematics, comparable to the state average in English and approaching the state average in mathematics. The School's performance is at or better than predicted when controlled for student demographics.

On November 1 and 2, 2011, a Department team conducted a renewal site visit at SASCS. During this visit, the team interviewed members of the board of trustees, school administrators, teachers, parents and students. Members of the team also conducted twenty classroom visits across the elementary, middle, and high school gradespan. Findings of the renewal site visit team regarding qualitative aspects of the School's educational program include:

- SASCS has a well-defined process for identifying and supporting struggling students.
- The school has a clearly defined process for lesson and unit planning that is aligned to the New York State Learning Standards.
- The leadership team at SASCS works collaboratively to drive the improvement planning process in the school.
- The school has established a well-defined organizational structure with staff, systems, and procedures that allow the school to carry out its academic program.
- School leaders at SASCS have been diligent about building family and community partnerships to support teaching and learning.

During that renewal visit, the team found that SASCS leaders are being strategic about making their mission and vision for the school real through the various initiatives that they put in place. There is ample evidence to show that they are working hard to maintain a strong science, math and technology focus at the school. SASCS's math and science focus is a successful practice that is worthy of dissemination among the charter and education community in general. SASCS is committed to sharing its successful practices with the general education community, and has established partnerships with two SUNY colleges for this purpose. A review of school documents and interviews with key stakeholders indicated that SASCS continues to make college preparatory a priority in the school. Interviews with teachers and school leaders in addition to a review of school documents indicated that SASCS has a clear process for addressing the instructional needs of struggling learners as well as students who need special education and/or English Language Learner support. SASCS provides a hybrid of push-in and pull-out for students with special needs. The school has hired a full time English as a Second Language (ESL) teacher to provide services. SASCS has on staff a school counselor who is responsible for helping students with social-emotional issues.

Organizational and Fiscal Soundness

For the current charter term, SASCS articulated a number of organizational goals. SASCS focused its organizational goals on creating partnerships with area universities, having teachers share best practices, employing qualified graduates, providing ongoing professional development, providing data analysis to drive instruction, and improving the athletic program. The school cited several examples for meeting each goal.

The Department team that visited SASCS for a renewal site visit in November of 2011 made findings about the school's organizational viability that included the following:

- The school board works collaboratively with school leaders to achieve the school's mission and provide oversight to the total educational program.
- Parent/Family and student satisfaction information presented by the School in the Renewal Application were echoed by parents during the renewal site visit interview, with parents commenting that the charter school providing a safe environment, discipline being handled fairly, availability of teachers, and the sharing of their child's data on time.

A review of board minutes for the 2010-2011 and current school year showed that the trustees provide clear and thorough oversight of the academic program at SASCS. The board conducts periodic assessment of its own effectiveness. The board of trustees works collaboratively with school leaders to achieve the school's mission and provide oversight to the total educational program.

There is an effective structure in place for fiscal oversight by the board of trustees. There is a finance committee within the board of trustees, which reports directly to the full board. The treasurer of the finance committee reviews all fiscal matters with the school director and operations managers. Financial reports are reviewed monthly at board meetings. Long-term contracts and purchases over \$10,000 are reviewed by the full Board. The board hires an independent certified auditor each fiscal year to perform the annual audit and has adopted any recommendations issued in the audits.

The Department reviewed audited financial statements for the School for 2007-2008 through 2010-2011. During the current charter period of 01/15/08 to 06/30/12, the school has maintained the trend towards continued solvency and stability. The review showed that the school maintained a positive change in net assets each year resulting in an overall increase in the net asset balance from \$795,733 in 2007-2008 to \$2,763,630 in 2010-2011. Cash flow ending balances fluctuated but the ending balance in 2010-2011 was a positive \$1,690,550. The working capital ratio increased steadily each year and was over the threshold of 2.00.

Faithfulness to its Charter

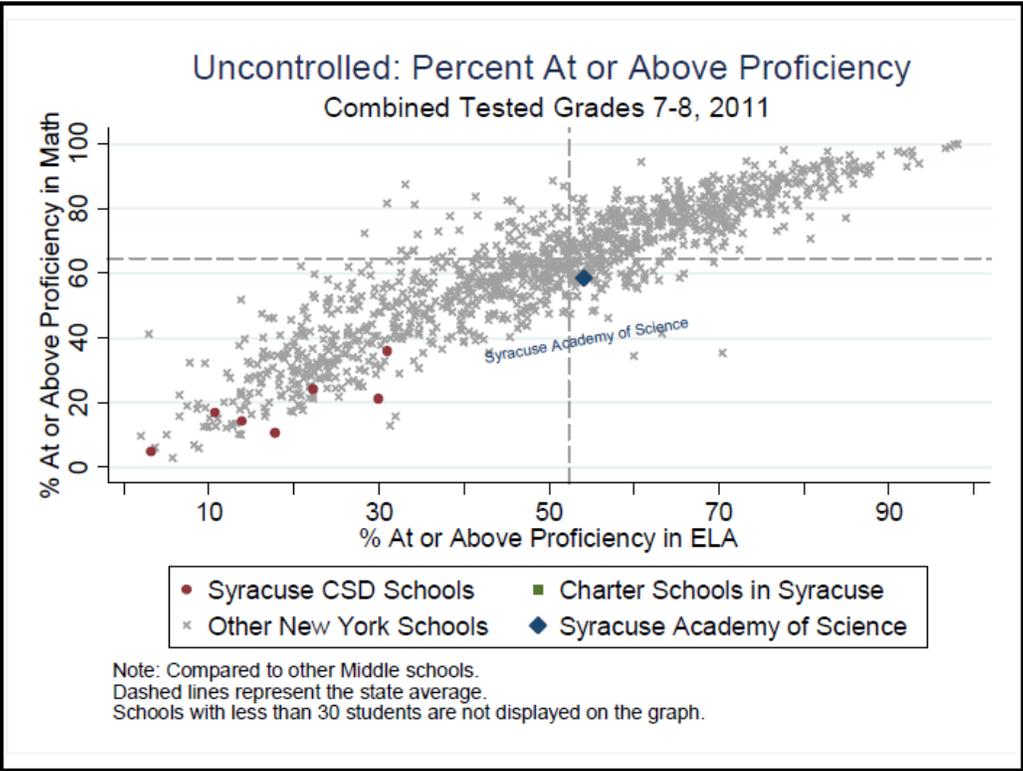
Key design elements of the School's charter include:

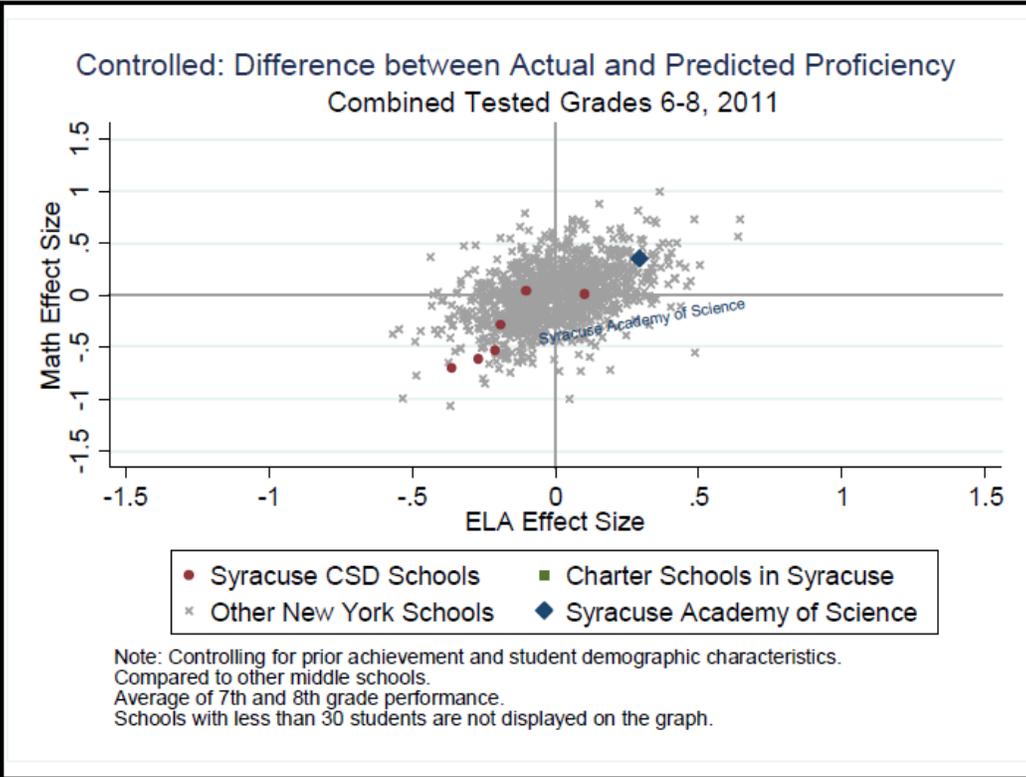
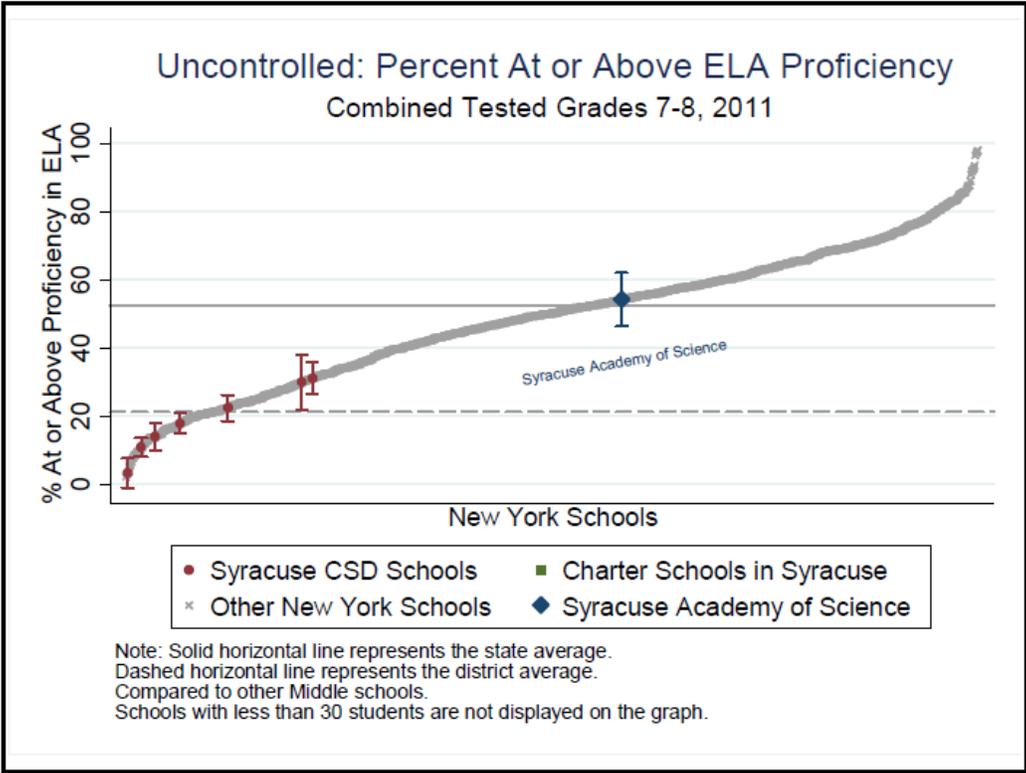
- Core curriculum that will provide students with a rigorous program of studies in the areas of mathematics, science, social studies, and language arts. The school will have high expectations of all students and develop and monitor individual plans for them.
- Reinforcement of productive attitudes toward work, community, school, friends, and self; a willingness to sacrifice for the common good, as well as for personal fulfillment, deep respect for family, school, and community; and the capacity to appreciate the opportunities life affords.
- The importance and abilities of each individual student will be a focal point at all times. Each and every student will be regarded as a unique, valued, and vital member of the school community and provided extensive tutoring as fits their needs.
- The importance of college readiness is understood very well and several programs during school, after school, and summer have been developed to make sure that every student has an opportunity to attend a college.

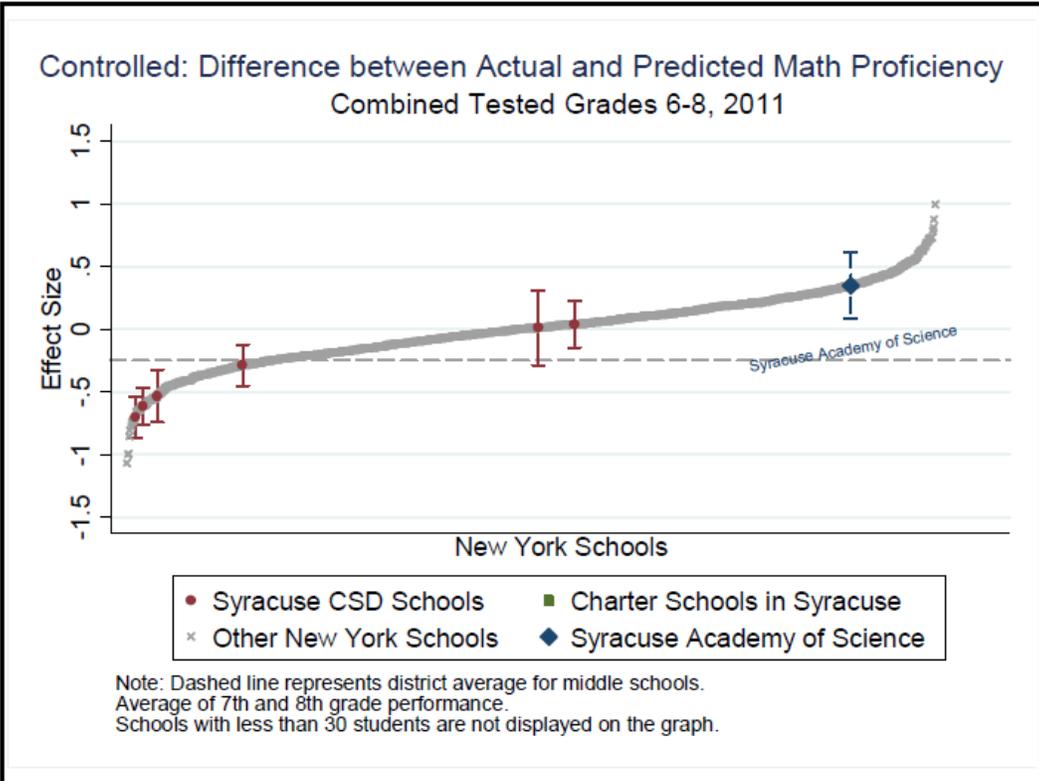
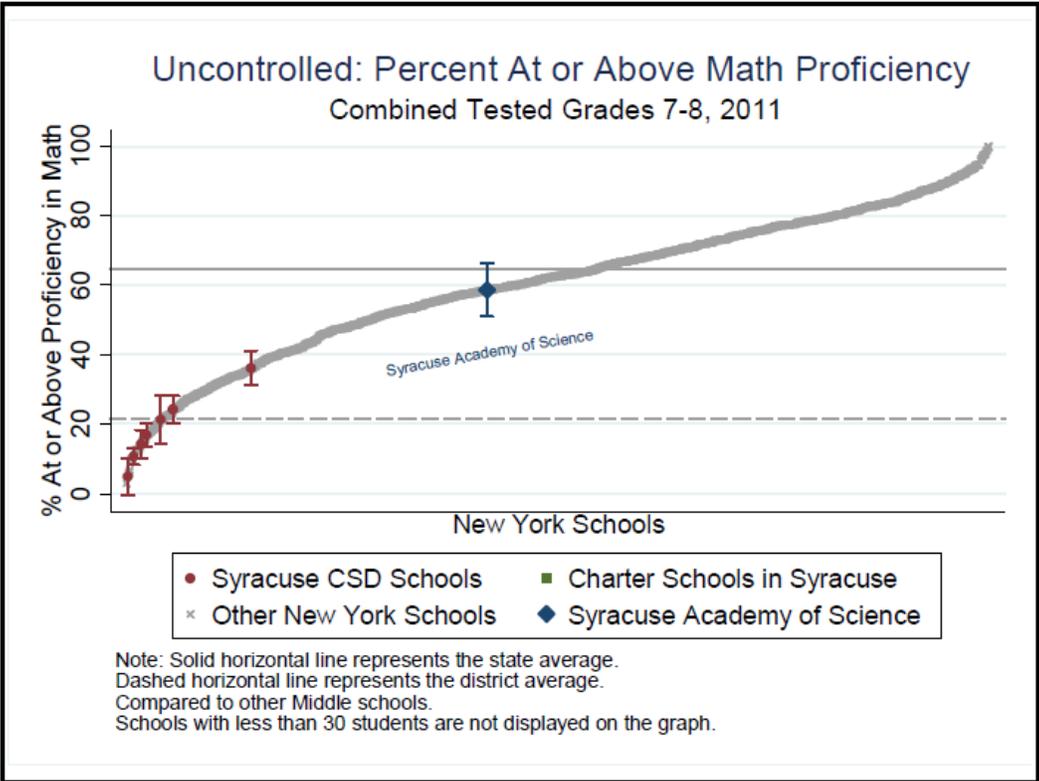
- Community service learning embedded in the curriculum will perpetuate constructive participation by students, parents, staff, and citizens in the life of the school and the community and will directly carry the school experience into the real world, throughout higher education, work, family, and community and civic affairs.
- Educational reform is the initiating and guiding principle, with excellence as a standard, as well as the goal the school must achieve to remain in business. Accountability will be clear: just as business must adapt itself to new technologies, new demands from its consumers, and the invention of new or the obsolescence of old products to thrive, so must education.

The Department team that visited SASCS for a renewal site visit in November of 2011 made findings about the school's faithfulness to its charter that included the following:

- Syracuse Academy of Science Charter School is faithful to its mission and is implementing the key tenets outlined in its mission statement.
- The implemented academic program at SASCS reflects the educational philosophy defined in its charter.
- SASCS is committed to sharing its successful practices with the general education community.







School Brochure



SYRACUSE ACADEMY
OF SCIENCE CHARTER SCHOOL



“Syracuse Academy of Science has been able to create an environment that has grown into school wide culture of excellence, acceptance, and creativity. They have achieved an integration of cultures and faiths, as well as academics and athletics that builds not only college ready young men and women, but also world community citizens.”

Jerry and Lillian Ackerman



Our promise

We promise to provide each and every Syracuse Academy student with support, opportunities and challenges, through extensive curriculum, adventure-based education, and active student-teacher-parent relationships, while instilling the necessary skills and knowledge for students to reach their highest potential in college, career and citizenship.



*Syracuse Academy
welcomes all children in
Onondaga County with
an interest in academic
and individual success,
personal drive to expand
their global knowledge
and a desire to become a
part of not only a school
community, but also a
“big family.”*



What sets Syracuse Academy apart?

Individual Attention

Students at Syracuse Academy are able to enjoy a publicly run school that benefits from the individual attention of being privately managed.

Performance-Based

Unlike public schools, Syracuse Academy operates based on performance-based assessment. Excellent results and performance are necessary in order for us to continue.

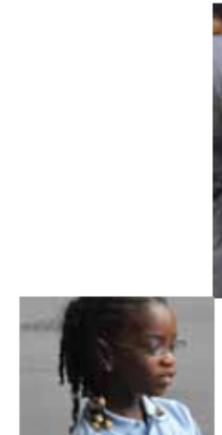
Middle States Seal of Approval

Syracuse Academy is now among the small and distinguished group of elementary and high schools that has earned the Middle States seal of approval, and we are the only charter school in New York State to receive this distinction.

Advances the Quality of Educational Experiences

The Middle States Association Commission on Elementary and Secondary Schools has accredited the Syracuse Academy because it believes that Syracuse Academy advances the quality of educational experiences it offers its students and meets its responsibilities to the public and the profession of education.

In fact, in 2011, the Middle States Associated granted this accreditation to Syracuse Academy through December of 2018!





“I trust my mom and the decisions she makes for my life and I can see why she chose Syracuse Academy of Science Charter School. I feel that this school has enhanced my focus on my academic studies and my goal to attend college in the very near future.”

Tiona Brown, Grade 11





You care about your child



So do we



A big family

When you attend Syracuse Academy, you are guaranteed more than just an excellent education; you are immediately welcomed into a family. The teachers, administration, and staff truly care about each and every one of our students. Teachers go well beyond what they are required to do in order to help students succeed and accomplish their goals.



Syracuse Academy has such a compassionate faculty, and parents often tell us:

“They are the kind of people you would want your children to be with when they’re not with you.”



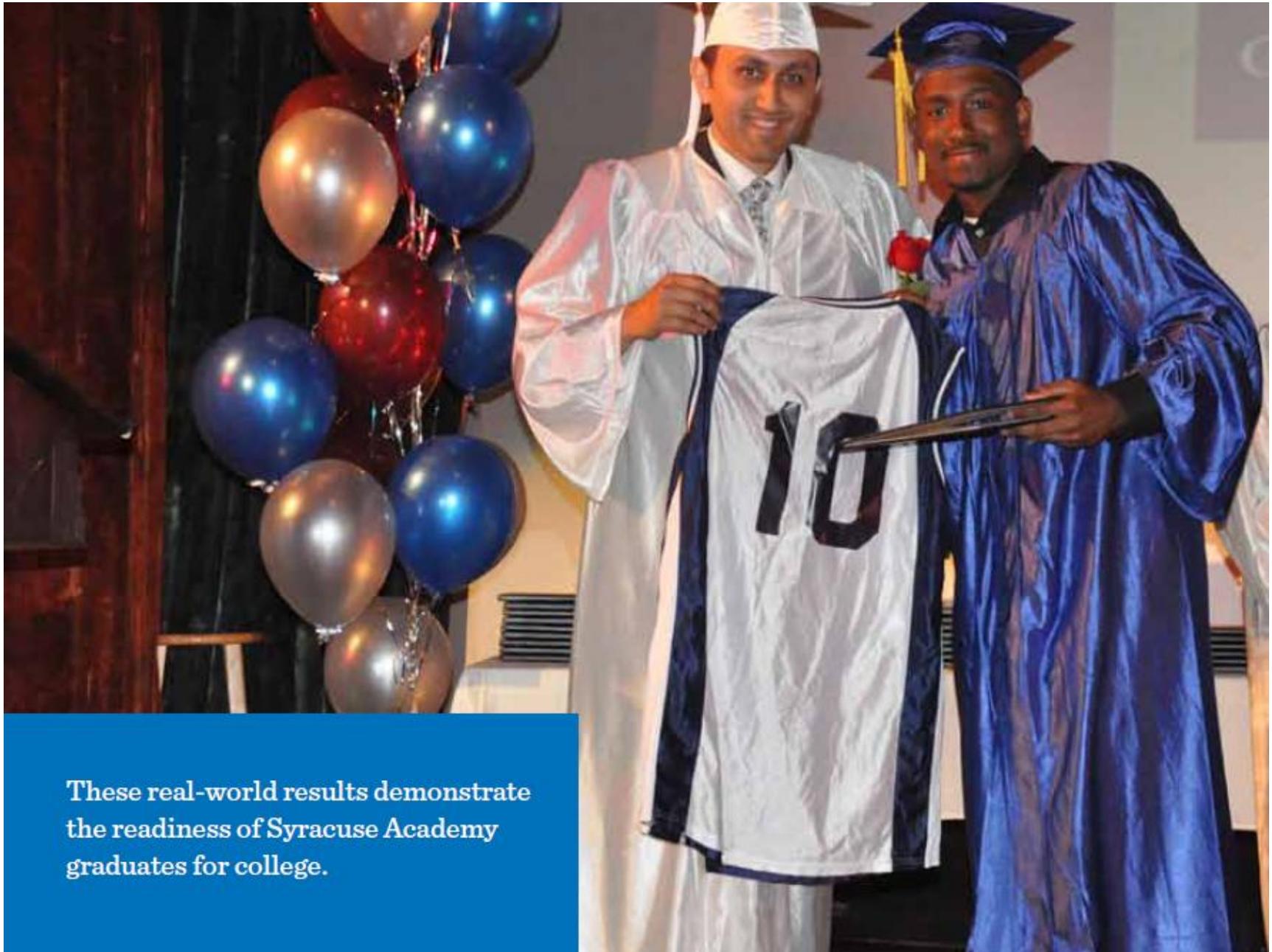
Support system

We believe that a support system is a fundamental part of success that students at Syracuse Academy experience. This exceptional approach is based on the parent-student-teacher triad. Open lines of communication and frequent two-way dialogue foster the high level of education Syracuse Academy offers.

Each teacher contacts a minimum of 10 parents each week and we also make over 500 phone calls, emails or face-to-face meetings every week!

It is important for students to receive encouragement not only in the classroom, but at home as well. We understand that parents like to be updated on how their child is doing in school; this is why each teacher contacts a minimum of 10 parents each week regarding the student's achievement and performance.

Parent involvement is key. We strive to provide as many opportunities for this as possible. Teachers also make frequent home visits throughout the school year, taking the time to get to know each student's family... how many other schools do you know that do that?



These real-world results demonstrate the readiness of Syracuse Academy graduates for college.

The 2009 Syracuse Academy graduates had an 87% retention rate from their freshman year in college to their sophomore year, well above the national average of 79%.

Always family

The Syracuse Academy “family” continues even after graduation. Our Alumni remain in contact and involved with us, and we continue track their success on a regular basis.

We love to hear stories about how their college classes are going and the new things they have learned. Many alumni return to our school and talk with current students, providing them with valuable lessons and tips on how to thrive in the college setting. They also tell students how to use the helpful information learned while at Syracuse Academy to stand out, persevere, and get the most out of their college career.



“In school we have Advisory Teams. These teams are there for you to talk to and for you to get help or for you to help someone out. I feel that for a school to offer you that much help, they must care about you and your success.”

Ronnette Powell, Grade 8

“(Before Syracuse Academy) not one of my teachers came to my house to inform my family how I was doing.

Then, I came to Syracuse Academy, three of my teachers came to my house for coffee and inform my family how I am doing and what will happen. They gave very useful information to my family and I to use.”

Armin Jasic, Grade 9



“There is always someone to help me and I appreciate all those teachers who have assisted me in getting where I am today – on the road to college. The teachers I have had since the 8th grade have been some of the most caring people I have met.”

Stephanie Chambers, Grade 12



“The family-like environment is felt throughout the school. The teachers only want the best for their students and they show it in their teaching.”

Christa McClain, Grade 12

Thinking globally, acting locally. This is critical to succeed and contribute in today's society





*Our students learn to be
“glocal”*

A world of difference

Syracuse Academy serves students at the intersection of the global society and our local community. We create a bridge for students to experience global cultures through our organized trips abroad, and bring back tools that help them contribute to our local communities.



We are glocal – “Thinking globally, acting locally”



A greater understanding

A successful school provides its students with a greater understanding of the world at large, and Syracuse Academy has found that first-hand experience is the best route to success in building this knowledge and understanding.

We aim to provide our students with the opportunity to learn about various cultures and ways of life from all around the world – not only from our many international students and speakers, but also through national and international trips. During these trips, students visit national and international leaders and institutions to improve their understanding of other cultures.

An opportunity for a lifetime

Many students are not afforded the opportunity to travel outside of the country. One of the greatest rewards in our positions as leaders at Syracuse Academy is the opportunity to see their excitement when our students travel around the world, and to watch them learn so much that they simply could not learn in our home communities.



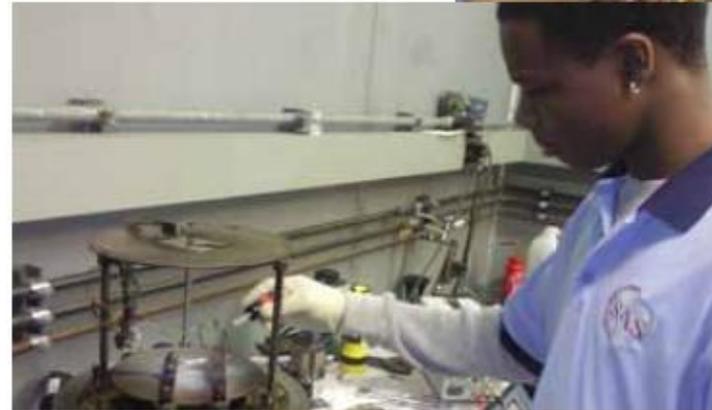


Washington D.C., California, Arizona, Boston, Canada, Japan, and Turkey, have appeared on student travel itineraries in past years at SASCS, and this year students and staff are raising money and making plans for travels to Dubai, Italy and Greece.



Syracuse Adcademy focuses on STEM

Our best practices in STEM education have been shared with NY State



Science, Technology, Engineering and Math (STEM)

STEM

Syracuse Academy has a distinctive and intensive academic curriculum with a particular focus on science, technology, engineering and math (STEM). This provides the necessary foundation for college entrance and many different careers. Our students become advanced in these subjects as part of the well-rounded education, helping them become successful in any discipline.



Success

Unlike public schools, Syracuse Academy is held to standards based on performance-based assessment. We are required to perform well in order to continue operating. Syracuse Academy is very proud to say that our higher expectations really do yield results. Our students are surpassing state and national averages in many different subjects and on various tests.

Because of this standard at Syracuse Academy, ALL students perform better, which allows students and teachers to attain high achievement levels and incorporate more opportunities that broaden students' educational experience.

STEM education is a national high priority due to the lack of skilled workers in these fields. Even our after-school activities help foster thinking geared toward math and science, such as our Science Olympiad and Math Counts clubs.



Adventure based learning

Syracuse Academy students experience more than just an elementary or high school education. A straight academic route with no side roads is not the right approach to education and does not yield the greatest results. Academic excellence is a priority, but it is not the only thing we teach. Character building is fundamental; that is why we incorporate activities designed to develop compassion, courage, friendship, honesty, determination, self-discipline, hard work and other critical traits for happiness and success.

Success

Syracuse Academy strives to ensure that our students become well-rounded individuals. This is done by offering a variety of classes beyond those with the STEM focus.

Our classes in art, performing arts, music, drama, psychology, creative writing, history, foreign languages, and more meet all of the requirements of a public

school, and even offer topics that may not be available in public schools.

We encourage our students to pursue their interests in any subject they desire. Our college-driven culture and challenging curriculum helps to prepare our students for college acceptance and a positive college experience.



Our adventure-based learning includes courses outside of the classroom, such as rope climbs, team building activities, and field trips within the community.







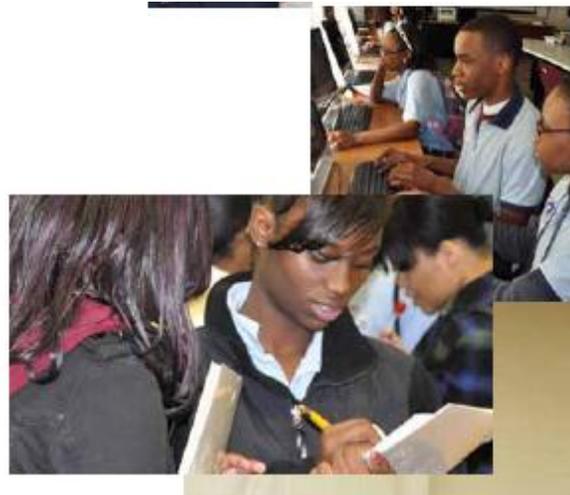
“I have three children diagnosed with learning disabilities. Their grades improved, their needs are met and they love going to school.”

Patricia Gabriel



At Syracuse Academy, we don't ask our students if they are going to college

We ask where they are going to college



College going culture

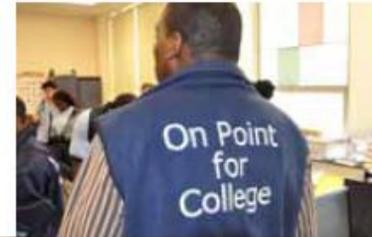
The importance of college readiness is the foundation of all that we do at Syracuse Academy. We offer programs during school, after-school, and during the summer to make sure that every student has an opportunity to attend college.

The college-going culture at Syracuse Academy includes much more than our extensive and target oriented curriculum, and prepares students for their college of choice.

Syracuse Academy organizes college-fairs, college visits, residential college programs during summer, after-school and Saturday SAT programs, and more. And unlike most other schools, we offer many of these programs to students and families as early as first grade!

Students can earn College Credit Now!

Syracuse Academy of Science offers Advance Placement Courses and College Credit Courses for high school students.



Never too early

When students, parents and other visitors come to Syracuse Academy, one of the first things that we invite them to see are the kindergarten classrooms.

This is where our students' education and adventure begins – and it's where preparation for college all starts.

It is very exciting for our kindergarteners, their families, and for us to see these young students talk about why they might want to attend specific colleges. As they start thinking about what they can and will accomplish in the future, they are encouraged to believe that college is not out of reach, which helps them to stay on track look forward.

As you can see, we believe that it's never too early to start planning for college and the future. The ability for students to always think big is a good skill to develop early on, and we cultivate this skill each year with new challenges and information. Enrolling all graduates to a college is the most important focus of our education model and one of our most distinctive features.



We plan to launch a Residential Summer College Program in 2012. Students will be able to gain a more comprehensive college experience through studying and living on a college campus for one month during the summer, while earning college credit!





Syracuse Academy ensures that all students have the opportunity to participate in a college-prep academic program, and offers dedicated counseling support to help them decide which courses colleges expect to see on their transcripts and encourage students to take the most challenging courses suitable for their academic level.

Student life

As part of the academic curriculum, students participate in adventure education activities to build self-efficacy, resiliency and group cohesion. Our school also offers extracurricular activities in an effort to help students build character and life skills.

These adventure programs are offered every month and last three to four hours. Students engage in problem-solving initiatives that promote teamwork and communication to find success. In addition, each program provides focus-group reflections that allow for a transfer of learning between the activities and the classroom.



Our adventure-based education provides engagement, challenge, and risk management in a group setting. It promotes interpersonal growth and enhances physical skills, leadership abilities, self-concept, academic achievement, and personality.

Athletics

The Syracuse Academy Athletic Program provides a variety of experiences to enhance the development of positive habits that will prepare students for adult life in a democratic society: to work with others, to be successful, to develop sportsmanship, to strive to improve, to enjoy athletics, and to develop good personal health habits.





Syracuse Academy offers the following sports teams:

Basketball

Boys: Modified, Junior Varsity, and Varsity.
Girls: Junior Varsity and Varsity

Cheerleading

Junior Varsity and Varsity

Wrestling

Boys: Junior Varsity and Varsity

Soccer

Boys: Varsity

Track and Field

Boys and Girls Modified and Varsity

Cross Country

Boys and Girls : Modified and Varsity



The Syracuse Academy Boys' Varsity Basketball Team competes aggressively in Section 3 high school basketball, and has won several championships!

Press Club

Students conduct interviews and write articles that are published periodically.

Chess Club

Students challenge one another & talk strategically

Anime Club

Students in Anime Club share and discuss anime films of their choosing with each other.

Band

Students in the band have an opportunity to create popular music, while learning vocal techniques or to play guitar, drums, bass and keyboards.

Game Club

Students in Game Club are able to play a variety of games, from checkers to console games in a constructive environment.

Clubs

Our variety of clubs encourages students to explore their interests, try new things, and meet new people.

Movie Club

Students in Movie Club share and discuss all elements of films. Including writing, directing and producing.

Drama Club

Our students have come together to produce and perform great works.

Art Club

Students create works in various mediums based on their own interests. Students are also given an opportunity to show work in galleries within the community.







*Teaching and learning does
not stop*

*simply because
it's the weekend
or summer*

A Saturday at Syracuse Academy

Syracuse Academy goes above and beyond to prepare students for the 21st century, not only through its curriculum, but also through international travel and competition perspectives.

In addition to activities and support offered during school hours and after school during the week, Syracuse Academy offers many additional programs for students every Saturday at no charge. This includes college prep such as SAT sessions and the IVY League Program; preparation for math and science teams to compete in regional, national and international competitions; and athletic programs.



“How many parents can say their children want to go to school on Saturdays? Yet, ours looks forward to Saturdays and the time he spends with his teachers—whether it is for SAT Prep or Robotics or Science Olympiad.”

Donna Wang

Typical Saturday events at Syracuse Academy

Science Olympiad

Students are able to join Olympiad teams established and compete with others in state and nation-wide math and science Olympiad competitions. Science Olympiad competitions are like academic track meets, consisting of a series of 23 team events in each division (Division B is middle school; Division C is high school).





Science Bowl

Syracuse Academy middle school and high school students participate in this regional and national competition, in which students compete with other schools in a fun game show format. This competition helps students to get excited about science, which supports our academic initiatives in the classroom and the students' college-going mindset.

Robotics

Our Robotics team is dedicated to the creation of working robots, providing a forum for learning about everything from hardware to electronics to parts fabrication to programming. We provide everything students need to build robots: work space, computers, tools, supplies, money, and experienced people to answer questions and help with projects. Students are given the freedom to work on their own personal projects, to start a team project, or to work on existing projects.





Summer enrichment

We strongly believe that education should continue year round. This is why Summer Enrichment programs are offered to students who wish to gain additional help, prepare for next year, and have some fun along the way.

A fantastic partnership with SUNY Oswego makes available a month-long Summer Science Awareness Program, during which students have the chance to work one-on-one with college science professors. This is an opportunity that many other students cannot gain until their final years in high school; Syracuse Academy on the other hand, provides our students with this experience early on.

Syracuse Academy's summer programs are more than academic. Basketball and other sporting camps continue throughout the summer so that students can stay active, continue character building, and overall have a good time in a safe and productive environment.



Join the family!

The Syracuse Academy family aims to build every student's confidence step-by-step, to promote a seamless transition from elementary school through high school to college and into the world. We promise to provide each and every Syracuse Academy student with support, opportunities and challenges, through extensive curriculum, adventure-based education, and active student-teacher-parent relationships, while instilling the necessary skills and knowledge for students to reach their highest potential in a college career and citizenship.

Syracuse Academy creates an inviting, safe, and purposeful environment in which students can learn and build on their academic strengths. We maintain a friendly and wholesome atmosphere that encourages creative expression and a desire for knowledge.

Syracuse Academy offers everything you've read about in this catalog through our year-round educational programs. We never stop teaching, because your children should never stop learning. We believe that combining a comprehensive school program and active parental involvement will motivate students and result in higher student performance.