PROPOSED CHARTER SCHOOL NAME: Citizenship and Science Academy of Rochester Charter School

1. My applicant group is best described as: 1) a new operator applying to establish a new charter school or 2) an existing BOR-authorized education corporation/management company seeking to replicate or add to a network of existing charter schools?

Existing BOR Ed Corp/CMO or EMO/Network Seeking to Replicate or Add to Network of Schools

1a. What is the name of the existing education corporation, CMO/EMO or Network?

Science Academies of New York (SANY) Charter Schools

1b. If applicable, please name the schools being replicated and/or operated by the existing education corp, management organization, or network?

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<tbody>
<tr>
<td>1.</td>
<td>Syracuse Academy of Science and Citizenship Charter School</td>
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<td>2.</td>
<td>Syracuse Academy of Science Charter Schools</td>
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<td>3.</td>
<td>Utica Academy of Science Charter School</td>
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2. If applicable, what is (are) the name(s) of the proposed Partner Organization(s)?

Citizenship and Science Academy of Rochester Charter School
3. Proposed Board Chair and Public Contact information

<table>
<thead>
<tr>
<th>Proposed Board Chair Name</th>
<th>Email Address</th>
<th>Phone Number</th>
</tr>
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<tbody>
<tr>
<td>Dr. Fehmi Damkaci</td>
<td></td>
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<tr>
<td>Public Contact Name</td>
<td></td>
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<tr>
<td>Dr. Tolga Hayali</td>
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4. District/Community School District of Location

<table>
<thead>
<tr>
<th>Preferred District/CSD</th>
<th>2nd Choice</th>
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<tbody>
<tr>
<td>Rochester CSD</td>
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5. Charter schools authorized by the Board of Regents in June or November 2019 should plan to open for instruction in 2020. If issued a charter, the initial 5 year charter term begins on the first day the school opens for instruction and ends on June 30, 2025 of the 5th year of operation.

Start date of initial term (1st day of school) \[09/01/2020\]

End date of initial charter term \[06/30/2025\]
### 6. Projected Enrollment Table Over the Charter Term
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### 7. Mission Statement

A school’s mission statement provides the foundation for the entire charter application and for the full term of the school’s charter. All elements of the school design should align with and support achievement of the proposed mission. Schools must also determine how they will evaluate and be held accountable for achievement of their mission. Schools must present the goals they intend to use to measure student achievement, the overall educational program, and the key components of the school design in alignment with the mission.

Citizenship and Science Academy of Rochester 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 Citizenship and Science Academy of Rochester Charter School (CSARochester) will be located in the Rochester City School District (RCSD) and is expected to serve students residing there, due to admission preference for Rochester residents. CSARochester will also utilize a weighted lottery system to give a slightly better chance for admission to ELL students. Initially, we will have grades kindergarten, one, and two, with 171 total students; then one grade will be added every year afterward. The total number of students will steadily increase over 11 years to reach 975 students. In grades K-4 each classroom and in grades 5-8 the core subjects will have two teachers. CSARochester will also have an enrollment preference for the ELL student population. Students will be required to complete 225 hours of community service, from kindergarten through 12th grade.

RCSD served 26,057 students, with a 15% MLL/ELL student population, in 2017-18. RCSD has been classified as a “Focus District” by NYSED, under ESEA accountability designation. Only 59% of the 2014 cohort group graduated from high school in four years. With 975 students in K-12 at full capacity, CSARochester will be able to offer personal attention and home visits, which are difficult to achieve in a school district with nearly 4,000 ELL students. Therefore, there is a great need and demand for a college-preparatory charter school with special emphasis on math, science, and technology education in Rochester that provides slightly a better chance for admission to ELL students.

School Programs: The immediate focus of CSARochester is to equip students with necessary skills and knowledge in STEM subjects for both short-term and long-term academic success, to keep a broad spectrum of options open for students’ future endeavors, and to prepare them to be responsible and productive citizens. We believe that an educated citizen must have the skills and understanding to participate and work productively in a multicultural, globally-oriented environment, including the skills required to use science and technology. CSARochester will model citizenship and civic involvement by inviting local leaders as speakers and requiring extended community service. As students participate in community-service opportunities, they become aware of the issues facing their region; and by becoming an active part of the solution, they become more involved, caring citizens.

Students will be required to complete 26 high school credits, which is well above state and city standards, and 225 hours of community service, as part of its citizenship mission, for graduation over 13 years. CSARochester will adopt a uniform student-dress code.

CSARochester believes that its small school atmosphere, coupled with extensive after-school activities, extended school day, and summer school, will provide the attention that ELL students, students with disabilities, and economically disadvantaged students, needs to succeed. ELL students and students with disabilities will generally receive instruction as part of the regular classroom with other students, as appropriate, with supplemental instruction as needed.

The school will create a college-going atmosphere and provide necessary programs starting kindergarten to replicate its college acceptance (92% or more) and first-year college retention (at or higher then national average) success in its existing schools.

CSARochester has six Design Elements that reflect its main tenets: 1) College Preparation, 2) Focus on STEM and Environmental Education, 3) Global Education, 4) Student-Centered

**Governance:** Our prudent governing Board, with close oversight of our school’s educational, organizational, and financial operations, as well as our experienced administrators, will be crucial and instrumental in modeling school practices aligned with our mission and key design elements.

The Board has amassed extensive experience and expertise includes K-12 and higher education, financial, legal, and real estate expertise, parental involvement, and community outreach, since the proposed board currently runs Syracuse Academy of Science (SAS), Syracuse Academy of Science and Citizenship, and Utica Academy of Science Charter Schools (UAS).

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

**Network’s Current Schools’ Success:** SAS and UAS outperformed both Syracuse and Utica City School Districts and NYS on high school graduation rate of 2014 four-year August cohort. SAS had a 98% rate while SCSD had 58% and NYS had 83%. UAS had 93% while UCSD had 59% and NY State had 93%. The Clearinghouse report shows that 93% of SAS students enrolled in a college the fall immediately after high school in 2017, while the national average for low-income schools is 56%. 100% of SAS students who enrolled in a four-year college the first year after high school returned for a second year (freshman to sophomore persistence), while the national average is 79%. The Clearinghouse report shows that 85% of UAS students enrolled in a college the fall immediately after high school in 2017.

**Staffing:** Staffing plan defines necessary number of administrative staff, full time teachers, teacher aides, special education and ELL teachers, and non-instructional support staff to implement our design and mission effectively. Dean of school will be hired to be employed within network’s existing schools to be trained on networks model. The school will implement network’s dual leadership model to separate academics and operations in its buildings. CSARochester will have a dean of school and a operations manager. The daily business chores, which are not related to academics, are managed by operations managers. This model allows school deans to dedicate their time 100 percent on academics, such as instructional support to teachers, curriculum, assessment, evaluation, professional development, and academic data analysis. Network’s District Office serves as back office and provides services such as payroll, purchasing, accounting, HR, graphic design, technology, assessment, and accountability.

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

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

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

---

\[1\] N.Y. Education Law § 2854(2)(a)
• An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application; ²

• 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;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

• That the school will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §§2854(2)(t), 219 and 220 and any Closing Procedures specified by NYSED.

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

Signature of Existing Education Corporation BOT Chair:

Date: 5/3/2019

² 20 USC § 7221b(b)(3)(J)
³ 20 USC § 7221b (b)(3)(K)
⁴ 20 USC § 7221b (b)(3)(N)
A Charter School Application

Presented to

The New York State Education Department

May 6, 2019

1409 West Genesee St. • Syracuse • NY 13204
Phone: (315) 671-5470 • Fax: (315) 671-5475
www.csarochester.org
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TABLE 1.  APPLICANT GROUP INFORMATION
TABLE 2.  PUBLIC OUTREACH INFORMATION
I. Mission, Key Design Elements, Enrollment, and Community

A. Mission Statement, Objectives, and Goals

Mission Statement: The Proposed Citizenship and Science Academy of Rochester Charter School (CSARochester) 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.

The mission statement is the same for all Science Academies of New York (SANY) Charter Schools.

Objectives: Not only are CSARochester’s key design elements directly derived from the school’s mission, but these elements also provide tangible evidence of the school’s objectives in action. The school’s objectives are aligned with its mission tenants, key design elements, and Education Law §2850(2), as described below:

a) Improve student learning and achievement: CSARochester believes every child is academically able, if given a chance. The focus of CSARochester is to equip students for both immediate and long-term academic success, to make a broad spectrum of options available for their future endeavors, and to prepare them to be responsible and productive citizens. We believe that an educated citizen in the 21st 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, CSARochester is dedicated to challenging and stimulating every child. The school requires additional math and science credits for graduation to better prepare its students for college. By meeting its objectives, CSARochester will provide students with a positive educational and social experience in a structured, challenging, and nurturing environment. It will be an organization in which students, teachers, and parents are communally aware of and committed to the school’s mission and goals.

b) Increase learning opportunities for all students, especially students at risk of academic failure: CSARochester has been planned to support and enhance the academic growth, social competence, and emotional functioning of all its students, including ELL, special-education, and at-risk students. It will provide a rich learning environment that promotes a strong sense of self and community, fosters positive relationships among peers and staff, and practices effective communication and peaceful conflict resolution. Its small size will allow for personal relationships among students, staff, administration, and families, ensuring that no student falls through the cracks. By incorporating as many opportunities as possible for students (particularly individuals with multicultural, minority race, or at-risk backgrounds) to interact with community and business leaders, including politicians and members of law enforcement, CSARochester will embolden students to mimic these successful counterparts. Through these opportunities for engagement and relationship-building, students will increase their cognitive development and gain a sense of attachment to the community at large. The school not only
seeks to educate students regarding local and global civic and environmental issues, but also to inspire students to become deeply involved with investigation, change, and management.

c) Use innovative teaching methods: Essential to the realization of each student’s academic abilities will be the establishment of outstanding instructional quality and curriculum. Instructional strategies necessary to instill the skills and knowledge in literacy, math, science, and technology, and empower students through high intellectual standards to be prepared for college, and successfully implement the curriculum, will include but not be limited to: frequent focus on the upper levels of Bloom’s Taxonomy within lessons and units (analyze, synthesize, and evaluate); differentiating lessons, assignments, and assessments; incorporating multiple learning styles; engaging students through pairing, group work, and responding to one another’s ideas; meeting the needs of ELL students through language and terminology consistency, front-loading vocabulary, group pairing with non-ELL students, and other proven methods outlined in Section II.G of this proposal; frequently incorporating student use of technology within lessons (utilizing I-pads and Chromebooks with headphones), assignments, and assessments (online assessment tools which provide instant feedback).

d) Create professional opportunities for all staff members: CSARochester is committed to the personalized professional growth of each staff member. Effective professional development provides time and opportunities for staff to develop core competencies in instructional strategies, lesson design, classroom management, and data analysis. The school will adopt an extensive, structured, and continuous professional learning community that promotes both individual and collaborative learning opportunities. The program will include a continuous process of learning, implementing, reflecting, and accountability in which all staff participates as learner, activity facilitator, and contributor. CSARochester’s professional development will have three main phases along with various components (described further under section III.D):

e) Provide parents and students with expanded educational choice: The small structure at each school campus, extended learning time (one hour daily and 15 additional school days, starting in fourth year), tutoring and afterschool programs for enrichment, and home visits by school teachers are all designed to offer an alternative choice for parents. CSARochester will provide special programs that are unique, such as enrollment preference for the ELL population; an extensive after-school ELL program; ELL programs during after-school hours for parents; 225 hours of required community service, starting at kindergarten; extensive STEM-related programs; extensive field trips, especially at K-7 grades; national and international trips; and home visits. In grades K-8, the school will organize several events throughout the year to encourage parent participation in activities at schools, such as grandparents’ day, donuts for dad, muffins for mom, field days, academic fun nights, girl-empowerment nights, school dances, and winter/spring musical concerts, and art shows. The school will hold an annual Dean’s dinner for high-honor-roll students in 5-12th grades. Parents and grandparents are invited to the formal dinner at which their student’s academic performance throughout all the semesters is highlighted and celebrated.

f) Provide a performance-based accountability system: The school will achieve academic and organizational excellence through outstanding instructional quality coupled with the
school’s key design elements to remain a viable educational alternative in the community. Student performance and teaching and learning will be measured monthly and/or quarterly through data collected and tracked by multiple assessment instruments, including STAR Math and Reader Testing, Benchmark Exams, and full-length practice tests for state assessments. Student performance will be documented and reviewed by teachers, and school administrators. From these performance results, teachers will create intervention plans to improve individual student achievement. There will be an extensive teacher observation and enrichment program in which each and every teacher is visited biweekly and given feedback, with resources tailored for their individual needs using NYSED-approved models, such as Danielson Framework for teacher evaluation.

**Grades K-2 Reading and Math Goals:** CSARochester will use STAR Early Literacy, STAR Reading, STAR Math, and Fountas & Pinnell (F&P) to assess the development of key early literacy, numeracy, reading and math skills for K-2 students. All kindergarten students will take STAR Early Literacy, which is a computer-adaptive assessment that helps educators determine whether students are on track or not on track to read proficiently at grade level, identify reading deficiencies, monitor student progress, and deliver targeted instruction. At the end of kindergarten, if a student’s scaled score is at or above 775, which falls into the “probable reader” classification, the student will transition to testing in STAR Reading. All first grade students will take either STAR Early Literacy or STAR reading based on their reading level and STAR Math. All second grade students will take STAR reading and STAR math. Each year, kindergarten students, including MLL/ELLs and SWDs, will achieve at or above the 40th average Percentile Rank (PR)\(^1\) on STAR Early Literacy assessment. First grade and second grade students who have been enrolled for two years at the end of the school year, including MLL/ELLs and SWDs, will achieve at or above the 45th average Percentile Rank (PR) on each STAR assessment. If this benchmark is not met, grade-level cohorts will increase their average percentile rank by at least one-half the difference between the previous year’s rank and the 50th Percentile Rank (PR). All grade K-2 students will take the F&P test.

<table>
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<tr>
<th>Grade Level</th>
<th>Goals</th>
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<tbody>
<tr>
<td>Kindergarten</td>
<td>Kindergarten cohort will achieve at or above the 40th average Percentile Rank (PR) on STAR Early Literacy.</td>
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<tr>
<td>First Grade(^2)</td>
<td>First grade will achieve at or above the 45th average Percentile Rank (PR) on STAR Early Literacy, STAR Reading, and STAR Math.</td>
</tr>
<tr>
<td>Second Grade(^3)</td>
<td>Second grade will achieve at or above the 50th average Percentile Rank (PR) on STAR Early Literacy, STAR Reading, and STAR Math.</td>
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</tbody>
</table>

**Note:** Long-term trend

Each year the average Percentile Rank will increase by 5 percent.

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\(^1\) The Percentile Rank (PR) score of STAR assessments compares a student’s test performance with that of other students nationally in the same grade. With an average PR of 40, our students read and do math at a level greater than 40% of other students nationally in the same grade. For first grade students who started kindergarten with CSARochester and stayed with CSARochester for first grade.

\(^2\) Second-grade students who started kindergarten or first grade with CSARochester and stayed at least two years with CSARochester.
Table 2. K-2 F & P Reading Goals

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Goals</th>
</tr>
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<tbody>
<tr>
<td>Kindergarten</td>
<td>All kindergarten students will be reading by end of school year. 50% of kindergarten students will independently read at a level C (proficiency level) or above by the end of the school year.</td>
</tr>
<tr>
<td>First Grade(^4)</td>
<td>65% of first grade students will independently read at a level I (proficiency level) or above by the end of the school year.</td>
</tr>
<tr>
<td>Second Grade(^5)</td>
<td>80% of second grade students will independently read at a level L (proficiency level) or above by the end of the school year.</td>
</tr>
</tbody>
</table>

**Note:** Long-term trend Each year the number of proficient readers increases by 15%, and the number of below proficient students decreases by 15%.

**Overall Performance Goals:** The school’s overall performance goals, including student achievement goals for grades 3-12 aligned with NYSED Charter School Performance Framework (updated September 2018) and key components of school design, are described in Table 3. Methods and a timeline to measure the progress toward meeting school goals are indicated under Progress Assessment Tools and Timetable columns for each goal.

Table 3: School’s Achievement, Enrollment, Climate, and Financial Goals

<table>
<thead>
<tr>
<th>I. Student Achievement Goals aligned with Performance Framework</th>
<th>Indicators</th>
<th>Annual Outcome Measures</th>
<th>Minimum Goals</th>
<th>Progress Assessment Tools</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. All School Accountability</td>
<td>1a.(i)</td>
<td>ESEA Accountability</td>
<td>School Data</td>
<td>Good Standing</td>
<td>STAR &amp; benchmark assessments</td>
</tr>
<tr>
<td>1b. Similar Schools Comparison</td>
<td>1b.(i)</td>
<td>Comparative Proficiency</td>
<td>School Data &amp; Similar Schools Data</td>
<td>At least the mean</td>
<td>STAR &amp; benchmark assessments</td>
</tr>
<tr>
<td>2a. Elementary/Middle School Outcomes: Growth</td>
<td>2a.(i)</td>
<td>Aggregate Standards-Based Trend Toward Proficiency–Math and ELA</td>
<td>School Data</td>
<td>Maintenance or increase in 75% of total tested students’ proficiency levels</td>
<td>STAR assessments</td>
</tr>
<tr>
<td></td>
<td>2a.(ii)</td>
<td>Subgroup Standards-Based Trend Toward Proficiency–Math and ELA</td>
<td>School Data</td>
<td>Maintenance or increase in 75% of total tested subgroup proficiency levels</td>
<td>STAR assessments</td>
</tr>
</tbody>
</table>

\(^4\) First-grade students who started kindergarten with CSA and stayed with CSA for first grade.

\(^5\) Second-grade students who started kindergarten with CSA and stayed with CSA for kindergarten, first, and second grades.
### 2b. Elementary/Middle School Outcomes: Proficiency

<table>
<thead>
<tr>
<th>2b.(i)</th>
<th>Aggregate School Level Proficiency—Math and ELA</th>
<th>School, District, and State Data</th>
<th>District Average</th>
<th>STAR &amp; benchmark assessments</th>
<th>Monthly, quarterly</th>
</tr>
</thead>
<tbody>
<tr>
<td>2b.(ii)</td>
<td>Subgroup School Level Proficiency—Math and ELA</td>
<td>School, District, and State Data</td>
<td>District Average</td>
<td>STAR &amp; benchmark assessments</td>
<td>Monthly, quarterly</td>
</tr>
<tr>
<td>2b.(iii)</td>
<td>Grade Level Proficiency—Math and ELA</td>
<td>School, District, and State Data</td>
<td>District Average</td>
<td>Benchmark assessments</td>
<td>Monthly, quarterly</td>
</tr>
<tr>
<td>2b.(iv)</td>
<td>Aggregate School Proficiency—Science</td>
<td>School, District, and State Data</td>
<td>District Average</td>
<td>Benchmark assessments</td>
<td>Monthly, quarterly</td>
</tr>
<tr>
<td>2b.(v)</td>
<td>Subgroup School Level Proficiency—Science</td>
<td>School, District, and State Data</td>
<td>District Average</td>
<td>Benchmark assessments</td>
<td>Monthly, quarterly</td>
</tr>
</tbody>
</table>

### 3a. High School Outcomes: Regents Testing

<table>
<thead>
<tr>
<th>3a.(i)</th>
<th>Aggregate Total Cohort Regents Testing Outcomes</th>
<th>School &amp; State Data</th>
<th>State Average</th>
<th>Benchmark assessments</th>
<th>Quarterly</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a.(ii)</td>
<td>Subgroup Total Cohort Regents Testing Outcomes</td>
<td>School &amp; State Data</td>
<td>State Average</td>
<td>Benchmark assessments</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

### 3b. High School Outcomes: Graduation

<table>
<thead>
<tr>
<th>3b.(i)</th>
<th>Aggregate Cohort Graduation Rate</th>
<th>School Data</th>
<th>80%</th>
<th>Regents proficiency &amp; credit completion rate</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>3b.(ii)</td>
<td>Subgroup Cohort Graduation Rate</td>
<td>School Data</td>
<td>80%</td>
<td>Regents proficiency &amp; credit completion rate</td>
<td>Annual</td>
</tr>
<tr>
<td>3b.(iii)</td>
<td>Aggregate On Track to Graduate</td>
<td>School Data</td>
<td>75%</td>
<td>Regents proficiency &amp; credit completion rate</td>
<td>Annual</td>
</tr>
<tr>
<td>3b.(iv)</td>
<td>Subgroup On Track to Graduate</td>
<td>School Data</td>
<td>75%</td>
<td>Regents proficiency &amp; credit completion rate</td>
<td>Annual</td>
</tr>
</tbody>
</table>

### II. Enrollment and Retention Goals

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Annual Outcome Measures</th>
<th>Minimum Goals</th>
<th>Progress Assessment Tools</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>All School</td>
<td>BEDS reports</td>
<td>Enrollment &amp; Retention Targets</td>
<td>Enrollment reports to Board</td>
</tr>
<tr>
<td>1b</td>
<td>Limited English Proficient Students</td>
<td>BEDS reports</td>
<td>Enrollment &amp; Retention Targets</td>
<td>Enrollment reports to Board</td>
</tr>
<tr>
<td>1c</td>
<td>Free and Reduced-Price Eligible Students</td>
<td>BEDS reports</td>
<td>Enrollment &amp; Retention Targets</td>
<td>Enrollment reports to Board</td>
</tr>
<tr>
<td>1d</td>
<td>Student with Disability</td>
<td>BEDS reports</td>
<td>Enrollment &amp; Retention Targets</td>
<td>Enrollment reports to Board</td>
</tr>
</tbody>
</table>
II. School Climate Goals

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Annual Outcome Measures</th>
<th>Minimum Goals</th>
<th>Progress Assessment Tools</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Student Turnover</td>
<td>School Records &amp; BEDS reports</td>
<td>Retain 85% of students each year</td>
<td>Enrollment reports</td>
<td>Monthly</td>
</tr>
<tr>
<td>1b Out-of-School Suspension</td>
<td>School Records</td>
<td>Less than 10%</td>
<td>Enrollment reports</td>
<td>Monthly</td>
</tr>
<tr>
<td>1c Parent Satisfaction</td>
<td>Parent Survey</td>
<td>Higher than 85%</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

IV. Financial Goals

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Annual Outcome Measures</th>
<th>Minimum Goals</th>
<th>Progress Assessment Tools</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Operate within its approved budget.</td>
<td>School budget</td>
<td>No Deficit</td>
<td>Financial reports</td>
<td>Monthly</td>
</tr>
<tr>
<td>1b Annual audit.</td>
<td>Audit report</td>
<td>No major findings</td>
<td>Financial oversight</td>
<td>Monthly</td>
</tr>
</tbody>
</table>

**Rigorous Goals:** SANY Charter Schools have developed rigorous goals in all areas, including student achievement, enrollment, school climate, and finance. Academic goals developed for CSARochester ensure students will be on track to meet or exceed state proficiency levels for the NYS Grades 3-8 Assessments in Reading, Math, and Science. When students reach the high school level, CSARochester students will also be expected to outperform local and state proficiency levels for Regents exams. The graduation rate for students will also surpass local and state graduation rates. These ambitious goals (surpassing the local district and meeting and exceeding state levels) require a guaranteed and viable curriculum, combined with an aligned assessment system, progress monitoring, and data analysis. The goals are developed with the understanding that Rochester, NY, serves a population in which childhood poverty is third in the nation, according to 2017 Census Data. Students at CSARochester will be expected to perform at the same level as their peers in affluent districts across the state. CSARochester’s enrollment and retention goals will be provided by the NYS Charter School office, based on the size of the school and location. The School Climate Goals of CSARochester require a strong emphasis on developing a positive school culture, whereby students and their families want to be and stay. Student retention, along with an 90% parent-satisfaction rating, and a suspension percentage less than 10%, requires a fully developed school code of conduct, trained educators, positive reinforcement, and increased parent involvement.

B. Key Design Elements

The key design elements at CSARochester, as in all SANY Charter Schools, directly align with the school’s mission and objectives, and draw heavily from successful implementations in other schools and research. All the academic, financial, and organization experiences accumulated at the school’s educational corporation over 10 years will be shared and passed along to CSARochester through its governance body and the Superintendent.

Our six key design elements, which are aligned with SANY Schools, are detailed below:
1. Design Element: College Preparatory

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

It’s important to ensure all students are college-ready—notably addressing the substantial inequalities in college readiness among students from various racial and ethnic backgrounds and family income levels. Improving college readiness is crucial to the development of a diverse and talented labor force that is able to maintain and increase U.S. economic competitiveness throughout the world. In addition to high-quality instruction and curriculum, after-school and summer programs will be developed through collaborations to make sure every student has an opportunity to attend college. College-preparatory programs include (but are not limited to) at (a) Elementary School: College visits, “college-themed” classrooms, guest speakers from local universities, annual college week with various activities, (b) Middle School: College visits, “college-themed” classrooms, guest speakers from local universities, annual college week with various activities, (c) High School: College fairs, college visits, summer residential college programs, after-school and Saturday SAT/ACT programs, guest speakers from local universities, AP and college courses, and more.

2. Design Element: Focus on STEM and Environmental Education

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

The curriculum will focus on science, technology, engineering, and math (STEM) to provide the necessary foundation for college entrance and careers in technical fields.

In all K-12 levels, including MLL/ELL and students with disability, CSARochester will promote real-world problem solving and exploration in science and mathematics, interactive engagement and collaborative problem-solving opportunities, field trips to environmentally friendly locations and science museums, and regular use of technology. STEM-focused programs may include the following, but are not limited to them: (a) Elementary School: Annual Science Fair, coding, Lego League, and monthly field trips (b) Middle School: annual Science Fair, coding, Lego League, MathCounts, project preparation and submissions for Rochester Regional STEM Fair, summer science camp at school, (c) High School: annual Science Fair, Microsoft and Google certification, coding, robotics program, summer science-research programs at local universities, project preparations and submissions to Rochester Regional STEM fair, STEM and environmental college courses, AP courses, and attendance to Science Bowl.

3. Design Element: Glocal Education

*Mission Alignment:* Local and Global Issues, Citizenship and Civic Involvement; *Objective Alignment:* Learning Improvement, and Choice for Students and Parents.

The school will teach thinking globally and acting locally to all students, regardless of ability or home language. The school’s enrollment preferences create a diverse student population (e.g., ELLs and economically disadvantaged) in order to create a small-world community within

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the school to promote its global educational mission at all grade levels. Extensive local and international interactions through field trips and visits from guest speakers (local, national, and international) will improve the understanding of other cultures for all students, including MLL/ELL and students with disabilities in grades K-12. In addition to requiring extended community service by students in all grade levels to promote citizenship, the school will invite community leaders to participate in education, sharing their experiences with our students to increase community involvement, starting with elementary school. At all grade levels, the school will reinforce productive attitudes toward work, community, school, friends, and self; a willingness to sacrifice for the common good, as well as for personal fulfillment; deep respect for family, school, and community; and the capacity to appreciate the opportunities life affords. Students will be required to complete 225 hours of community service learning through grades K-12, which will be part of their curriculum. At all grade levels, the school will invite local leaders from political, public service, business, and college institutions to serve as speakers or judges of student projects and performances, to participate in job-shadowing opportunities, and to provide workplace visits. Based on strong research evidence and enthusiastic student and parent interest, the school will encourage its teachers and parents to organize international trips to several countries, including some in Europe, Africa, and Asia. Parents support the idea of exposing their children to other cultures. Such trips will not be mandatory, and parents will be expected to cover the cost for their children participating in international trips and fundraising activities to support such approved trips. Character education will be offered one hour per week in K-7 grades. The school will teach universally recognized values (e.g., honesty, stewardship, kindness, generosity, courage, freedom, justice, equality, citizenship, and respect) as part of its character-building education program. Parents will be encouraged to be part of these efforts to reinforce the values outside of the school setting. The school will offer extracurricular activities to help students build character and life skills. In addition, in grades K-7, the school will have an anti-bullying program, such as OLWEUS13, to educate students about bullying and how best to interact with each other. In grades 9-12, the school will encourage students to organize an annual “women’s leadership panel.” Each year the panel may emphasize a different focus or topic, such as STEM, diversity, glass ceiling, etc., related to common gender and leadership issues.

4. Design Element: Student-Centered School Structure

Mission Alignment: Challenges/Opportunities for Students; Focus on STEM and College Preparatory; Objective Alignment: Learning Improvement, Learning Opportunities, and Choice for Parents and Students.

CSARochester will focus on students’ academic needs as its primary goal when setting up programs, designing school structure, and making modifications as it grows. A small-classroom structure at each school campus, and tutoring and after-school programs for enrichment are all designed with providing more opportunities for students in mind. Our staff will know our students individually and will work with them and their families to achieve the best possible outcome for each student. In elementary school, each classroom will have two teachers. In middle school, the school will have two teachers in ELA and math subjects. Several courses offered in high school will have small classroom environments, too. Tutoring and After-School Programs: The school will provide after-school tutoring for students in need, including English
Language Learners (ELL) and Multi-Language Learners (MLL), as well as for students with disabilities. Teachers and the Dean of school will determine student needs based on data. Students whose performance does not reflect their potential will be targeted for remedial instruction, tutoring, and academic-enrichment programs. If an MLL/ELL student attends all after-school and weekend tutoring sessions, the student will be offered from 180 to 240 minutes of extra ELL instruction per week on top of mandated ELL units/minutes. **Students at risk:** A key feature of the school day will be integrated remediation and/or enrichment. Students who are struggling academically and 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, will receive additional instruction or academic assistance in addition to their regular classes. At-risk students and ELL students will be strongly encouraged to attend a voluntary two-week summer enrichment program to get a head start and to close the achievement gap. **Enrichment Programs:** For students who need to be challenged, CSARochester may offer several programs as described under STEM activities above. Enrichment programs will increase the performance of low-achieving students and will prepare high-achieving students for regional, national, and international science and engineering fairs.

5. **Design Element: Parental Involvement and Home Visits**

*Objective Alignment:* Choice for Parents and Students.

Home visits will create a strong triad of parent-student-teacher relationships to establish goals and student characteristics. Parental involvement, including home visits, will constitute a significant part of our school’s strategic goals. As part of this unique communication program, the CSARochester educators will contact a minimum of 10 school parents each week, and carry out a minimum of 12 home visits each academic year. Combining both comprehensive school programs and parental involvement will motivate students and eventually result in higher student performance.

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

In order to enable parents to be continuously actively involved in their children’s education, parents will be able to see their children’s assignments, teacher comments, test scores, and attendance instantly through various software, such as the school’s database system, ClassDojo, etc. Teachers will also use these tools to provide daily or weekly updates on in-class progress. In addition, the school will actively use social-media sites to post pictures of activities at the schools, including event announcements and student achievements. The school will also set up a regular newsletter to be sent to parents and community partners to involve them in school activities and share school news.
6. Design Element: Performance-based Accountability

Mission Alignment: Challenges/Opportunities for Students; Objective Alignment: Performance-based Accountability.

The school must achieve academic and organizational excellence through outstanding instructional quality, coupled with the school’s key design elements, to remain a viable educational alternative in the community. Student performance, staff teaching, and overall learning will be measured monthly and/or quarterly through data collected and tracked by multiple assessment instruments, including STAR Math and Reader Testing, Benchmark Exams utilizing online software, and full-length state practice assessments. Student performance will be reviewed by teachers and school administrators. From these performance results, teachers will create intervention plans for individual students that will include all the subgroups students’ achievement. There will be an extensive teacher observation and enrichment program in which each and every teacher is visited biweekly and given feedback, with resources tailored for their individual needs, using the Danielson Framework for teacher evaluation. In addition, the school will use a comprehensive system based on its performance metrics to more effectively oversee school operations and school leadership. By using NYSED-approved models, such as Marzano rubric, school leaders will be evaluated. The school will provide results of STAR testing, enrollment numbers, and financial dashboard system to the school’s Board on a regular basis, for accountability and feedback purposes. Key decisions, such as hiring instructional coaches, having additional teachers and/or staff members, professional development, and summer institute, will be based on data collected throughout the year and on student success.

Evidence of success of key design elements: Currently there are three charter schools operating in the SANY network, all with the same key design elements: Syracuse Academy of Science (SAS) Charter School, Utica Academy of Science (UAS) Charter School, and Syracuse Academy of Science and Citizenship (SASC) Charter School. The latest academic data was for 2017-18, when SASC served grades K-2, SAS served grades K-12, and UAS served grades 6-12.

SAS received its third full five-year charter renewal in 2017, and UAS received its first full five-year charter renewal in 2018. All three schools have been recognized as “Good Standing” schools under ESEA accountability designation all the time. In comparison with the Syracuse and Utica City School Districts, SANY students surpass their district peers by between 26 and 51 percentage points in ELA and mathematics in all grades, and some grade levels exceeded state performance on the spring 2018 state tests.

SAS and UAS outperformed both Syracuse and Utica City School Districts and NYS on high school graduation rate of 2014 four-year August cohort. SAS had a 98% rate while SCSD had 58% and NYS had 83%. UAS had 93% while UCSD had 59% and NY State had 93%.

The Clearinghouse report shows that 93% of SAS students enrolled in a college the fall immediately after high school in 2017, while the national average for low-income schools is 56%. 100% of SAS students who enrolled in a four-year college the first year after high school returned for a second year (freshman to sophomore persistence), while the national average is 79%. UAS had its first graduation two years ago. The Clearinghouse report shows that 85% of UAS students enrolled in a college the fall immediately after high school in 2017.
The networked schools have always demonstrated good overall financial health and stability. The financial audits show that all schools maintained a positive change in net assets each year resulting surplus in school budgets.

**C. Community and Students to be Served**

**Community to be served:** The Rochester demographic data shows a significantly lower standard of living than NYS as a whole, with only 24% of residents age 25 year or older holding a bachelor’s degree or higher; home ownership at 36.5%; and a per-capita income of $21,055. The percentage of people age 5 years or older who speak a language other than English home is 19.6%. Most common languages spoken at home other than English are Spanish, Nepali, Arabic, Somali, and Karen. In 2016-17 school year, 76% of MLL/ELLS were newcomers and 19% of MLL/ELLS were in ENL program long-term.

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 Rochester is to create a successful institution of academic excellence that will help students, parents, teachers, and the community at large as well. We seek the opportunity to fulfill this aim.

**Educational options:** In Rochester, there are 36 public elementary schools serving grades K-6; there are 13 public secondary schools serving students in grades 7-12 in various combinations; and 11 public schools that provide alternative education programs in various grade levels. There are 12 public charter schools, 7 of which serve elementary grades. There are approximately 51 private schools in Rochester and surrounding cities, with more than 9,000 students.

**RCSD academic data:** The RCSD is classified as a “Focus District” by NYSED for 2017-18 school year, indicating that a high percentage of underachieving students reside within the district. According to the Rochester City District’s Report Card provided by NYSED, in 2018 the percentage of students meeting or exceeding the state standard for grades 3-8 was 11% in ELA and 13% in math, while the NYS figures were 45% in ELA and 47% in math. The dropout rate of RCSD in 2016-17 was 22%, and in 2017-18 was 18%, while NYS dropout average is 5%. RCSD 2014 four-year August cohort has 59% graduation rate compared to NYS goal of 80%.

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

<table>
<thead>
<tr>
<th>Years</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 – 2015</td>
<td>7%</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>2015 – 2016</td>
<td>8%</td>
<td>8%</td>
<td>5%</td>
<td>6%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>2016 – 2017</td>
<td>10%</td>
<td>8%</td>
<td>6%</td>
<td>5%</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>2017 – 2018</td>
<td>17%</td>
<td>13%</td>
<td>7%</td>
<td>13%</td>
<td>6%</td>
<td>11%</td>
</tr>
<tr>
<td><strong>MATH</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 – 2015</td>
<td>13%</td>
<td>9%</td>
<td>7%</td>
<td>7%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>2015 – 2016</td>
<td>11%</td>
<td>11%</td>
<td>5%</td>
<td>7%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>2016 – 2017</td>
<td>14%</td>
<td>8%</td>
<td>9%</td>
<td>6%</td>
<td>5%</td>
<td>16%</td>
</tr>
<tr>
<td>2017 – 2018</td>
<td>18%</td>
<td>13%</td>
<td>11%</td>
<td>9%</td>
<td>7%</td>
<td>19%</td>
</tr>
</tbody>
</table>
**Targeted student population:** RCSD’s student body (26,057 students) includes 15% MLL/ELL students, 22% students with disabilities (SWD), and 91% FRPL students. RCSD served 903 MLL/ELL students in grades K-2 in 2017-18 school year. 9.1% of the city population is immigrant, according to 2014 census. SANY currently serves Syracuse and Utica school districts, which have similar targeted student populations as Rochester. Syracuse city had 19% MLL/ELL, 20% SWD, and 88% FRPL students. Utica city had 18% MLL/ELL, 15% SWD, and 85% FRPL students.

| Table 5: Rochester District vs. NY State Student Population Comparison |
|--------------------------|------------------|------------------|
|                        | RCSD  | NY State |
| FRPL (2017-18)          | 91%   | 58%   |
| ELL (2017-18)           | 15%   | 9%    |
| SWD (2017-18)           | 21%   | 18%   |

**Why Rochester City:** The RCSD is a historically underperforming school system. In August 2018, NYSED Commissioner MaryEllen Elia appointed a Distinguished Educator to RCSD to provide support because of its dire need of improvement. The report, dated November 14, 2018, prepared by the Distinguished Educator lists some of the concerns with RCSD as follows:
- RCSD had the second lowest 4-year, 5-year, and 6-year graduation rates of any district in NYS with 30-plus students in a cohort in 2017.
- RCSD had the lowest combined English language arts (ELA) and mathematics Performance Index in the state at the elementary and middle school levels (grades 3-8) in 2017. At the high school level, only one district performed at a lower level than Rochester on the combined ELA and Math Performance Index.
- RCSD had the highest percentage of schools identified as Priority (54 percent) of any district in the state in 2017.
- The district is one of only five in the state in which 20 percent or more of the schools have been placed in receivership, and one of only three school districts in which a school in receivership has failed to make demonstrable improvement.
- RCSD is currently classified as a District in Need of Intervention under the Individuals with Disabilities Education Act (IDEA) and is required to implement a Corrective Action Plan because of its failure to provide appropriate services to students with disabilities.
- Issues have been identified regarding the provision of services to English Language Learners (ELLs), and as a result of a NYSED monitoring visit to the District, the department expects to issue a Corrective Action Plan.

**Need for CSARochester:** CSARochester believes that its small school atmosphere, coupled with extensive after-school activities, will provide the attention that an underachieving student and at-risk population—including MLL/ELLs and students with disabilities (SWDs) needs to succeed. The targeted population has similar demographics and academic needs as that of network’s replicated model schools. The data in Table 4 and Table 5 provide evidence of student needs, wherein our school model can be a great help, such as increasing ELA and math scores, graduation rates, college attendance for all students, and decreasing dropout rate. Since
there is a gap between RCSD overall performance compared to state-level performance, the proposed school, CSARochester, can help to close the gap at every level.

**Enhancing the Educational Options in Rochester:** With a maximum full-capacity student population of 975 students on at least two campuses, CSARochester will be able to offer the personal attention and individual insight that is difficult to achieve in a large school district. ELL students will benefit from more one-on-one support from certified ELL teachers. ELL students will be exposed to U.S. culture through monthly field trips and after-school events. The STEM-focused curriculum and additional math and science course requirements for graduation will help in achieving a higher college-acceptance rate at CSARochester than Rochester City School District. CSARochester’s unique characteristics, which may complement the RCSD, will include summer school, science programs in college settings, tutoring, extensive after-school programs, small settings, and higher graduation requirements. CSARochester’s other unique features, as listed as its key design elements, include global and local education by community service and international field trips.

**Demand and Support for CSARochester:** When the idea of starting a new charter school emerged, the founder group started to put the word out, talking to parents and community leaders. Feedback collected showed that there is a demand for a charter school as proposed in the application, such as an ELL-focused school, due to high influx of immigrant populations. The SANY Board of trustees was aware of the increased need for schools that serve ELL students in CNY, because the SANY Board started a charter school in Utica in 2013. That school didn’t start as an ELL-focused school, however, as soon as the school started, it attracted many immigrant families. The idea of starting the new school as an ELL-focus school was a good fit, considering the Board’s experience with the ELL population in Utica and Syracuse.

In addition to face-to-face meetings and feedback collected in meetings with parents, CSARochester has conducted a survey asking Rochester residents if they would be interested in sending their children to CSARochester and whether they thought the education in Rochester City should be improved. The survey, conducted on paper and online through school’s website (csarochester.org), resulted in more than 94% of its 245 respondents showing an interest in CSARochester and saying they would consider enrolling their children if it is chartered. CSARochester staff have also visited several local community organizations and received feedback on the proposed charter school. Additional outreach is being conducted through our website.

We have met with many Rochester parents, business owners, and community leaders who recognize the need and the demand for an ELL-focused, college-preparatory school and, hence, will fully support CSARochester during its inception, establishment, and operation in various capacities. We haven’t experienced any direct opposition to our charter proposal during our outreach activities. More detail vis-à-vis public support has been provided in section E.

**D. Applicant Group History and Capacity**

**Applicant Group Origin:** The applicant group includes an established group of Board members of Education Corporation who have built a capacity of overseeing three K-12 charter schools (Syracuse Academy of Science, and Syracuse Academy of Science and Citizenship) in Syracuse, NY, and a K-12 charter school (Utica Academy of Science) in Utica, NY. As Board
members of three successful inner-city charter schools, the founding group seeks to disseminate its best practices in Rochester as part of its civic duty to respond to need. The developers of the proposed charter school have extensive experience in regional, national, and international education at both the secondary and postsecondary levels. This experienced founding Board includes founders of multiple successful charter schools established in New York, Massachusetts, and Texas. Founding members include university professors and leaders, community leaders, parents, a former public school superintendent, the current K-12 charter school superintendent, a real-estate expert, and a judge. The broad experience of these applicant members offers strong educational support and enables them to establish and oversee the school operations, and acquire the financial and community support necessary for a high-quality K-12 program. All founding members, except Mrs. Lindsay Cray, knew each other at professional capacity for a long time, since they are all involved with SANY Charter schools in different capacities. Lindsay Cray was added as new local founding Board member from Rochester and will be serving on the SANY Board if and when the school is authorized. She met with Drs. Damkaci and Hayali for program development for SANY schools about a year ago.

Proposal Development: The group has been working on the replication planning over two years. Six members of the applicant group are current Board members of the SANY network, with various expertise and backgrounds. One member is the current superintendent of SANY Charter Schools, one member is a former public school superintendent who is a consultant for leadership development at SANY Charter Schools, and one member is the Senior Director at Girl Scouts of Western New York in Rochester. The group has a good understanding of the need and demand for the proposed school district, since Education Corporation’s existing charter schools currently serve similar student populations in Syracuse and Utica. After establishing the school’s key design elements and structure for a successful model, the group has prepared the application under the leadership of Dr. Fehmi Damkaci. The application is prepared by using the SANY Charter School model, best practices, and the experience of the Board members and administrators. Dr. Damkaci is the primary author of the final application. There are no paid consultants or organizations involved in the development, fiscal planning, or writing of the application. The applicant group met several times to develop the proposal and outreach activities and involved in several outreach activities to promote the school.

Dr. Fehmi Damkaci: Professor of Chemistry and Chair of the Chemistry Department at SUNY Oswego, Dr. Damkaci conducts research on medicinal and nanotechnology research. He has three years of middle and high school chemistry teaching experience, and recently received a Management and Leadership Development Certificate from Harvard University and a certificate focused in Public Diplomacy, Leadership, and Management from Syracuse University School of Maxwell. He has received more than 4 million dollars as Principal Investigator (PI) and co-PI in federal grants (NSF, DoE) for developing programs to serving STEM and diverse student populations. He was a founding member of a successful secondary-level charter school in Boston, MA. He has been a Board member of the school’s Educational Corporation since 2006, and Board president since 2010. He has been the president of the Board during grade expansions and two new school openings. He received a SUNY Chancellor’s Excellence in Service Award in 2019, SUNY Oswego President’s Excellence in Teaching Award in 2018, Scholarly Activity Mentorship Award in 2015, an International Educator award in 2014 from
International Center of Syracuse, and an Environmental Educator Award in 2013 from the Center of Environmental Innovation. He is a proposed Board member and will oversee the school’s educational and financial leadership, school design, policy development, and science/technology and environment related curricular and extra-curricular activities.

**Jawwaad Rasheed, J.D.:** Magistrate at Oneida County Family Court of Utica/Rome, and Adjunct Professor at State University of New York Mohawk Valley Community College. He is also a co-director of the Junior Frontiers of the Mohawk Valley, an inner-city youth organization in Syracuse, Utica, and Buffalo. He is the education director of the 100 Black Men Syracuse Organization, which provides Saturday academy for middle and high school students. He has a passion for providing opportunities to students and a commitment to helping them explore ways to achieve their academic best. He is a Board member at the school’s Educational Corporation. He is a proposed Board member overseeing legal matters, outreach, and college preparatory programs.

**Ms. Chanel Turnquest:** Parent of three Syracuse Academy alumni, she is a licensed real-estate salesperson with more than 20 years of experience in real-estate industry. Ms. Turnquest is also actively engaged in community outreach. She was a community leader serving as an advisor to the youth chapter of NAACP and led voter-registration efforts in Syracuse. She sits on the Board of the Everson Museum Member’s Council. In Buffalo, she will be serving as the Vice President of the Western New York Board of Realtists. Ms. Turnquest is a Board member at the school’s Educational Corporation. She is a proposed Board member overseeing community outreach and addressing the school’s real-estate needs.

**Dr. Murat Baysal:** Former parent of two Syracuse Academy students at our elementary and middle schools. He has been voluntarily coaching Syracuse Academy middle and high school robotics teams. He is a mechanical engineer and a faculty member at Morrisville State College. He is a Board member at the school’s Educational Corporation. He is a proposed Board member overseeing STEM education.

**Mrs. Linda Spencer:** Former K-12 teacher, administrator, and Chief of Staff Chief of Staff at our school’s Educational Corporation. She has 12 years of experience with Syracuse Academy and charter schools. She served at various levels of administration through her tenure at Syracuse Academy, such as Dean of Students, Dean of Academics, Elementary School Dean, and Chief of Staff. She worked as an English teacher at public middle and high schools in NYS. She is a Board member at school’s Educational Corporation. She is proposed Board member overseeing student discipline issues and teacher development programs.

**Dr. Coskun Cetinkaya:** Professor of Electrical and Computer Engineering at SUNY Polytechnic Institute, Utica, NY, since 2013. He worked at several higher-education institutions in several administrative positions in Texas and Kansas. During 16 years of his academic career, Dr. Cetinkaya received more than $600,000 in research grants from NSF, Army Research Office, and the Department of Energy. Dr. Cetinkaya was the founding president of Harmony School System for three years, which currently has 57 campuses throughout Texas, serving more than 35,000 students. He is a Board member at our school’s Educational Corporation. He is a proposed Board member overseeing financial matters, STEM programs, and college relations.
Dr. Lindsay Cray: An environmental-education professional who specializes in experiential program design for K-12 students, Lindsay currently leads the design, development and delivery of progressive and intentional outdoor program for the Girl Scouts of Western New York, serving more than 15,000 girls and 7,000 adults across nine counties. Lindsay is a wilderness-survival instructor at Rochester Institute of Technology. During the past 15 years she has consulted with nearly two dozen youth-based institutions, including recent work with the Golden State YMCA in California and the Gandhi Institute for Non-Violence in Rochester, to build a diversity of inquiry-based programs in expeditionary learning, environmental science, teambuilding and wilderness skills, and outdoor adventures. She has co-authored two publications on integrating science into high-school classrooms and was honored as a Woman of Distinction by the Girl Scouts of Western New York in 2018. Mrs. Cray co-founded an expeditionary-learning nonprofit, The Earthworks Institute, in the City of Rochester, NY, where she was responsible for strategic development programs and mission, utilizing deep knowledge of core initiatives (Project-based Learning, Youth Empowerment, Social-Emotional Development (SEL), Civic Engagement, Outdoor Pursuits.) In addition, she and her team created outdoor recreation-based school-break camp and after-school opportunities for 2500 youth over 4 years. She is a founding Board member of the CSARochester Charter School to oversee partnerships with Rochester-area organizations, community, and institutions.

Dr. Tolga Hayali: Superintendent of our school’s Educational Corporation, and a parent of three Syracuse Academy students at elementary and middle schools. He is also the proposed superintendent for CSARochester under the SANY network. He has extensive charter-school administration experience acquired over 15 years. His doctoral thesis topic is “Influence of High School Academics on Freshman College Mathematics and Science Courses,” which is well-aligned with SANY school’s STEM and college-preparatory mission. He is helping in the preparation of the application for school design, academics, outreach, and expansion plans.

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

Members of our founding team, especially Dr. Fehmi Damkaci, Dr. Tolga Hayali, and Lindsay Cray, as well as our local CSARochester Charter School advocates Mr. Jason Mellen and Dr. Joel Helfrich, participated actively in outreach activities. Rochester city community has been well-informed about the education program, grades to be served, and the target student body of CSARochester proposal through various activities.

Summary of Outreach Activities: The applicant group has participated in thoughtful and engaging discussions with community leaders, such as college presidents, business owners, educational nonprofit organization leaders, and prospective parents. CSARochester organizers have used many instruments and media to reach the Rochester public, including a) meetings with several community leaders; b) a webpage (http://www.csarochester.org); c) press release
to multiple local newspapers and TV stations; **d)** face-to-face and online public surveys; **e)** visits to religious facilities; **f)** outreach through social media (On Facebook, the school’s information reached out to 18,979 people in Rochester, and 286 of them went to our website for further information); and **g)** public information sessions **h)** meetings with Rochester area Charter School Leaders. An executive summary was given to the community throughout Rochester in an effort to notify residents and garner their support. We will continue outreach activities after submitting this application. The outreach activity list is provided as attachment in Table 2: Public Outreach Information.

**Public input:** According to the community engagement, outreach efforts, and the input that has been received from various stakeholders (community leaders, professors, teachers, college presidents, parents, and city officials), there is a great need for a school that will provide quality education to the Rochester urban youth. Stakeholders have been in alliance with the proposed key elements and expressed great interest in our replication model. Some of the leaders came and visited the schools in Syracuse to see the proposed charter school in action and said, as stated, “It is not a pie-in-the-sky but a school that successfully serves a similar population.” As of today, more than 94% of about 245 respondents through surveys showed an interest in the proposed CSARochester and would consider enrolling their children if it is chartered. The majority of the comments made during meetings and on surveys was aligned with CSARochester program, with more emphasis on community relations and involvement as well as partnership. The parents and community members shared their input in the following priority order: **a)** field trips; **b)** community connectedness and community service; **c)** extended after-school and weekend academic programs; **d)** college visits, college readiness, dual enrollment, and summer research programs; **e)** emphasis on diversity especially among the staff; **f)** environmental consciousness; **g)** positive, safety (discipline), and conducive learning environment. These comments are very similar to those we have been receiving from the network’s current parents in Syracuse and Utica. Over the years, we have refined our key design elements and enhanced our SANY model based on those comments.

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**F. Enrollment, Recruitment, and Retention**

**Projected enrollment:** CSARochester projected number of students enrolled and the ages and grade levels to be served in each year for the first charter term is presented in Table below.

**Table 6: Five-year Enrollment Plan**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Ages</th>
<th>Year 1 2017–18</th>
<th>Year 2 2018–19</th>
<th>Year 3 2019–20</th>
<th>Year 4 2020–21</th>
<th>Year 5 2021–22</th>
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<tbody>
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<td>Total</td>
<td>171</td>
<td>246</td>
<td>375</td>
<td>450</td>
<td>525</td>
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</tr>
</tbody>
</table>
**Rationale for school/grade/class size:** One key aspect of CSARochester’s key design elements is a small school setting, which will enable increased learning opportunities for all of its students. The school’s small setting will allow CSARochester to set individual goals for each student based on an intimate knowledge of each student’s academic background and abilities. CSARochester, with fewer students and low student-to-teacher ratio (14:1), will be able to give students the attention they need to build the relationships required to help at-risk students succeed. For the first two years, we want to keep the school as small as possible so that the culture, tone, and school environment can be set. Therefore, kindergarten will start with three sections, and first and second grades will start with only two sections of classes. After successful results over the first two years, combined with extensive recruitment efforts, we believe CSARochester will attract more students. After the third year, CSARochester will mostly enroll students in kindergarten and retain its students from grade to grade. As students reach high school, they will be housed in a separate building to maintain a small school environment with a college-going culture. Within five years, CSARochester will reach a K-6 grade span. After the first charter term, CSARochester will continue to expand and become a K-12 school in the 2030-31 school year to sustain a successful growth.

**Recruitment and Retention Plan:** CSARochester will show great effort to reach the enrollment and retention targets set by the Board of Regents. We have a powerful community outreach plan, including door to door canvassing, social media, mass-media advertising, to make sure every possible parent with school age children knows that there is a new school choice in the city. CSARochester will be part of charter schools’ common application portal on goodschoolsroc.org. Outreach efforts to reach out to all student populations will include:

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

**Evidence of interest:** The feedback and support received from Rochester community, based on surveys and one-on-one interactions as documented in Attachment 2b, indicates that there is a need for a new college preparatory school focused on serving ELL and high need students. The statistical data and feedback obtained from stakeholders indicates high demand from parents and shows that enrollment target is very attainable. Based on anecdotal evidence obtained from charter school leaders in Rochester, there is a waiting list, which shows higher demand for charter schools, compared to their existing seat capacity.
Application, Admission, and Enrollment Process: CSARochester will admit each student eligible for public school that submits a timely application, unless the number of applications exceeds the capacity of the student’s requested grade level or of the school building. If the number of eligible applications for admission exceeds the spaces available for students, a random lottery will be held as defined below. Enrollment will be conducted in accordance with the “Admission Policy and Procedures” provided in attachment 1.

Prospective students and their parents or guardians are encouraged to attend an open house to learn about the school programs before the application deadline. It is important that students and their parents/guardians understand the values of the school along with its academic and social expectations before they are asked to make a decision to enroll their children. The school will make staff available to any parent or guardian who needs help completing the application.

Parents or guardians wishing to submit an application for their child to attend CSARochester is required to complete and submit an application online (at CSARochester.org or goodschoolsrsc.org), by mail, or in person. The school does not require any action (beyond the submission of an application) on the part of potential students or their families as a condition of enrollment. The application deadline is by the first day of April each year. The application will be available both in hard copy and online in several languages.

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

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

Prior to CSARochester’ admissions lottery, a database will be generated containing the student’s first and last name, MLL/ELL identification, grade level in the upcoming school year, district of residence, sibling of a current students, and/or child of a current employee for every student who has submitted an application. NYSED Weighted Lottery Generator will be used for the lottery to give a slightly better chance for admission to MLL/ELL students. During the lottery, an individual unaffiliated with CSARochester will supervise the entire process. CSARochester will then use the list of the NYSED Weighted Lottery Generator results and admit students according to the following order: a) children of employees who are MLL/ELL, b) siblings of current CSARochester students who are MLL/ELL, c) students residing in the school district who are MLL/ELL, d) children of employees, e) sibling of current CSARochester students, f) students residing in the school district, g) students who are MLL/ELL and who live outside of the school district, h) students who live outside of the school district.

CSARochester will only run the NYSED Weighted Lottery Generator once each academic year and, will obtain NYSED approval to use the Generator should the school’s enrollment policy change in any way. The children of employees who are admitted will not exceed 15% of the charter school’s total enrollment.
MLL/ELL status of the students for lottery purposes will be determined by the following ways: **a)** If first-time schooled in U.S., students who claim to speak language other than English at home on the application form will be tested with NYSESLAT (for MLL/ELL Status) at school before the lottery date, or **b)** If schooled in U.S., the parents/guardians must submit MLL/ELL paperwork from existing school before the lottery date to be considered for MLL/ELL enrollment preference.

Once a student has been admitted to CSARochester, within a week, parents or guardians will be notified by email, telephone, and/or letters sent to the residence provided in the application. The admitted student list will be available at the school’s main office and it is the responsibility of the parents of each admitted student to check the enrollment status of their children. An admitted student who submits all required forms and documents by the May deadline is automatically guaranteed a seat at CSARochester for all subsequent grade-levels, unless that student withdraws from the school. At the end of each school year, parents or guardians will be asked to submit a letter confirming their desire to re-enroll their children in the school for the following year.

Students whose names are not selected from the list during the admissions lottery are placed on the school’s waiting list in the order that their names appear on the original list. In addition, students who apply after the application deadline will be placed on the waiting list in the receiving order. A separate waiting list will be maintained for each grade level. The waitlist for each grade level will be maintained until the end of the school year. CSARochester will not rollover the lottery waitlist from year to year. We will backfill all grades through end of school year until full enrollment is reached.

**Enrollment and Retention Targets:** The following strategies specifically address recruitment and retention of students with disabilities, MLL/ELL, and economically disadvantaged students to achieve the school’s enrollment and retention targets at full capacity in initial charter term, as shown in Table below, specified by the charter school office. These strategies to reach out to subgroups will provide an equal opportunity for them to attend CSARochester charter school.

<table>
<thead>
<tr>
<th>Enrollment and Retention Targets</th>
<th>Enrollment # / %</th>
<th>Retention # / %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>480.9 / 91.1%</td>
<td>458.2 / 95.3%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>86.3 / 16.4%</td>
<td>82.5 / 95.6%</td>
</tr>
<tr>
<td>Multilingual Learners/English Language Learners</td>
<td>60.4 / 11.5%</td>
<td>57.4 / 95.0%</td>
</tr>
</tbody>
</table>

**Recruitment of MLL/ELL:** To attract and recruit English language learners, the school will weight admission lottery to favor MLL/ELL student population (comprising approximately 15% of Rochester’s student population). CSARochester will reach out to the significant refugee population in Rochester through organizations that help refugee populations, such as Rochester Refugee Resettlement Services (RRRS), Catholic Family Center (CFC), Refugees Helping Refugees (RHR), Mary’s Place (Refugee Outreach Center), and cultural centers established by minority groups.

Outreach efforts to reach out to the MLL/ELL population will include:
- Reaching out to the significant refugee population in Rochester through organizations that provide services to immigrant population such as Rochester Refugee Resettlement Services (RRRS), Catholic Family Center (CFC), Refugees Helping Refugees (RHR), and Mary’s Place (Refugee Outreach Center), and disseminate informational materials regarding the school in several languages
- Providing extensive ELL services in school design to expedite their proficiency level
- Making our school brochures and application forms available in different languages at the school, delivered through targeted mailings, and distributed by hand in refugee community centers
- Using Google translator for our school’s website and online application forms to make them available in multiple languages
- Employing staff from refugee communities to have a direct community connection
- Emphasizing MLL/ELL services in the flyers and informational meetings to attract students from those populations
- Making sure our current website and brochures highlight that MLL/ELL students have a greater chance to be enrolled than students who are not MLL/ELL
- Requesting the addresses of parents with MLL/ELL students from the school district for direct mailings
- Providing after-school MLL/ELL programs, including ones for parents, to educate them on U.S. culture and education system to make them more welcome
- Assigning a staff member as MLL/ELL advisor in charge of MLL/ELL recruitment and providing a point-person for MLL/ELL parents at the school to assist refugee parents with their children’s enrollment and progress.

**Recruitment of FRPL students:** Targeting MLL/ELL from the refugee population will help recruitment of FRPL student population, since 97% of MLL/ELL population was also FRPL in 2017-18 school year. Outreach efforts to reach out to FRPL population will include:

- Holding open houses for students and their parents to present school design/services
- Targeted mailing for those who have income less than $50,000 and school-age children
- Developing relationships with local nonprofits to provide college scholarship opportunities to the academically successful yet economically disadvantaged students
- Advertising on media spots, including low-profile and free news outlets to reach out to low socioeconomic populations
- Reach out to Head Start preschools to attract low-income families
- Distribute student applications at local community and religious centers
- Provide extensive academic and social/emotional support to economically disadvantaged students
- Widely publicize our lottery dates through email, website, social media, and direct mail.

**Recruitment of students with disabilities:** CSARochester will actively seek out families who have children with disabilities and communicate qualifications of our instructors in detail during the enrollment process. We will reach out to local agencies that provide services to special education students such as Starbridge, Rochester ChildFirst Network, and Asset, to inform them of the programs we offer students with disabilities and the qualifications of our instructors. All of our brochures will indicate that all students are welcome, and that the school has resources
for students who are in need. For a better retention rates, we will make sure the students receive the required special-education services through diligent contact with parents and the students’ home school districts in a timely manner. We will make sure the regular classroom teachers are updated about the special requirements of the students with disabilities so that students with disabilities will feel comfortable to remain at CSARochester.

- Emphasizing the special-education services in the flyers and informational meetings to attract students from those populations
- Developing relationships with local agencies such as Starbridge, Rochester Childfirst Network, and Asset that serve students with disabilities and distribute brochures to their students
- Having two teachers in every K-4 classroom and making sure that one of them also has special-education certification to provide attractive special-education programs
- Requesting the addresses of parents of students with disabilities from the district for direct mailings
- Hold open houses to present school design/services, including SPED programs
- Reach out to preschools to attract students who may already have an IEP
- Tighten up the RTI process for early grades to identify SWDs
- Widely publicize our lottery dates through email, website, social media, and direct mail.

The CSARochester retention program, in general, is subsumed under the overarching goal of providing a safe, belonging environment in which students feel accepted, nurtured, and motivated. Students’ academic and behavioral data will be monitored closely so the necessary support can be provided to all student populations. For struggling regular-education students, intervention plans will be followed closely so we can improve their academic achievement, which will result in high parent satisfaction. When needed, students will be referred to RTL (Response to Intervention) for necessary modification of their academic programs. Students who need special services will be identified in a timely manner. Social workers will work with teachers and parents to address socio-economic and behavior needs of the students.

A strong ELL program will be offered to the students to enable them to exit out of the ELL program as soon as possible. The ELL program will include pull out and push in by ELL teachers and monthly field trips so students can become familiar with U.S. culture. Parents of ELL students will be encouraged to join field trips as chaperons so they will also learn about U.S. culture along with their children. CSARochester will hire staff members from similar backgrounds of the student population when possible. If there is a staff member who speaks the parents’ native language, he/she will be utilized to provide translation services during the meetings. Otherwise, a professional translation service (i.e. Empire Interpreting Services) will be hired to communicate with immigrant parents when necessary. A staff member will be designated to teach parents who are new to the U.S. education system about critical educational information such as curriculum, ELL, special education, free and reduced-fee lunch services, and assessment system. This designated staff member will be a point-person for ELL parents in resolving any issues or assisting parents and students regarding their progress by acting as an ELL advisor. Staff members will be instructed to use basic English terms when communicating with immigrant parents. Parents will be invited to after-school ELL programs as well.
Professional development will be provided to teachers to help them understand the lives and personal standards of the diverse student population and embed culturally responsive teaching into the curriculum. A Cultural Day will be scheduled in which each classroom presents information about a country to fellow students, parents, and teachers. The whole school community will be exposed to other cultures and parents of immigrant students will share their ethnic and cultural traditions and foods. Home visits will help teachers to connect with the parents and students.

An extended school-day schedule will allow low-income parents who work full time and can’t afford child-care services to drop off their children before work starts and to be home before the students arrive home. CSARochester will provide breakfast in the morning for students who may not have it before they leave home for school. Our school-uniform policy provides an advantage for parents who don’t want to deal with students’ casual dress every day. Unclaimed lost and found uniforms will be also offered to parents without cost.

Another key element of the school’s retention program is to involve students in short- and long-term extracurricular activities that will not only improve students’ connectedness and relationships with other students and staff members, but also identify and develop students’ interests and capabilities. Parents want the best for their children, and so we do. Sometimes we may not be able to identify the needs of students but parents can. Therefore, two-way communication plays an important role in providing the best educational services to the students. CSARochester will use several strategies such as e-mail, phone calls, newsletters, and home visits to communicate academic data and information about school events with parents in a timely manner. Parent-teacher conferences will be conducted after each quarter to review academic data with parents. Parents who cannot attend these conferences will be scheduled a home visit or a phone conference to review their children’s academic data.

CSARochester will conduct an annual survey to measure parent satisfaction. The results of the parent survey will be analyzed, and necessary actions will be taken to increase parent satisfaction. Parents will be educated about the complaint procedure in the school so individual issues can be addressed before escalating to the next level. In the event that a student withdraws from the school for reasons other than relocation or graduation, we will attempt to conduct an exit interview to determine factors that led to the withdrawal. The school leadership will review survey and exit-interview data, as well as anecdotal responses. In addition to ELL students, the students with disabilities, and free or reduced-fee lunch student percentages will be reported to the Board of Trustees on a monthly basis to create an action plan when necessary.

G. PROGRAMMATIC AND FISCAL IMPACT

**Programmatic Impact:** In Rochester, there are 36 public elementary schools serving grades K-6, 13 public secondary schools that serve students in grades 7-12 in various combinations, and 11 public schools that provide alternative education programs in various grade levels. There are 26,057 students attending public schools. There are 12 public charter schools, 7 of which serves elementary grades.
CSARochester’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 synergy among 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 Rochester. We strongly believe that such projects will greatly benefit and create dynamism among students from both public and private schools. There are approximately 51 private schools in Rochester and the surrounding cities, with more than 9,000 students. The Rochester school district has the number-one highest child poverty rate among all school districts in the nation, according to 2017 U.S. Census data: 56.4% of the children in 5-17 age groups. 91 percent of the students are eligible for free or reduced-fee lunch. In this respect, CSARochester will offer an alternative for low-income families who would like to send their children to a college-prep small-school environment with no cost. CSARochester’s programmatic impact on private schools will be positive, as it would serve as friendly competition.

**Fiscal impact:** We expect to draw all students from RCSD. According to the adopted RCSD 2019-20 draft budget and the total number of enrolled students, the total impact on the district budget will be 0.32% in the first year of operation. Both the tuition rate and budget with a 2% increase was used to calculate the total budget impact throughout the charter term, as shown in Table below. Charter school basic per pupil tuition rate for 2019-20 is used for 2020-21. Special Ed for 2020-21 is the current public access cost aid, with 10% of the population being SPED, with an annual increase of 1.255% based on the NYSED excess cost aid calculation sheet. Even if we estimate a 2% increase in the state aid-per-pupil rate for charter schools, the total financial impact will not be higher than 1% in five years, which can be considered a small impact compared to the student served by CSARochester.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Enrolled Students</th>
<th>Charter School Basic Per Pupil Tuition Rate</th>
<th>Total Charter School Per Pupil Cost to District</th>
<th>Estimated Additional Costs to District (e.g. SPED)</th>
<th>Total Projected Funding from District</th>
<th>Total District General Fund Budget</th>
<th>Projected Impact on District Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-21</td>
<td>171</td>
<td>13,995</td>
<td>2,393,145</td>
<td>126,957</td>
<td>2,520,102</td>
<td>783,997,869</td>
<td>0.32%</td>
</tr>
<tr>
<td>2021-22</td>
<td>246</td>
<td>14,275</td>
<td>3,511,625</td>
<td>190,502</td>
<td>3,702,127</td>
<td>799,677,826</td>
<td>0.46%</td>
</tr>
<tr>
<td>2022-23</td>
<td>375</td>
<td>14,560</td>
<td>5,460,149</td>
<td>286,527</td>
<td>5,746,677</td>
<td>815,671,383</td>
<td>0.70%</td>
</tr>
<tr>
<td>2023-24</td>
<td>450</td>
<td>14,852</td>
<td>6,683,223</td>
<td>348,479</td>
<td>7,031,702</td>
<td>831,984,811</td>
<td>0.85%</td>
</tr>
<tr>
<td>2024-25</td>
<td>525</td>
<td>15,149</td>
<td>7,953,035</td>
<td>402,687</td>
<td>8,355,722</td>
<td>848,624,507</td>
<td>0.98%</td>
</tr>
</tbody>
</table>
II. Educational Plan

A. Education Philosophy

CSARochester Charter School firmly believes that all students can learn\(^7\): regardless of race, socioeconomic status, gender, disability status, primary language, or ZIP code, and that all students are capable of high academic performance and unlimited achievement when given the opportunity to study and grow in a supportive, 21st Century Skills\(^8\)-based environment. Each child is a unique individual who needs a positive, safe, and conducive learning environment so that every one of them can grow intellectually, physically, socially, and emotionally. Therefore, we create a school in which we have space, extra time, and staff to know each student’s needs and skills, and provide them as many internal and external academic opportunities as possible to serve their individual needs. The students enrolled in CSARochester will significantly benefit from an equitable, culturally-responsive approach to learning and teaching that places great emphasis on educating the whole child and preparing teachers to do so skillfully and thoughtfully.\(^9\)

Our core beliefs and values about teaching and learning is embedded in SANY Charter Schools’ key design elements: College Preparatory, Focus on STEM and Environmental Education, Global Education, Student-Centered School Culture, Parental Involvement and Home Visits, and Performance-based Accountability. The key design elements at CSARochester are directly aligned with our education philosophy and the school’s mission and objectives, and draw heavily from successful implementations in SANY schools and research. Research theories that substantiate this philosophy, and the subsequent curriculum and instructional choices that will operationalize it, are further referenced throughout this section.

College Preparatory: 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 CSARochester at every grade level. The school will create a college-bound culture starting at kindergarten and will provide an extensive and targeted curriculum aimed at college preparation to achieve a high college-acceptance rate.\(^10\)

Focus on STEM and Environmental Education: STEM education is a high national priority because of a lack of skilled workers in these fields.\(^11,12\) CSARochester will promote real-world problem solving and exploration in science and mathematics, interactive engagement and collaborative problem-solving opportunities, field trips to environmentally friendly locations and science museums, and regular use of technology. Environmental education is a learning process that increases knowledge and awareness of the environment and associated challenges; develops the necessary skills and expertise to address the challenges; and fosters

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\(^12\) President’s Council of Advisors on Science and Technology (2010). Prepare and Inspire: K-12 Education in STEM for America’s Future. https://www.whitehouse.gov/sites/default/files/microsites/ostp/pcast-stemed-report.pdf
attitudes, motivation, and the commitment to make informed decisions and take responsible action (UNESCO, Tbilisi Declaration). Research also suggests that there is a high correlation between student academic achievement and environmental education programs at K-12 setting. The school’s environmental education will promote awareness of environmental challenges, and will include environment-related programs for practicing acquired knowledge.

**Glocal Education:** We will tie learning to the local and world community to help children become caring and active members of society and develop a sense of love and respect for themselves, their community, and their environment.

At CSARochester, volunteering and community service is core to the school’s identity (citizenship) and educational philosophy. Volunteerism is an incredibly enriching experience that will benefit all students—personally, academically, and professionally. Community-service learning embedded in the curriculum will perpetuate constructive participation by students, parents, and staff in the life of the school and promote citizenship. As students participate in community-service opportunities, they become aware of the issues facing their region, and by becoming an active part of the solution, they become more involved, caring citizens.

According to a recent two-part study, students who participated in school-required community service were 22 percentage points more likely to graduate from college than those who did not, and were more likely to have improved their reading, math, science, and history scores. Students personally benefit as they develop a sense of pride that comes from seeing how their actions benefit their community. They may find that their volunteering experiences lead to a fulfilling career, as they discover skills they need to develop or observe an adult whose work and leadership they wish to emulate. Through volunteer experiences, students build a network of relationships and advisors who will strengthen ties to the community and serve as references in the future. The combination of volunteer experiences and building references can lead to significant scholarship opportunities as well. Studies also indicate that students who participate in community service are more likely to become voters, and continue their involvement in their communities as problem solvers and active change agents and citizens.

Tomorrow’s community leaders will be trained and educated today through strong interpersonal skill building, positive citizenship through community involvement, and critical reflections with role models and mentors. The school’s curriculum and instructional quality will reach beyond standard academic topics to train students on the traits of a good leader.

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school will teach universally recognized values (e.g., honesty, stewardship, kindness, generosity, courage, freedom, justice, equality, citizenship and respect) as part of its character education program.

**Student-Centered School Structure:** Recent research shows that school size is an important factor in student achievement. A small school setting provides positive gains in Mathematics, English, Science, and Social Studies, more credit accumulation, and higher graduation rates. In addition, attending a small school leads to a substantial increase in likelihood of college enrollment. Detailed school surveys indicate that students at small schools are more engaged and closely monitored, despite fewer course offerings and activities. Teachers report greater feedback, increased safety, and improved collaboration.

According to a new study by the University of Chicago Urban Education Lab., students who were at risk for dropping out greatly improved their math test scores and school attendance with the help of intensive tutoring and mentoring. Additionally, researchers found that tutors could teach strategies during their tutoring sessions and that students could learn the strategies while they worked on their class assignments and continued to be successful after tutoring ended, indicating that they were able to use the strategy they had learned in tutoring sessions. Research has also shown that well-designed tutoring programs that use volunteers and other nonprofessionals as tutors can be effective in improving children's reading skills.

**Parent Involvement and Home Visits:** The research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. There are strong indications that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities at home. Based on research, highly effective parent involvement that impacts student achievement includes the following characteristics: i) Establish a daily family routine, ii) Monitor out-of-school activities, iii) Model the value of learning, self-discipline, hard work, iv) Express high but realistic expectations for achievement, v) Encourage children’s development/progress in school, vi) Encourage reading, writing, and discussions among family members, and vii) Support student work on homework assignments. These characteristics will be emphasized by the teachers during home visits to encourage parents to take active role in student learning at home.

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Performance-based Accountability: There is research evidence that performance-based accountability policies and the performance information they provide encourage teachers to work harder, be more instructionally focused, and develop their instructional capacities.\(^{26}\)

B. CURRICULUM

The curriculum review cycle serves as a mechanism to provide students with a standards-based education to guarantee equity and quality for all learners. It is essential that this opportunity exists for all students regardless of gender, location, socio-economic status, ethnic background, or learning needs. As a minimum requirement, all students must be taught the same content (standards), to the same level of difficulty, at the same grade level in all subjects. An ongoing process ensures that we are identifying learning gaps by taking into consideration alignment with other subjects K-12 (vertical and horizontal), outcome and assessment, and current and emerging careers based on what students are being asked to do as evidence. Overall, there needs to be alignment between the content we teach and the context in which it is taught.

This process includes four phases: evaluate, plan, implement, and monitor. During the evaluation stage, a committee of highly qualified teachers, academic coaches (experienced teachers or curriculum supervisors), educational consultants, and school administrators assess the current state of programs through standard alignment, data analysis, and communication to determine if all students are being successful—identifying student successes and gaps in the current curriculum and reporting findings to the school deans and assistant superintendent. During the planning phase, the committee develops an action plan that states the goals of aligning the curriculum to standards or filling in gaps. The plan outlines the timeline, responsible parties and their roles, and specifics on the writing process. The implementation phase begins with the rollout of the new curriculum. A concise rollout plan should be developed to provide affected staff with the materials and guidance necessary to implement, including training on any necessary changes and materials. The monitoring phase of the curriculum process is marked by the progress and evaluation of the teachers’ implementation. This includes an evaluation of student work to provide feedback on the implementation process. During this phase, local and state assessment results will be analyzed to identify the needs of all students and subgroups, including students with disabilities, MLL/ELL, economically disadvantaged students, students below grade level, and advanced students. Based on assessment results, the curriculum will be reviewed and updated by the teams included classroom teachers, school administration, and subject expert consultants and coaches annually.

CSARochester’s curriculum will be organized by curriculum maps that identify the units of instruction, NYS Common Core Learning Standards, key vocabulary, and assessments. Specifically, in math and ELA, these curriculum maps are developed by highly qualified teacher leaders and administrators, and adapted from the NYS scope and sequence for the EngageNY modules and Core Knowledge Language Arts literacy program. For all other subjects, backward

design is used when developing curriculum. Through this model, school leaders identify desired results, determine acceptable evidence of learning, and develop the learning plan that aligns student success with attaining the school’s mission tenets such as being college- and career-ready. In order to be college- and career-ready, students should achieve academic targets such as high SAT scores and proficiency levels on state tests, and develop skills to be world-ready graduates: collaboration and communication, social emotional intelligence, critical thinking, and creativity and innovation.

**Grades K-8 ELA Curriculum, Assessment, and Resources:** K-4 teachers will utilize the State Adopted Core Knowledge Language Arts (CKLA) Program. This program was selected after careful consideration and research regarding the performance of other schools using CKLA. A combination of instructional strategies will be used in order to meet needs of all students. CSARochester will dedicate 120 minutes daily on reading instruction. There will be an additional 40 minutes for intervention and small-group reading practice. In grades 5-8, English instructors will primarily use the modules provided through EngageNY, supplemented with other instructional materials for intervention. Students’ reading levels will be assessed using Star Early Literacy, Star Reading, and Fountas & Pinnell.

**Table 9: K-8 ELA Instructional Programs**

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Instruction (Grades K-3)</td>
<td>The Skills Strand provides systematic and explicit phonics instruction to use when decoding texts at a variety of levels. During this portion of the day, students will also develop spelling, grammar, morphology, and writing. Students will learn all sound and spelling correspondences and will be able to decode written materials.</td>
</tr>
<tr>
<td>Listening and Learning (Grades K-3)</td>
<td>Learning domains are developed with content-rich materials. These read-alouds have a mixture of informational text. Students will develop comprehension strategies and acquire language competence through listening, specifically building a rich vocabulary, and broad knowledge in history and science by being exposed to carefully selected, sequenced, and aligned texts.</td>
</tr>
<tr>
<td>Core Knowledge Language Arts (Grade 4)</td>
<td>In Grade 4, there is a combination of skills and knowledge. The units are content-based and address advanced grammar, morphology, spelling, and vocabulary. Students develop strong literacy practices and build deep understanding through close reading, listening, discussion, writing, vocabulary, and grammar instruction.</td>
</tr>
<tr>
<td>Intervention and Remediation (Grades K-4)</td>
<td>Teachers will use a variety of instructional approaches to support students in reading. Guided reading, where students are grouped homogeneously to read a text and practice skills at their individual levels. When not working directly with a teacher, students will be working independently at literacy centers, which may include: targeted-word work, phonics-based reading, and Independent Practice using computer technology (Lexia or reading a-z). Other research-based reading-intervention programs utilized include: <em>Road to Reading</em> and Michael Heggerty’s <em>Phonemic Awareness</em>.</td>
</tr>
</tbody>
</table>
Letting students choose books as small group then discuss the read book among their peers motivates them, and creates ownership in their readings, which improves their discussion skills and improves comprehension.

Students read grade-appropriate fiction and nonfiction in alignment with the National Common Core Standards Students learn and apply strategies for making meaning as well as analyzing and comprehending; student engage in small-group and whole-class discussions centered on metacognition.

Students learn and practice applying (in class daily, including homework) 40 new academic vocabulary terms every 9 weeks. During class, teachers combine vocabulary instruction with grammar concepts by creating discrete practice opportunities that require students using words in a meaningful way to compose original sentences/paragraphs using words in a meaningful way.

Students learn, practice, and improve grammar skills with an overarching focus on creating clear essays. Teachers introduce and solidify grammar concepts by requiring students to analyze well-written essays and texts. Teachers will take advantage of Holt’s *Elements of Language*, which offers clarity for instructors on the specific rules attached to concepts, as well as additional practice opportunities.

<table>
<thead>
<tr>
<th>Literature Circles (Grades 5-8)</th>
<th>Close Reading (Grades 5-8)</th>
<th>Vocabulary (Grades 5-8)</th>
<th>Grammar (Grades 5-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letting students choose books as small group then discuss the read book among their peers motivates them, and creates ownership in their readings, which improves their discussion skills and improves comprehension.</td>
<td>Students read grade-appropriate fiction and nonfiction in alignment with the National Common Core Standards Students learn and apply strategies for making meaning as well as analyzing and comprehending; student engage in small-group and whole-class discussions centered on metacognition.</td>
<td>Students learn and practice applying (in class daily, including homework) 40 new academic vocabulary terms every 9 weeks. During class, teachers combine vocabulary instruction with grammar concepts by creating discrete practice opportunities that require students using words in a meaningful way to compose original sentences/paragraphs using words in a meaningful way.</td>
<td>Students learn, practice, and improve grammar skills with an overarching focus on creating clear essays. Teachers introduce and solidify grammar concepts by requiring students to analyze well-written essays and texts. Teachers will take advantage of Holt’s <em>Elements of Language</em>, which offers clarity for instructors on the specific rules attached to concepts, as well as additional practice opportunities.</td>
</tr>
</tbody>
</table>

### Table 10: K-8 ELA Assessments and Resources

<table>
<thead>
<tr>
<th>ELA Assessments</th>
<th>ELA Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>- NYSED State Tests (Grades 3-8)</td>
<td>- EngageNY curriculum</td>
</tr>
<tr>
<td>- Star Early Literacy (monthly, Grades K-1)</td>
<td>- Core Knowledge Language Arts</td>
</tr>
<tr>
<td>- Star Reading (monthly, Grades 1-8)</td>
<td>- School-designed intervention lesson plans, aligning with research-based intervention programs</td>
</tr>
<tr>
<td>- Fountas &amp; Pinnell Benchmark Assessments (quarterly, Grades K-4)</td>
<td>- High-quality picture books and chapter books, complex text sets thematically linked to chapter book</td>
</tr>
<tr>
<td>- School-designed Reading Benchmark tests (quarterly, Grades 3-8)</td>
<td>- Leveled classroom library books for Independent Reading</td>
</tr>
<tr>
<td>- Interim Assessment (annually, in March) (Grades 3-8)</td>
<td>- Scholastic Guided Reading Library–sets of leveled texts</td>
</tr>
<tr>
<td>- In-class assessments</td>
<td>- Fountas &amp; Pinnell’s <em>The Continuum of Literacy Learning</em></td>
</tr>
<tr>
<td>- Student Portfolio</td>
<td>- Phonics-based reading materials: presentation book, storybook, workbook</td>
</tr>
<tr>
<td>- Sadlier Oxford Vocabulary Workshop materials</td>
<td>- Sadlier Oxford Vocabulary Workshop materials</td>
</tr>
<tr>
<td>- Research-based reading-intervention program materials: <em>Sonday System, Road to the Code</em></td>
<td>- Research-based reading-intervention program materials: <em>Sonday System, Road to the Code</em></td>
</tr>
<tr>
<td>- Lexia</td>
<td>- Michael Heggerty’s <em>Phonemic Awareness</em></td>
</tr>
<tr>
<td>- <em>Rode to the Code</em></td>
<td>- Newsela.com</td>
</tr>
<tr>
<td>- IXL</td>
<td>- Ipads and Chromebooks w/headphones</td>
</tr>
</tbody>
</table>
**Grades 9-12 ELA Curriculum, Assessment, and Resources:** Discussion and dialogue is embraced through the study of the written and spoken word by CSARochester. Through literature and writing students will discover their own unique voices, and find themselves well prepared for both college level academia and their brilliant futures. In English, CSARochester focuses both on reading, analyzing and writing about imaginative literatures (e.g. fiction, poetry, drama), rhetorical analysis of nonfiction texts, and the development and revision of well-reasoned, evidence-centered analytic and argumentative writing. Students in 9th and 10th grades will take English I and II, courses focusing on literary and rhetorical analysis. In grade 11, students will have the option to take AP English Language and Composition. In grade 12, students who demonstrate interest and readiness will take AP English Literature and Composition. All others will either take English IV or college-approved college-credit-bearing course in ELA.

**Grades K-8 Math Curriculum, Assessment, and Resources:** The goal of elementary math program is to build students’ conceptual understanding of the mathematics outlined in the common-core state standards while promoting critical thinking. Math instruction will be taught using the existing models NYS Math modules and differentiated to meet individual student needs. Tables below explains the K-8 Math instructional programs, their assessment and resources.

<table>
<thead>
<tr>
<th>Math Instructional Programs</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>EngageNY (Grades K-8)</td>
<td>Our primary curriculum is aligned to CCLS. Teacher-prepared sequenced lesson plans using school curriculum and materials from EngageNY will provide students opportunities to develop conceptual and analytical understanding of the elementary math concepts.</td>
</tr>
<tr>
<td>Fluency Routines</td>
<td>In Fluency Routines, students will engage activities such as counting circles, counting jars, games, calendar math, and number manipulation to develop flexibility, efficiency, and accuracy of numerical fluency.</td>
</tr>
<tr>
<td>General Math (Grades 5-8)</td>
<td>In math classes (10 periods a week) students will be exposed to grade-level concepts aligned to and sequenced according to CCLS. They will work in collaborative groups to tackle, solve, and analyze complex word problems and build conceptual math knowledge.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math Assessments</th>
<th>Math Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>- State Tests (Grades 3-8)</td>
<td>- EngageNY curriculum</td>
</tr>
<tr>
<td>- Star Early Literacy</td>
<td>- Accelerated Math</td>
</tr>
<tr>
<td>(includes basic math</td>
<td>- Math Manipulatives</td>
</tr>
<tr>
<td>skills) (Grades K-1)</td>
<td>- Ipads and Chromebooks</td>
</tr>
<tr>
<td>- Star Math (Grades 1-8)</td>
<td>- Classroom materials,</td>
</tr>
<tr>
<td></td>
<td>- IXL</td>
</tr>
</tbody>
</table>
Grades 9-12 Math Curriculum, Assessment, and Resources: CSARochester will leverage CCLS-aligned resources. Teachers will generate lesson plans mainly from the EngageNY and support with others like Math Visions Project. The core 9-12 curriculum will consist of one year Algebra I & II and Geometry, and at least one additional year-long math course, generally Pre-Calculus, Calculus, AP Statistics, AP Calculus, or college-approved Math courses for students ready for advanced math. Students who do not demonstrate readiness will be placed in Algebra I, which will be taught more than the general Algebra I every day. Students arriving at grade level may accelerate by demonstrating readiness for advanced work in Algebra II and Geometry, which then will lead into a Pre-Calculus course to prepare them for AP Calculus or AP Statistics in grade 12. All students who demonstrate readiness will be counseled to take AP Calculus AB or college-approved college-credit bearing courses in Mathematics.

Grades K-8 Science and Social Studies: Students in grades K-4 will have 60 minutes of science and social studies weekly. Our social studies program will utilize the Scott Foresman Social Studies textbooks. By the end of grade 4, it is our goal that, students will have a foundational grasp of Civics, Global History, United States, American figures and values, Geography (including a basic understanding of local, county, state, and national geography), and Economics (including concepts related to money, exchange, and job roles) as they pertain to the CSARochester. Students will be encouraged to read for meaning, while also having hands-on opportunities for learning.

In science, grades K-4 students will use Fusion Science textbooks as the basis for an inquiry-based science curriculum with scaffold activities. This curriculum is designed to provide all students with stimulating experiences in the life, earth, and physical sciences and technology while simultaneously developing their critical-thinking and problem-solving skills. In 5th-8th grades, students will get exposed to at least 45 minutes of Earth Science, Physical Science and Living Environment every day. CSARochester includes a focus on deeper understanding of STEM (the application of content and integrating science, technology, engineering, and mathematics).

Grades 9-12 Science: All students will take Living Environment in grade 9 and Earth Science or AP Biology in grade 10. Applied Science concentrators pursue Chemistry in grade 11 and Physics or AP Physics/AP Chemistry in grade 12 with additional science electives like Astronomy, Forensic Science, Human Anatomy, Robotics and so on. In the meantime, CSARochester offers ample off-site research opportunities that include frequent visits to research facilities at higher-education institutions and in corporate settings. Some courses offer the opportunity to earn college credits, such as SUNY Environmental Science and Forestry’s Environmental, Renewable Energy and Biology, while still in high school.

CSARochester Charter School students will be exposed to hands-on and minds-on learning opportunities in a college-level, on-campus research laboratory. With the insight and knowledge of highly qualified faculty, students will explore the wonders of science and graduate with an advantage over their peers. CSARochester will promote participating in science fair, science Olympiad, Robotics, and Lego League events in which students devote significant time to hands-on laboratory and project-based investigations that require students to ask questions, make observations, design experiments, analyze data, and construct arguments in a collaborative setting. Moreover, students will improve their presentation skills when they explain their design and investigation to the judges.
**Grades 9-12 Social Studies:** In the global society we live in, it is imperative students have a strong understanding of the foundations of people from around the world. To prepare students for their role as citizens in the 21st century, faculty will inspire critical thinking and in-depth study of culture and history around the globe. In grade 9, students will take Global History followed by either Global II or AP World History in grade 10. In grade 11, students will take U.S. History. AP U.S. History will be offered as well based on student readiness. In grade 12, all students will take a Government and Economics courses with Humanities. AP Economics or college-level approved courses will also be offered to the students.

**Grades K-12 Music and Art Curriculum, Resources:** Students of all levels of artistic aptitude and prior experience will receive quality instruction aimed at challenging them to reach a greater level of artistry. Connecting the arts to the STEM culture, creating STEAM, benefits the student body by fostering the critical and creative thinker in such high demand in our current workforce. The visual performing arts (VPA) programs are aligned to New York States Arts Standards and will prepare our students for postsecondary education, careers, or other creative fields and instill a lifelong appreciation for the arts. By valuing the creativity and innovative thinking that is the embodiment of the VPA department, students become proficient in higher-level thinking and critical analysis through the use of art criticism, art appreciation, as well as artistic development and design planning. Students will create, perform, view, critique, and share responses to visual art, dance, music, elements and principles of the arts, world culture, and theater.

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

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

**Field Trips, Character Education, and Environmental Issues:** In K-7, field trips will be emphasized and organized regularly as part of its curriculum and instruction. In K-2 grades, field trips will be organized twice a month, and grades 3-7 field trips will be organized once a month. Character education will be part of the general curriculum in K-4th grades. In grades 5th, 6th, and 7th, during the social studies and English as interdisciplinary character education topics will be taught. It will include universally recognized values (e.g., honesty, stewardship, kindness, generosity, courage, freedom, justice, equality, citizenship, and respect), using multi colored posters, banners, and bulletin boards featuring a value or virtue of the month, lively morning public address announcements and occasional motivational events with parents.
Environmental issues, one CSARochester key design element, will be embedded in several of its courses. In addition, the school will offer elective courses on environmental issues at the high school level; and there will be also a number of other opportunities in which students can participate, such as science projects, field trips, and other extracurricular activities related to environmental issues.

The Curriculum Will Further the School’s Mission and Key Design Elements: CSARochester’s school model relies on a curriculum that particularly focuses on mathematics and science, and also acknowledges its primary role of developing literate graduates capable of functioning as successful adults. Another important feature of the model is that it is designed to prepare students to complete four-year college programs. In order to establish measurable and manageable academic standards, CSARochester will utilize New York State guidelines and other college preparation programs.

As part of its college-preparatory mission, CSARochester will provide an extensive target-oriented curriculum that will prepare students to matriculate at four-year colleges. Enrolling all graduates in four-year degree programs will be the most important feature and focus of the proposed charter school’s education model. In K-12 grades, classrooms will be named after colleges, and field trips will be organized to local university campuses to create the awareness and desire to go to college. The curriculum model makes provisions for highly motivated students who are willing to take on the additional challenges of beginning Regents-level courses in 8th grade, completing Advanced Placement courses in English, social studies, math, science, and computer science, and finishing freshman-level college coursework while still enrolled in high school. Also as part of our school’s college-preparatory program, CSARochester will start a college-credit program through the “Community College Credit Now Program” and the “ESF in High School” from SUNY ESF. As part of its STEM and environmental focus, CSARochester will provide extensive enrichment programs and focused curricula to equip students more effectively in these areas. Several electives, AP courses, and college credits will be offered to fulfill our mission in these content areas. In addition, local issues will be incorporated into all content areas where appropriate by providing global perspective on the issue to equip students better for the future, which is also part of our mission and a key design element (glocal education). This will be supplemented with several local, regional, and international field trips. Community-service requirements will be applied to all grades K-12 to start early engagement within the community and raise awareness of local issues.

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

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

The curriculum will be horizontally aligned by the subject teachers. If there is more than one teacher teaching a specific course, they will meet on a weekly basis for this purpose. School Dean (instructional Leader) will monitor the curriculum alignment at each grade level.

The curriculum will be vertically aligned at bi-weekly departmental meetings and studies. The school will provide teachers extensive common prep time for collaborations and curriculum studies. They will use an interdisciplinary approach to adapt cross-curricular standards into their lessons when related subjects are taught at the same time. For example, social studies teachers will integrate English content and science teachers will integrate math contents. All the revisions and alignments will be done in the online curriculum database platform. Both vertical and horizontal alignments will be reviewed and monitored by the subject area coaches and the Dean of each school.

**Curriculum Will Address the Need of Special Populations**: To provide instructional support, challenges, and opportunities for all its students (explained in detail in Section I.B), CSARochester, as part of its key design element, will extend regular, extensive tutoring assistance during and after school, during vacations and on weekends to students in need of additional instruction or desiring academic stimulation. Technology-driven instruction will enable teachers to provide means of engagement and options for all type of learners and students at different levels of cognitive development.

Academically struggling students will be identified by using computer adaptive testing software and classroom and interim assessment data. Those students will be scheduled to receive individually targeted reading and math interventions. Students struggling with academics will also receive differentiated instruction, additional tutoring, and pull-out support. Students struggling with behavior or emotional issues may receive an adult mentor, small-group peer support, or professional counseling. Additional support may be provided during daily after-school “tutoring hours,” Saturday/weekend “study sessions” and during summer session.

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

**C. Instruction**

**Instructional Strategies and Techniques**: Instructional strategies necessary to instill the skills and knowledge in literacy, math, science, and technology and empower students, through high intellectual standards, to be prepared for college and also to successfully implement the
Curriculum will include but not be limited to: frequently focusing on the upper levels of Bloom’s Taxonomy within lessons and units (analyze, synthesize, and evaluate); differentiating lessons, assignments, and assessments; incorporating multiple learning styles; engaging students through strategic pairing, group work, and responding to one another’s ideas; consistently meeting the needs of MLL/ELL students through language and terminology, 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. While these strategies can be explicitly adopted for SWDs and MLLs/ELLs, they are highly effective for all students. Younger grades will focus on explicit phonemic awareness and phonics-based reading instruction to ensure that students learn to decode and read text fluently. In addition, to attract more refugee students and help them to retain their language fluency and culture, CSARochester will offer foreign-language options based on its student body.

Staff at CSARochester 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. CSARochester will promote Culturally Responsive Teaching and Learning to their children as it has done in the Syracuse Academy of Science Charter School. The staff of SANY was involved in sharing their practices in a recently published book by Columbia University Teachers College—School of Promise for Multilingual Students.

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

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

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27 Bundick, Matthew J.; Quaglia, Russell J.; Corso, Michael J.; Haywood, Dawn, (2014), Promoting Student Engagement in the Classroom, [https://eric.ed.gov/?id=EJ1020319](https://eric.ed.gov/?id=EJ1020319), accessed on 5/2/2019
**The classroom environment** requires well-organized teachers and established classroom routines in order to achieve a high student engagement rate in rigorous classroom instruction. CSARochester teachers will be well organized with all materials and ready to use during summer institute. Teachers will have routines such as verbal and hand signals requiring students to take certain actions without detracting from the lesson. In the classrooms, respecting teachers and classmates will be our high priority. Disrespectful behaviors are unacceptable in the school building and classroom, and on field trips. Teachers will be expected to address disrespectful behaviors with implicit or explicit (observable) consequences based on classroom rules and the student code of conduct.

**Measuring Rigorous and Engaging Instruction** will be done using the Danielson Rubric and Framework. Frequent observations using the Danielson rubric and online platforms such as Frontline Professional Growth with written narrative will support teachers’ growth and create a common language for teachers, administration, and school staff to increase teacher awareness of instructional strategies, as well as their effectiveness according to the rubric, and student-achievement data. A 2017 study conducted by the Danielson Framework for Teaching identified that video-analysis improved math scores within one year, and teachers who were provided frequent feedback indicated it was more specific and useful than their previous district’s evaluation tools. Increasing teacher effectiveness is one of the most influential things we can do for student achievement.

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### D. 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, **CSARochester sees them as part of the school’s cognitive diversity.** Students with disabilities and MLL/ELL students deserve access to deep learning experiences by engaging with others. Students with disabilities and MLL/ELL students will receive the same notices concerning school-sponsored enrichment programs, activities, and services as other students. CSARochester will deliver the same curriculum and expectations for all students, including special-education and MLL/ELL students. Students with disabilities and MLL/ELL students will receive instruction mainly as part of a regular classroom with other students, as appropriate, with supplemental instruction by our special-education teachers or MLL/ELL teachers, and teachers who are trained by the coordinator. Struggling students and students at risk of academic failure will be referred to RTI Committee, based on predetermined performance criteria. All teachers will be trained in delivering modified instruction to serve the needs of the special-education and MLL/ELL population in their classes by providing multiple means of representation (demos-texts-videos-articles), 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 classrooms. All teachers will have the responsibility to read Individualized Educational Programs (IEPs) and talk with the special-education or English/Multi Language Learners (MLL/ELL) coordinator to develop a teaching strategy for their content.

CSARochester will provide slightly better chances of enrolling for MLL/ELL students through a weighted lottery system. We strive to ensure that all students, including English Language Learners, attain highest level of academic success and language proficiency. We believe that all
teachers are teachers of MLLs/ELLs. We don’t just assume that unsupported immersion of MLLs/ELLs into an English-speaking environment will enable them to succeed academically. The NYSED Common Core Learning Standards (CCLS) require that every teacher be prepared to teach academic language and challenging content to all students, including MLLs/ELLs. At CSARochester all teachers will be trained to support MLLs/ELLs as they acquire content knowledge while also progressing toward English proficiency. We will ensure that all teachers work across the content areas to ensure that all students meet the high demands of the CCLS.

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

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

Students Suspected of Having a Disability: A student suspected of having a disability will be referred in writing to the chairperson of the Committee on Special Education (CSE) of the student’s district of residence for an individual evaluation and determination of eligibility for special-education programs and services. Referrals may be made by any professional staff member of the charter school. Such referrals will: (1) state the reasons for the referral and include as support any test results, records, or reports upon which the referral is based, if any; (2) describe interventions made to remediate the student’s performance prior to the referral, including any supplementary aids or support services provided for this purpose, if any, and (3) describe the extent of parental contact or involvement prior to the referral. (4) Once interventions have been attempted and have not been successful, the referral will be sent to the school of residence following the guidelines set forth by the appropriate district. A copy of such referral, along with the procedural safeguards notice described in 34 CFR §300.121, will be sent to the student’s parents/guardians.
**IEP and Its Implementation**: Initial evaluations, reevaluations, and revisions of IEPs, and the procedures relating thereto, are the responsibility of the CSE of the student’s school district of residence (see 34 CFR §§ 300.122, 300.15, 300.22 et al). CSARochester 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.

CSARochester 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. CSARochester will ensure that the teachers, through the Special Education Coordinator, will be made knowledgeable as to which students have an IEP. The Special Education Coordinator will review students’ disabilities with the classroom teachers, and also will review/clarify the prescribed accommodations on the students’ IEP. While CSARochester 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.

CSARochester will provide resource and related services as prescribed on students’ IEPs 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.”

CSARochester will have a resource room designated for special-education services and will have highly qualified and appropriately certificated 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. CSARochester will hire staff, where necessary, to meet the needs of our special-education students, and will continue to contract special service providers where necessary. At grades K-4, one of the two teachers in each classroom will be special-education certified in addition to being certified as K-6 teachers. All teachers will have special professional development to impart knowledge and skills for reaching all students, particularly those with MLL/ELL and SWD needs. In addition, content teachers with special certification will be given priority in hiring.

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

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

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

RTI Process: CSARochester will use the SANY RTI model of intervention to support the individual needs of students, as well as to identify students who may need an IEP, or 504. All at-risk students should be referred to RtI. At-risk is defined by:

- Students below proficiency who are not making adequate growth towards their individual goal over the span of eight weeks.
- Students who are deemed proficient and have fallen below proficiency for the span of eight weeks.
- Students who have been identified by classroom teachers or parents as not performing on grade level.
- Students who have been suspended out of school more than two times.
- Students whose absenteeism and tardiness are interfering with academic success.

At the RTI Committee Meeting, members will identify relevancy of concerns, discuss student strengths and weaknesses, and identify academic goals. From there, best practices will be consulted to determine what resources should be used and assessment tools will inform teacher progress monitoring on an eight-week cycle with check at three and six weeks. Families will be informed of progress toward goals by case manager and documented cycle will continue until review at eight weeks, which will inform success rate of interventions, thus confirming continued implementation or adjustment.

Staffing: CSARochester will hire staff as needed to meet the needs of its special-education students. In addition to the contracted special-service providers noted above, CSARochester will hire a certified Special Education Teacher as Special Education Coordinator, whose responsibilities are detailed later in the proposal under section 3.C. Management and Staffing.

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 CSARochester staff members will attend the training and review session. The school Dean will be present during the meeting to address any other issues raised connected to the education of students with disabilities. During such training sessions, CSARochester 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: CSARochester 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, CSARochester 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 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, CSARochester 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 CSARochester will be expected to take the mandatory New York State assessment exams. While administering the NYS assessments to students with disabilities, CSARochester 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 CSARochester 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 CSARochester is appropriate for a given student with disabilities, CSARochester may create individualized assessment instruments based on goals and objectives of a child’s IEP and a thorough task analysis, which then will be submitted to the CSE of the student’s district of residence for approval (or denial) to be included in the child’s IEP.

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

**Students with Limited English Proficiency:** CSARochester will have a weighted enrollment for the MLL/ELL population who reside in Rochester district. Therefore, we expect to have higher MLL/ELL populations.

MLL/ELL students will achieve comprehension, speaking, reading and writing competence in the English language through the use of the school’s services and teaching methods. The requirements to meet the needs of language acquisition are consistent with many good teaching methods that most teachers utilize daily. CSARochester will ensure that MLL/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 MLL/ELL students will not be assigned to special education because of their lack of English proficiency. The MLL/ELL teacher will work in conjunction with classroom teachers to provide information on the linguistic, cultural, academic, and social adjustment of MLL/ELL students at all ages and grade levels. Attachment 13 covers the details of identification process, ancillary and support services, staff members, coordination with general education, evaluation of MLL/ELL program.

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

E. Assessment System

Assessments will be implemented to ensure that the goals of a lesson, a unit, a 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 the Board, administrators, and educators to prepare a better educational environment and educational activities to help each student excel further from year to year and in a specific content area. Moreover, assessments will be used not only for assessing students but also for assessing the programs implemented by the school.

CSARochester evaluation and assessment will be conducted on an annual, quarterly, bi-monthly, monthly, weekly, and daily basis. They will serve as opportunities for teachers and administrators to follow the overall progress of the school and to critique the program, adapt instructional approaches, and establish new goals and expectations to better serve the student population. Several assessment data will help the Board monitor the soundness of educational programs at CSARochester in a timely fashion, to set goals and take action. Annual, quarterly, bi-monthly, and monthly assessments are determined at the district level and are implemented across all SANY schools for comparison and the identification of best practices to be shared amongst schools. School leaders solicit feedback from teachers, and discuss at regular meetings, the effectiveness of shared assessments and make adjustments, as needed, as a leadership team.

Assessments to Gather Screening, Diagnostic, and Proficiency Information:

External Assessment: CSARochester will use several forms of external assessment tools in order to monitor the quality of its programs and instruction, as well as to ensure the validity and reliability of our assessments. State tests on ELA and math content areas, which are delivered in grades 3-8, and Regents exams in high school will provide us with comparative data, quarterly and year to year, and will enable us to compare CSARochester to the local district and to NY State averages. Students’ reading levels in elementary school will be assessed using Fountas and Pinnell Leveled Literacy Assessment. Renaissance Learning assessment software, such as STAR Math, STAR Reading, STAR Early Literacy, will be used to measure student academic performance in mathematics and reading. STAR test results will also be used to monitor student progress and growth in school, and as a comparison to state and national norms. These test results will allow the school to estimate student mastery level of Common Core standards and to forecast their proficiency level on state tests. School leaders and teachers will use STAR assessments to determine student growth over time, and assess whether students are making adequate progress towards end of year goals. Teachers will also use end of unit, domain, and module assessments to determine whether students have mastered the content of the lessons, as well as to determine next steps for intervention or reteaching.

Grades K-2 will use CKLA Skills Unit assessments to evaluate the mechanics of writing, and CKLA Listening and Learning assessments to evaluate writing within the genres, including
narrative, informational, opinion, etc. Grades 3-8 will assess student writing using the NYS two-point rubric for short responses, and the NYS four-point rubric for extended responses. These Common Core-aligned learning progressions offer a system to support continuous assessment, timely feedback, and student self-assessment to accelerate writing progress.

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

As part of our mission and key design elements, students will be encouraged to work on STEM and environmental projects and to participate in regional, national, and international competitions and science fairs. Performance in these competitions will also be used as an external assessment tool for those who participate. College acceptance, college attendance after graduation, and college first-year retention rates, which are obtained from and collected by National Clearinghouse data will indicate the school’s success in preparation for college in comparison to the national average, which is one of its key design elements and mission.

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

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

Teachers and staff will be trained at least twice annually on test administration for NYS assessments. Teachers and school staff will also receive training on all internal and external assessments to ensure the validity of assessment results.

**Using Assessment Data to Inform Key Decisions:** Teachers will receive intensive training on how to use data to design action plans during summer teacher institute before the school year starts. Teachers and school leaders will create data goals based on available individual student, cohort, and classroom data, as well as student and parental input. During the school year, as soon as new data is gathered, data meetings will be conducted with teachers and administration, who will collectively decide on instructional content and methods at the onset of the plan and during subsequent observations. The action plans will also be reported to the Superintendent’s office and serve as a basis for decision-making, teacher and curriculum
effectiveness, and student-performance assessment. The effectiveness of the action plan at student level will be monitored by STAR assessment, which will be administered on a bi-monthly basis to all students. For subject-specific classrooms at the middle school and high school levels, the data meetings will be held with grade-level math and ELA teachers bi-monthly and right after STAR assessments. Students at-risk will be given special attention. In these data meetings, individual student progress will be monitored and intervention plans will be reviewed and updated. In addition, teachers will discuss the students who show inadequate progress, to be referred to RtI. Intervention student groups will be reorganized frequently based on the data and discussions.

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

Along with the presentation of detailed information regarding teacher preparation for examinations, the Superintendent will recommend specific action plans, such as the hiring of additional staff to allow students to be broken into smaller groups for instruction based on assessment.

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

**Reporting:** All preparation and performance results for STAR testing in grades K–8, quarterly benchmarks, PSAT, SAT, NYSED tests, and Regents exams will be reported and presented to the Board at a scheduled public meeting. Required data will be presented to NYSED. Cohort Regents, NYSED, and SAT assessment results will be an integral part of the performance-accountability dashboard to measure school and instructor effectiveness. For greater accountability and transparency for parents, CSARochester will utilize a Web-Enabled Student Information Database for tracking student academic performance, daily assignments, and assessments. Teachers will be able to review all test results for each student, including results from PSATs and SATs, through an online data dashboard.

Additionally, CSARochester will mail student academic progress reports every five weeks to inform parents of student progress, in addition to end-of-quarter progress reports (typically resulting in four reports per quarter), providing frequent information to parents, particularly those who do not have Internet access, or are uncomfortable with accessing the database for information. STAR test results will also be made available to parents.

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

**Promotion Requirements: K-2 Grades:** Students must show progress toward meeting the Common Core English Language Arts (ELA) and Math Standards. The school Dean will make the promotion decisions, with input from the child’s teacher and parents.

**3-7th Grades:** Students must show sufficient progress toward meeting the Common Core ELA and Math Standards. If a student fails to attain at least a sixty-five (65) average in more than one (1) of the following core courses: Mathematics, Language Arts, Social Studies, or Science, and one (1) special; he or she will not be promoted to the next grade-level unless the student who may have failed one, two, or more core subjects will attend summer school in the home district and pass the core courses to be promoted to the next grade level.

**8th Grade:** Students must show sufficient progress toward meeting the Common Core ELA and Math Standards. Students must pass English, Mathematics, Science, and Social Studies classes.

**9th–12th Grades:** CSARochester high school promotion standards require that each student complete a minimum of six 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 to receive 26 credits for graduation over four years, which is well above state and city standards. Since each student may have up to eight credits, students will be encouraged to take a full load of credits each year and pass them all, so they will be able to graduate with up to 32 credits, with additional electives and college courses beyond the requirements.

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

**Table 13: Graduation Requirements**
High School Graduation and Diploma Requirements: CSARochester graduation standards are aligned with our school’s college-preparatory nature, STEM-focus, and mission, in that we are requiring more credits than the state requirements, particularly in the areas of language arts (two additional credits), math (one additional credit) and science (one additional credit). Required courses, credit units, and community-service hours for graduation are as follows:

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

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

Community Service: As part of the Commitment Letter signed by each student and his or her guardian, each student must complete 225 hours of community service as a graduation requirement. The total volunteer hour requirement for graduation will be prorated based on the grade level that each student enters the school. Students attending fewer years at CSARochester will complete hours on the following scale: K-4th grades: 7 hours per year. 5th-7th grades: 15 hours per year. 8th-10th grades: 20 hours per year. 11th and 12th grades: 30 and 55 hours per year, respectively. All community services will be tracked as part of an online Student Information System that is accessible to students and parents 24/7. Activities for community-service hours must be pre-approved by designated school personnel. Paperwork affirming completion of hours will be compiled by guidance personnel and stored in the Guidance Office. Students will receive training at the beginning of each year regarding what constitutes acceptable community service, and they will be given a tabulation at the mid- and endpoints of each academic year showing service hours tabulated to date and the number of hours remaining before meeting graduation requirements. Activities for which the student receives compensation will not be counted toward the requirement. Chores for family members, including babysitting, will not be permitted as community service. Middle and high school students will write a reflective paper and prepare a portfolio on their community-service learning to reflect on their learning. In addition, Terra Science and Education Inc. will award $300 to any graduating senior who accumulates a minimum of 400 hours of community-service throughout their years of schooling at CSARochester for the school-approved and documented community service. Voluntary Public Service hours earned under the Congressional Award program will be counted as community-service hours.

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>
<thead>
<tr>
<th>Table 14: Sample Grading Scale</th>
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</table>
**Failing Students:** RtI program, which was described in section 2.D., will be utilized during academic term for students identified as struggling in a main subject area. Additional academic support will be given, such as one-to-one or small-group tutoring, push-in, pull-out, progress monitoring, and after-school programs (especially for middle and high school grades). If a student fails one, two, or more core subjects, the student will attend summer school in the home district or accredited online courses and pass the core courses to be promoted to the next grade level.

**Gifted Students:** 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.

### G. SCHOOL CULTURE AND CLIMATE

**Discipline Policy:** Attachment 4 includes the school’s discipline policy and links to current elementary, middle, and high school policies. To ensure that an environment is created where teaching and learning can flourish, the CSARochester will be developed to include a series of rules that address proper student behavior, student dress code (all students will wear a polo shirt with the school’s logo and khaki pants, with an optional school-logo jacket), 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 uniformity of expectations and equanimity among the student body, which tends toward fewer socioeconomic disciplinary issues among students and cliques.

Code of Conduct for elementary, middle, and high school students will be designed appropriate for their age groups. School staff will ensure that parents and students are well-informed of these policies, both before enrollment and at the time a student signs up for entry into the charter school. Accordingly, students will not be surprised about what type of behavior is expected of 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 CSARochester include the following components: a) Student Code of Conduct and Student Handbook, 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 counseling, restorative justice, 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 school buildings, the school will have external and internal cameras in classrooms, hallways, and gathering areas. CSARochester will employ full-time hall monitors, behavior specialists and a dean of students to handle matters of student discipline and safety. In addition, CSARochester will institute additional controls through visitor regulations and teachers monitoring the halls between classes. To protect student privacy and prevent harassment, students will be directed to storage locations for their cell phones and
electronic devices that they bring to school any may attempt to use during classes. Elimination of cell phones and electronic devices 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 Stand-up 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 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:** CSARochester is committed to the requirements of the Dignity for All Students Act, which took 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 the summer institute for promoting a positive school culture. The Dean of Students, or Guidance Counselor, will be the designated contact for handling violations of the Dignity Act, especially bullying.

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

CSARochester will evaluate the school environment through the data collected by Dean of Students regarding percentage of in-school and out-of-school suspensions, accumulated merit and demerit points (middle and high school), and teacher referrals. Anonymous annual teacher and parent surveys will also include questions about school safety and positive learning environment. Out-of-school suspensions will be reported to the Board on a regular basis.
Parental Involvement and Communication: High parental involvement and a 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 CSARochester’s behavior and academic expectations. Additionally, each year before students attend opening day at CSARochester, 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 student-information 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.

H. School Schedule and Calendar

School Calendar: CSARochester will have at least 180 instructional days for students. Attachment 4(c) provides the proposed school calendar for Year 1 (2020-21). The school year will be divided into four quarters. The school will have up to eight professional days—during Summer Institute in August and during the school year—with a minimum two additional professional days, not including any special seminars and training opportunities which may be approved for individual staff members.

Breaks and Summer Schools: During week-long breaks, students who are academically at-risk will be strongly encouraged to attend special sessions to receive supplemental instruction in math and ELA. Students who do not pass ELA and math by the end of the regular school calendar will be enrolled in a two-week “summer school” (two-four hours of daily instruction with a 30-minute lunch break) to prepare them for the upcoming school year (see school calendar under Attachment 4c).

Weekly Student Schedule: Attachment 4a includes the weekly schedule samples for elementary, middle and high school students. At CSARochester, the school day for students will be 7-8 hours, and may start between 8:00am and 9:00 am, depending on the availability of school-bus services by the district. CSARochester believes that well-developed skills in English and math are fundamental to success in every type of coursework; therefore, schedules for students in grades K-4 will include 120 daily instructional minutes of ELA (40 minutes of reading, 40 minutes of writing, and 40 minutes of guided reading), and 100 minutes daily of math. Science and social studies alternate quarterly, whereby students receive instruction aligned to state and national standards. On a daily basis students spend time in either art, music or physical education.

In grades 5-8, students will have two periods each day for ELA and math courses, one period for Science and Social studies daily, and two periods for specials which alternate between music, art, computer, PE, and character education.

Stemming from CSARochester’s college-preparatory emphasis, English teachers will also focus on SAT verbal skills, beginning in junior high school, and continuing throughout high
school. In high school, the emphasis on English and math skills will be reflected in CSARochester’s graduation standards, with a minimum of six English credits, four science credits, and four 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.

The school’s master schedule will include daily remedial instruction or academic enrichment for all students during the regular school day, and Title 1 tutoring for core academic subjects (including push-in and pull-out attention given to students at risk). During this same class period, students who are excelling academically will be assigned to enrichment classes, where they will complete projects that will be entered into competitions, as a means of adding experiential and presentational elements to their learning while deepening comprehension and levels of applied understanding in core subjects. Up to one hour after school, CSARochester will provide tutoring and enrichment activities for those who are at-risk or need supplemental instruction, as well as those who would like to excel further through after-school activities. CSARochester 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.

**Weekly Teacher Schedule:** Attachment 4b includes the weekly teacher schedules for elementary, middle, and high schools. Teachers are expected to be in school from 7:45am to 4:15pm on regular school days. Teachers are expected to make home visits between 4:15pm and 5:30pm on an irregular schedule to reach their target home visits. Prior to the start of school, all staff members will participate minimum of 40 hours of professional development (see our calendar under Attachment 4c), which is detailed under the professional-development section 3.D.

K-4th grade teachers will have one period daily for alternating between common planning time and professional learning communities. They will have one period daily for intervention and enrichment programs. Teachers provide academic support referred to as W.I.N. time in the sample schedule, such as homework help, or tutoring during dismissal period.

5-12th Grade teachers will have six periods of daily instructional time and up to two periods of daily individual preparation time. They will also have one additional period as after-school program for professional development or tutoring.

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 15 summarizes weekly staff meetings for administrators and teachers. CSARochester will also promote staff and student opportunities for interdisciplinary instruction, not only through Common Core Learning Standards alignment, but also through field trips, internal fairs, competitions and assemblies such as the Science Fair, Liberal Arts Tunnel Fair, and the Black History Month celebration. To promote staff cohesion and interdisciplinary teaching, teachers will be encouraged to conduct four peer observations throughout the school year.
Table 15: Regular Staff Meetings at CSARochester

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin meeting</td>
<td>Standup Meeting with all Staff</td>
<td>Grade-level Meetings</td>
<td>Admin and Grade Chairs Meeting</td>
</tr>
<tr>
<td>PD meetings</td>
<td>Organizational Council Meeting (twice a month)</td>
<td>Academic Council Meeting</td>
<td>Standup Meeting with all Staff and Administrators</td>
</tr>
<tr>
<td>Data Meetings (once a month or bi-monthly)</td>
<td>Meeting with Board President, Vice President, Superintendent and Assistant Superintendents</td>
<td>Data Meetings (once a month)</td>
<td>Data Meetings (once a month or bi-monthly)</td>
</tr>
<tr>
<td>PLCs</td>
<td>Data Meetings (once a month or bi-monthly)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III. ORGANIZATIONAL AND FISCAL PLAN

A. ORGANIZATIONAL STRUCTURE

Organizational Chart: SANY Charter Schools’ organization chart for each of its school buildings is provided below.

SANY developed a robust organizational structure over the years to ensure the organizational structure will be lean but effective to support academic excellence in each school it serves. The network has individual school buildings and a district office under its organizational structure. The positions in the district office are created to serve all schools for
their common practices based on cost-sharing philosophy. District office serves as back office and provide services such as payroll, purchasing, accounting, HR, graphic design, technology and reporting. Individual schools run with almost identical organizational structure. The network schools are planned to be K-12 schools; therefore, under the network there are multiple elementary, middle, and high school buildings.

SANY schools adapted a dual-leadership model to separate academics and operations in its buildings. Each building has its own dean of school and operations manager. The daily business chore that is not related to academics is managed by operations managers. This model allows school deans to dedicate their time 100 percent on academics, such as instructional support to teachers, curriculum, assessment, evaluation, professional development, and academic data analysis. These two leaders in the building do not have a supervisory relationship with each other. They have clear job descriptions, therefore, they don’t step each other’s toes when they do their work. Although they don’t report to each other, they work closely together day in and day out, so the school runs smoothly. While academic staff such as teachers, dean of students, school counselors, and college advisors report to the school dean, operational staff such as secretary, security, nurse, and custodian report to the operations manager.

We have developed professional-learning committees (PLC) among school deans, based on the grade levels they serve. Our meetings happen within these PLC groups to increase efficiency. Our elementary school deans, middle school deans, and high school deans meet separately in their PLC groups every week. In these meetings, deans review their building’s academic data, plan for instruction and intervention, and share best practices. Operations managers from each building also meet every week in their PLC meetings to work on how to optimize operations in their buildings. Operation managers’ PLC meetings include all operation managers in the network, since operations are similar in every school building, regardless of grades they serve.

School deans work with outside subject-area coaches who are former superintendents and school leaders, to provide mentorship to their school’s teachers. School deans also assign additional leadership responsibilities to qualified teaching staff as grade chairs, coordinators, and mentors, which creates the network’s leadership pipeline.

The Information and Instructional Technology (I&IT) director oversees the network’s information technology and IT infrastructure. There are IT managers in Syracuse and Utica regions that provide services to all buildings in those regions. Once the proposed school in Rochester is approved, an IT manager will be hired in Rochester. The I&IT department generates district-wide reports, maintains instructional technology, and produces online and print promotional materials. The department also provides professional development and teacher training on academic software used district-wide. Regional student affairs officers provide support to schools as a McKinney Vento officer, Title IX Compliance Coordinator, and hearing officers, etc.

The assistant superintendent oversees compliance, assessment, school deans, the I&IT director, and student affair officers. The assistant superintendent for finance and operations oversees operations managers and district office employees who work in payroll, purchasing, accounting, food services, and human resources. The superintendent and assistant
superintendents serve all schools in the network. Assistant superintendents report to the superintendent, and the superintendent reports to the Board of Trustees. The networked schools are formed under one Education Corporation managed by a single Board of Trustees.

**School’s Mission, Program Design, Staffing Plan, and Budget:** The network’s organizational structure is aligned with its mission, key design elements, staffing, and budget. School leaders receive training on the SANY educational and organizational model in an existing school before their newly assigned school building is established. In order to make sure all academic components of the SANY model are addressed by school deans without distraction in each building, operations manager and regional IT manager positions are established during the pre-opening phase. A regional student affairs officer is added after the second school building is established in each region. Until it is established, the responsibilities of regional student affair officer is assumed by the dean of the school and district office employees. Our elementary school classes have a co-teaching model with a lead teacher and assistant teacher. As we grow new schools by adding new grade levels each year, new teaching staff is added to our team, preferably by promoting our current qualified co-teachers as lead teachers for the new classrooms. This model allows us to train co-teachers as future lead teachers in accordance to our school mission, goals, and key design elements and to maintain a positive school culture while we implement the SANY model in fidelity.

The superintendent presents academic, finance, and operational reports to the school Board at monthly Board meetings. These reports include analysis of data regularly collected by school and district personnel.

**Board of Regents:** The New York State Board of Regents oversees and monitors the charter schools. The Board of Regents has right to visit, examine, and inspect the charter schools and their records. The Board of Regents fulfills its oversight function to ensure that charter schools are in compliance with all applicable laws and regulations, and terms and conditions of the charter, through an oversight plan the charter school agrees to abide by and implement. CSARochester’s Board of Trustees will make sure that the oversight plan’s opening procedures, monitoring plan, performance framework and closing procedures are implemented. The charter school will operate at all times in accordance with all applicable laws and regulations and meet the same health and safety, civil rights, and student-assessment requirements applicable to the other charter schools in the network. The new charter school will submit annual reports and all other data reports required by the Board of Regents. The school acknowledges that if NYSED charter school office determines that the school is not progressing toward the performance or education goals set forth in the charter, or that the charter school is not in compliance with the terms and conditions of the charter and/or applicable laws and regulations, the Board of Regents may place the charter school on probationary status, initiate mandatory remedial actions, or revoke the charter.

### B. BOARD OF TRUSTEES AND GOVERNANCE

**Roles and Responsibilities of the Board:** The Board of Trustees oversees the school on behalf of the public, under the guidelines set by the New York State Board of Regents. The school’s Board of Trustees reports at least on an annual basis to the NYSED Charter School
Office, which monitors school operations. The school board will request approval from NYS Board of Regents for identified material changes, and from NYSED Charter School Office for identified non-material changes, according to its approved charter.

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

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

**Governance Practices:** CSARochester will be governed by SANY’s Board of Trustees. Currently, there are six board members serving on the SANY Board. Contingent upon approval of this charter application, SANY Board will add Lindsay Cray as a founder board member from the Rochester area to serve as a SANY Board member. Education Corporation’s by-laws, provided as Attachment 5b, include the details of board-member eligibility, terms, method of appointment, and the board’s functions. The school provides a copy of conflict-of-interest policy to each board member on an annual basis and requires each to declare any conflict during an open meeting at least once a year, or during an item discussed.

**Qualifications for Board Membership:** All SANY Board members should have professional expertise to contribute to the schools in areas such as education, finance, law, community service, real estate, fundraising, and human resources. All members should demonstrate commitment to SANY’s mission and vision. All members must possess fingerprint clearance as required by law.

**Board Member Recruitment, Selection, Size, and Terms:** The school board recruits people who will serve the interests of the schools faithfully and effectively. Board members are selected from nominees who already volunteer for school activities and demonstrate a strong commitment to the schools’ mission. SANY board will have minimum five and maximum nine board members as described in its bylaws. The board elects the board members by the vote of a majority of the board members then in office. Each member may have maximum three years per term without a limit on the number of terms they can serve.
Ex Officio and/or Representative Positions: The superintendent and assistant superintendents attend the board meetings as non-voting members to inform the board of agenda items and answer questions regarding their respective responsibilities.

Conduct of Board and Committee Meetings: Monthly board meetings, including date, time, and place of the meetings, will be publicized through the SANY school website and held according to Open Meetings Law. Committee meetings will be held just before the regular board meeting when and if needed.

Process to Govern Multiple Schools Under One Educational Corporation: Board will have its regular meetings at one of its school locations while all other school locations (one per city) will have video conferencing capability to allow parents or staff to attend the meetings in their city. Board will discuss each school’s educational and financial status (budget/staff/etc.) separately to give needed focus to each school. Common items, such general policies and procedures, will be discussed and approved together.

Process to Promote Parental and Staff Involvement in School Governance: Through surveys, the Board seeks parent and staff feedback for any material changes that the school plans for the future. In addition, the school seeks staff feedback through annual surveys on school governance, programs, and support. The feedback has been used to shape the governance decisions by the Board and school administrators, such as professional-development programs, benefits, school hours, extra service payments, and policy changes for employees.

Board Training and Development for New and Veteran Members: The Board will hold an annual retreat program to evaluate its governance roles, such as annual goals, strategic, succession, and financial planning. The Board will work with external consultants to receive training. The topics of such training will include Board roles and responsibilities, Board assessment, long-range planning, plan implementation, academic program assessment, program evaluation, fiscal management, educational law and changes. Board members and leadership teams will attend workshops organized by Charter School Associations, nonprofits focused on charter school governance and operation, and other regional and national conferences.

Expertise and Backgrounds of proposed members of the initial Board of Trustees is described in section 1.D as part of applicant group history and capacity.

The Board of Trustees will retain authority of the responsibilities described above and in its by-laws, and delegates the day-to-day educational, organizational, and fiscal operations of the school to the Superintendent and his staff. Superintendent is responsible for recruitment and evaluation of his staff and will make recommendation to the Board.

The Board of Trustees will hold school management accountable for achieving the school’s mission and goals, according to performance-framework goals, including academic, enrollment and retention, school climate, and financial goals (as described in section 1.A.), using annual external and monthly internal audit reports, annual parent and staff surveys, monthly enrollment reports (including subgroups and suspension rates), and monthly school-wide internal and external academic-assessment data.
C. MANAGEMENT AND STAFFING

The Staffing Plan: 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 below, which aligns with the school’s growth plan over the first charter term.

In grades K-4, there will be two teachers, one as lead teacher and the other as co-teacher in every classroom. In 5th-8th grades, there will be two teachers for English and math courses. CSARochester’s aim is to keep the student/teacher ratio at or below 13:1 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, based on educational background, professional experience, and years spent at school, is provided in Attachment 8a. Although attracting qualified teachers and staff is always a challenge, based on the size of Rochester city and the human resources pool it offers, we anticipate less challenge in attracting effective school staff than in other areas.

### Table 16. Proposed Staffing Chart

<table>
<thead>
<tr>
<th>Positions</th>
<th>Avg. Starting Salary</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Year 1</td>
</tr>
<tr>
<td>Dean of School</td>
<td>$75,000</td>
<td>1</td>
</tr>
<tr>
<td>Operations Manager</td>
<td>$60,000</td>
<td>1</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>$55,000</td>
<td>1</td>
</tr>
<tr>
<td>MLL/ELL Teacher</td>
<td>$48,000</td>
<td>1</td>
</tr>
<tr>
<td>MLL/ELL Assistant Teacher</td>
<td>$30,000</td>
<td>1</td>
</tr>
<tr>
<td>Sped. Education Teacher</td>
<td>$48,000</td>
<td>1</td>
</tr>
<tr>
<td>Reading Specialist</td>
<td>$48,000</td>
<td>0</td>
</tr>
<tr>
<td>Lead Teacher</td>
<td>$48,000</td>
<td>7</td>
</tr>
<tr>
<td>Teacher Assistant</td>
<td>$30,000</td>
<td>7</td>
</tr>
<tr>
<td>Art/Music Teacher</td>
<td>$48,000</td>
<td>1</td>
</tr>
<tr>
<td>PE Teacher</td>
<td>$48,000</td>
<td>1</td>
</tr>
<tr>
<td>Resource/Technology/IT</td>
<td>$55,000</td>
<td>1</td>
</tr>
<tr>
<td>School Guidance Counselor</td>
<td>$50,000</td>
<td>0.5</td>
</tr>
<tr>
<td>Nurse</td>
<td>$46,000</td>
<td>1</td>
</tr>
<tr>
<td>Security</td>
<td>$25,000</td>
<td>1</td>
</tr>
<tr>
<td>Custodian</td>
<td>$30,000</td>
<td>1</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>$35,000</td>
<td>1</td>
</tr>
</tbody>
</table>

Superintendent: Dr. Tolga Hayali, who has been the school leader of SANY Charter Schools since 2008, will continue as superintendent of SANY Charter Schools and will be responsible for managing CSARochester Charter School. The superintendent’s responsibilities and required qualifications are provided in attachment 8a. Dr. Hayali’s resume is provided in attachment 8b, describing his expertise and qualifications as a superintendent. 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.

As described in the organizational structure, the dean of school and the operations managers are school-building leaders who do not report to each other but work closely together to ensure the school runs smoothly. Dean of school will manage all academic staff and is responsible for all academic-related issues, including teacher evaluations, student discipline, curriculum, etc. Operations manager will manage all operations staff and is responsible for operation of the school, including purchasing, HR, transportation, food services, security, custodial and secretarial services, and student enrollment. Dean of school position will be advertised and the new hire will serve as an assistant to a school dean currently working at an existing SANY school, to be trained on the SANY model as soon as our proposed school is approved. Dean of school will also start working on recruitment of academic staff during the planning period. An operations manager also will be hired during the planning period to ensure that the facility is fully prepared before commencement of instruction. Dean of students will be hired to assist school dean to manage school culture and student behavior, to implement the school’s code of conduct and school’s discipline policy.

Job descriptions and qualifications for superintendent, assistant superintendent, assistant superintendent for operations and finance, dean of school, operation manager, dean of students, and teacher positions are described in attachment 8a.

Special Education and MLL/ELL Staffing: The school’s staffing plan includes an adequate number of staff for MLL/ELL and special-education teaching positions, as described in Table 16. Responsibilities of MLL/ELL teachers are provided in attachment 13. CSARochester will hire staff as needed to meet the needs of its special-education students. In addition to the contracted special-service providers noted above, CSARochester will hire a certified special-education teacher as a special-education coordinator, whose responsibilities will include: 1) providing direct and indirect instruction; 2) long and short-term planning that addresses individual needs of students; 3) evaluating students’ progress; 4) establishing and maintaining classroom-management procedures; reporting to the dean of school; 5) preparing written reports accurately and submitting them in a timely manner; 6) effectively communicating and consulting with teachers, parents, and administrators to facilitate the IEP process; 7) effective professional liaising between school and home; 8) maintaining open lines of communication via telephone or in writing between CSARochester and the special-education coordinator of students’ residing in the school district; 9) representing CSARochester at district CSE meetings, 10) remaining current on rules set forth in special-education law and regulations; 11) maintaining privacy of student records and information.

Recruitment of Personnel: The HR office of the network has experience and will be responsible for advertising available jobs and soliciting applications from qualified candidates. The Dean of School, subject to approval of Superintendent, identifies the need for the positions. The positions will be advertised in the local Sunday newspaper, online (indeed.com and school’s website), and directly through major universities for the recruitment of qualified individuals. In addition, the school will attend regional teacher-recruitment fairs and historically Black colleges to hire diverse teachers.
Hiring of Personnel: A three-step process (more details have been provided in Attachment 8a) will be used for recruitment and hiring by the dean of schools and superintendent in conjunction with HR. In Step 1, resumes and applicants are screened by dean of school and operation manager for a potential match of expectations and culture. All applicants will be asked to submit a cover letter that states their qualifications and their educational philosophy, as well as a résumé and the names of three references. During Step 2, a committee will be involved to observe the select applicant’s lesson, and pose questions and hypothetical situations to the applicant, and measure the applicant’s responses. Step 3 comprises a final interview with select candidates, in which expectations are presented to the candidate. The administration recommends the preferred candidate to hire to the Board for approval.

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

Data-driven decisions aimed at recruitment, evaluation, retention and support of leaders and teaching staff will be practiced. School leaders will provide staff surveys to assess their satisfaction with benefits, school structure, and climate, and will make adjustments on an annual basis to address key issues. The end-of-year tests from all previous years will be used as a baseline for assessing the effectiveness and progress of 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 included in developing new strategies, including staffing strategies and plans, to influence the hard-to-reach student population.

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

<table>
<thead>
<tr>
<th>C.1. Charter Management Organization/Networked Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C.2. Partner Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>
D. Staff Supervision and Development

**Instructional leadership:** School deans are instructional leaders in the school building. School deans are responsible for providing frequent written feedback to teachers through Frontline My Learning Plan (MLP) in order to provide positive feedback on teacher strengths, identify areas of growth, and provide targeted feedback on these areas, as well as help to determine school-wide and individualized professional-development plans for the school building. Instructional coaches also will support teachers in formal and informal roles, by providing feedback on lesson planning, behavior management, instruction, and professionalism, as needed for individual teachers.

**Personalized Professional Growth:** CSARochester 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. CSARochester’s professional development (PD) will have three main phases, along with various components:

1) Yearlong continuous learning and improvement: Teacher Improvement Plan and Coaching and Mentoring
2) Professional Development: Summer Institute
3) Extended Learning Through Certificate and College Programs

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

a. *Teacher Improvement Plan (TIP):* This component of the CSARochester professional-development program will require all teachers to develop a personal learning plan based on their individual needs. The needs will be identified by each teacher’s self-evaluation (Danielson Rubric), and the administrators’ or coaches’ classroom observations. After the needs assessment, the teacher will develop the personalized TIP, which will include goal setting, online classroom enrollments, group discussions, and outside on-site seminars or workshops, to be discussed and activated with a designated school administrator. The administrator may also require the TIP to include peer-observations, based on individual needs. An online database, like TeachScape, will be used to develop and monitor individual TIPs. Teachers will be accountable to complete TIP-required activities, and the administrator will conduct individual meetings periodically with the teachers to monitor the progress of the learning plans.

b. *Administrative Professional Development:* Dean of school and dean of students will be evaluated by the superintendent and assistant superintendent using the Marzano Rubric and an internally created rubric, respectively. Based on the evaluations, deans will create a professional-improvement plan, similar to teachers’ plans, to determine their targeted areas of growth, and plan SMART goals to improve in the respective areas. In addition, dean of school and dean of students will meet frequently with colleagues in Professional Learning Communities to reflect upon and enhance their practice. School staff will also complete two yearly internal surveys to reflect upon school leadership and provide feedback to
administrators. During PLCs, school administration will review, reflect, and identify ways in which to improve staff culture, which will contribute to teacher satisfaction and retention over the years.

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

2) Summer Institute: The school calendar includes 6 to 10 full days during the summer to train the new teachers and re-energize seasoned and returning teachers. All teachers and administrators will be expected to attend the institute prior to start of the academic year. It will include training regarding CSARochester charter, and statutory and regulatory requirements. The Summer Institute program will include both school-related information and training, and professional-learning opportunities. It will also include, but not be limited to, school charter and organizational structure, handbooks, facility management, technology infrastructure and database trainings, academic calendar and event lists, academics goals and expectations, data-driven and differentiated instruction, practicing Bloom’s Taxonomy at higher level instruction, classroom management, Response to Intervention (RtI), 21st-century skills, and professional-development plan.

3) Extended Learning and Development: In addition to our regular professional-development programs, all teachers will be encouraged to take advantage of available instructional workshops, classroom-management programs, and/or training each year by various universities and conferences in their areas of expertise. All teachers will have an annual allocation that allows them to attend a subject-related conference of their choosing.

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

Teacher Planning and Collaboration: All teachers are provided scheduled planning periods to plan lessons and collaborate with their peers. Common planning periods are built into teachers’ schedules to ensure that they have a designated time to collaboratively plan with grade-level peers and content-level colleagues on a weekly basis. Once a week, PLCs meet to analyze student data and/or look at student work to reflect upon current instructional practices and determine next steps toward student mastery of content and associated skills.
**Professional Climate:** During Summer Institute, all teachers are trained on professional standards in the school building. By utilizing and training staff in the Danielson Framework for Teaching, the school develops a common language around professional behavior, high-quality teaching, and student outcomes. School leaders set the tone in their school buildings by modeling professional behavior, holding all members accountable to school-wide norms on professionalism, and encouraging peer-to-peer accountability.

Teachers are also given the opportunity to provide input in regards to school-wide decisions, satisfaction, and school climate, through surveys. The high volume of staff support from PD, PLCs, staff feedback, and administrative follow-up leads to reasonable rates of retention for teachers, because they are supported, heard, and respected as members of the school community.

### E. Evaluation

**Overall Programmatic Evaluation:** The superintendent will provide monthly educational reports that include student-achievement assessment data, staffing needs, discipline issues, and programmatic recommendations for the discussion and review of school board members. The board will practice active oversight of the charter-school management, fiscal operations, and progress toward academic and other school goals, as described below. Every month key academic, cultural, operational, and financial data will be presented to the school board and the public.

*Academic reports* will include monthly STAR test data, quarterly benchmark data, annual NYSED assessments and Regents data, SAT results, graduation rate, college acceptances, and National Clearinghouse data for college attendance and first-year-of-college retention rate in comparison to national data.

*School reports* will summarize activities and events for the month, to present how culture emerges in the school buildings.

*Enrollment report* will include enrollment numbers for each building, overall school demographics, free and reduced-fee lunch rate, total number of the students on the waiting list, total number of students with disabilities and MLLs/ELLs, and number of out-of-school suspensions for each building, and any changes in staffing.

*Financial report* will include reliance ratio, self-sufficiency ratio, a comparison of payroll and fringe benefit vs. program cost, cost per student, cost per sq. ft. for facilities, current ratio, quick ratio, debt ratio and months of cash, major revenue, expenses, receivables and payable updates, budget vs. actual income statement, cash-flow statement and balance sheet. Internal-audit reports for HR, inventory, and procurement will also be reported by the auditor on a monthly basis.

*Special reports* will be provided to the school board from different staff members on issues such as discipline by dean of students and school counselor; college acceptances and college-related programs by college counselor; ELL services by ELL director; parent and staff satisfaction surveys by the network, etc.
The school will monitor progress toward achievement of its mission and goals as well as the benchmarks in the Charter School Performance Framework as described in section 1.A., under school’s performance framework goals, assessment tools, and timetable. When the school is not meeting expectations, the superintendent and district office staff will prepare an action plan.

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

**Table 17: Board of Trustees Self-Evaluation**

<table>
<thead>
<tr>
<th>Considerations</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of School &amp; Board Meetings</strong></td>
<td></td>
</tr>
<tr>
<td>Board has understanding of roles and responsibilities</td>
<td></td>
</tr>
<tr>
<td>Board members have knowledge of the school’s mission and its programs</td>
<td></td>
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<tr>
<td>Board members are involved and committed to performing their responsibilities</td>
<td></td>
</tr>
<tr>
<td>Board meets regularly</td>
<td></td>
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<tr>
<td>Board meetings facilitate focus and progress on important organizational matters</td>
<td></td>
</tr>
<tr>
<td>Board has approved comprehensive policies</td>
<td></td>
</tr>
<tr>
<td><strong>Instructional program</strong></td>
<td></td>
</tr>
<tr>
<td>Board has a formal process to evaluate the efficacy of academic program</td>
<td></td>
</tr>
<tr>
<td>Board effectively oversees the academic program</td>
<td></td>
</tr>
<tr>
<td>Board conducts systematic review of the Superintendent’s performance</td>
<td></td>
</tr>
<tr>
<td>Board creates professional-development opportunities for the Superintendent</td>
<td></td>
</tr>
<tr>
<td><strong>Planning &amp; Supervision</strong></td>
<td></td>
</tr>
<tr>
<td>Board provides leadership in policy development</td>
<td></td>
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<tr>
<td>Board provides effective fiscal oversight</td>
<td></td>
</tr>
<tr>
<td>Board ensures that the school is in compliance with the rules and regulations</td>
<td></td>
</tr>
<tr>
<td>Board receives regular reports on finances/budgets, school activities and other important matters</td>
<td></td>
</tr>
<tr>
<td>Board regularly monitors progress toward its goals</td>
<td></td>
</tr>
<tr>
<td><strong>Community Relationships</strong></td>
<td></td>
</tr>
<tr>
<td>Board establishes relationships with staff and parents</td>
<td></td>
</tr>
<tr>
<td>Board members participate in meetings and community functions to exchange opinions on the school</td>
<td></td>
</tr>
</tbody>
</table>
**School’s Leadership Evaluation:** Board members will meet with the superintendent on a monthly basis during board meetings and discuss agenda items and school progress. Therefore, board members will have a good understanding of superintendent’s effective leadership based on reports provided at monthly meetings. In addition, the board president will meet with superintendent, assistant superintendent, and assistant superintendent for operations and finance on a weekly basis, to oversee progress of the school.

The superintendent will be evaluated using Superintendent Evaluation Rubric (provided in attachment 8a) annually by a committee consisting of minimum five members, including two board members, assistant superintendent, school deans, and operations manager. Rating scale for the Superintendent Rubric will be from 1 to 4, with 4 being the highest score, using six main indicators, including human-capital management, instructional leadership, personal behavior, building relationships, culture of achievement, and organizational, operational and resource management.

Dean of school will be evaluated at least once a year using a NYSED-approved rubric such as Marzano’s rubric by superintendent, assistant superintendent, and a consultant. Operations managers will be evaluated annually, using internally developed rubric, by superintendent, assistant superintendent of operations and finance, and the assistant superintendent.

**Teacher Evaluation:** Dean of school and academic subject coaches will observe and coach teachers. Having multiple observations ensures that lessons are aligned with NYSED standards and classroom management is conducted in such a way that learning is primary function of each class. Each school dean will be required to complete a minimum of one unannounced walk-throughs each day. These will allow the administrator to assess each teacher’s need for coaching, mentoring, and professional-development opportunities.

During the academic year, CSARochester will conduct one announced and one unannounced full-length formal classroom observation, using nationally recognized Danielson’s Framework for Teaching, conducted by a minimum of two observers. This model allows a teacher to be observed on average 12 times in an academic year. After each observation, the observer will meet with the teacher to provide feedback and offer suggestions to improve instruction. All observation notes and feedback will be kept in an online database with open access to teachers and administrators.

**Non-academic Staff Evaluation:** Operations managers will conduct an annual evaluation of non-academic staff, such as nurse, security, custodial staff, and administrative assistant, based on their own rubrics.

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

**Operational Effectiveness and Fiscal Soundness:** The school’s processes and procedures used to evaluate the school’s operational effectiveness and fiscal soundness are described in detail under section 3.J.
Parent and Staff Satisfaction Evaluation: Parent and staff satisfaction will be gauged by annual surveys. The results of these surveys will be discussed during the July meeting to take necessary actions based on the outcome. A sample parent-satisfaction survey is shown in Table 18. In addition, teachers will make at least 12 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 parent and community involvement as described in section 3.1. School leaders will provide staff with surveys to assess their satisfaction with school leaders, support in school, academic programs, teacher satisfaction, professional development, parent involvement, discipline and safety, benefits, school structure, and climate. The results of staff surveys will be shared with school leaders to make adjustments on an annual basis to address key issues. The board will also receive a summary of the survey results for each school.

In addition to self-development, parent and staff survey tools, SANY network adopted the nationally validated U.S. Department of Education’s School Climate Survey (based on NYSED recommendation) for its students, parents, and staff. School Climate Survey measures 13 climate subtopics across three domains (engagement, safety, and environment).

Table 18: Parent-Satisfaction Survey

<table>
<thead>
<tr>
<th>Please rate 4: Strongly agree, 3: Agree, 2: Disagree, 1: Strongly Disagree</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am satisfied with the quality of instruction my child receives.</td>
<td></td>
</tr>
<tr>
<td>2. My child is challenged to do his/her best.</td>
<td></td>
</tr>
<tr>
<td>3. I am satisfied with my child’s experience with technology at school.</td>
<td></td>
</tr>
<tr>
<td>4. Overall, I am satisfied having my child enrolled at CSARochester.</td>
<td></td>
</tr>
<tr>
<td>5. CSARochester fosters a safe environment.</td>
<td></td>
</tr>
<tr>
<td>6. School discipline at CSARochester is handled in a fair manner.</td>
<td></td>
</tr>
<tr>
<td>7. My child feels comfortable talking to and interacting with his/her teachers.</td>
<td></td>
</tr>
<tr>
<td>8. I feel comfortable contacting administration for problems that require attention.</td>
<td></td>
</tr>
<tr>
<td>9. Teachers are available when I need to speak with them.</td>
<td></td>
</tr>
<tr>
<td>10. I receive information about school policies, assessments, and school activities.</td>
<td></td>
</tr>
<tr>
<td>11. I am provided with timely, accurate information about services and programs offered at CSARochester.</td>
<td></td>
</tr>
<tr>
<td>12. Information is periodically provided to me about how my child is doing at CSARochester.</td>
<td></td>
</tr>
<tr>
<td>13. Reasons for choosing CSARochester (circle more than one):</td>
<td></td>
</tr>
<tr>
<td>Smaller Setting, Emphasis on Math and Science, Smaller School Setting, College Focus, Safe and Positive Learning Environment, Community Service Programs, Diversity, Extra-curricular Activities.</td>
<td></td>
</tr>
</tbody>
</table>

F. FACILITIES

We haven’t identified the school location yet, but we have been introduced to possible locations during our outreach activities. The strategies of the facility search are described in detail in the business plan (Attachment 6a). We are in search of a building with approximately
30,000-40,000 Sq. Ft. space, including 24 classrooms, 1 nurse’s office, 3 administrator offices, 1 conference room, 2 special-education rooms, 1 large gym, 1 large kitchen and cafeteria, 1 counseling office, 1 reception area, playground and some green area with ample parking space, for the first five-year charter term. The need of space over five-year charter term is presented in Table below. We will not need any off site community facility resources. We are planning to rent a facility at an affordable rate and are working with a friend of SANY—Terra Science and Education non-profit organization. The school’s funding plan for its facility is projected in the school budget (Attachment 9).

Table 19: Facility Requirements

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Classrooms</td>
<td>8</td>
<td>11</td>
<td>17</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>Special-Education Classrooms</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Counseling/Guidance Offices</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Administrative Offices</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Auditorium</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Conference Rooms</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other: reception office</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other: nurse’s office</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

G. INSURANCE

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

Table 20: Insurance Coverage

<table>
<thead>
<tr>
<th>Limits General Liability</th>
<th>$3,000,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Personal Property</td>
<td>$500,000</td>
</tr>
<tr>
<td>Computer Equipment</td>
<td>$250,000</td>
</tr>
<tr>
<td>Directors and Officers Liability</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Excess Directors and Officers Liability</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Umbrella Liability</td>
<td>$25,000,000</td>
</tr>
<tr>
<td>Hired &amp; Non-owned Auto</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Workers’ Compensation &amp; Employer Liability</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Catastrophic Student Accident</td>
<td>$1,000,000</td>
</tr>
</tbody>
</table>
H. Non-Academic Operations

**Health Services:** CSARochester shall comply with all health services requirements applicable to other public schools, including, but not limited to, all immunization requirements, physical-examination and screening, and diagnostic-testing requirements. CSARochester 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 RCSD. CSARochester will seek to have a full-time school nurse employed by CSARochester (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-immunization requirements and the health examinations records shall be completed for all new students.

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

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

Food will be prepared within the school or transferred to the school by a prominent food-service provider, which will be determined through an RFP process, to be served on CSARochester’s own facilities, including kitchen and cafeteria accommodations. Expenses for subsidized meals will be met by subsidy revenues received from the Federal and State meal programs; and expenses for full-price meals will be met by sales charges. Therefore, food-service-related revenues have been equalized to the related expenses in the budget.

**Transportation Services:** CSARochester students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635. The school district of residence is responsible for providing special transportation to a student with a disability attending CSARochester, whenever special transportation is included in the student’s IEP. For the additional instructional days served beyond RCSD academic calendar, CSARochester has budgeted an allocation for its students coming from RCSD population to obtain transportation from SCSD starting 2020-21 school year. If a student is not eligible for such transportation, the student’s parent or guardian will be responsible for providing transportation.

**Oversee Non-academic Operations:** CSARochester will have a full-time Operations Manager to oversee all non-academic operations, including facility, food service, transportation service, security, procurement, payroll, human resources, student information and record-keeping. SANY District Office will provide support services to CSARochester for compliance and reporting, technology integration, payroll, procurement, human resources, accounting, and accounts payable and receivable. SANY District Office will implement same or similar policies
and procedures that have been in place for other established schools. Operations managers and non-academic staff will have ongoing training and will be part of operations managers PLC groups, with operations managers from other charter schools under SANY. Operations managers will be supervised and evaluated by SANY’s assistant superintendent of finance and operations.

### I. FAMILY AND COMMUNITY INVOLVEMENT

**Pre-opening Phase:** In the school pre-opening phase, the school will connect with families and groups in the community through meet and greet, town hall, and open-house related events, and social media. The purpose of these events will be for the school and community to develop a common understanding of the elements of the school and specific needs of the community. Families and community members will have the opportunity to ask questions regarding the fundamental and supporting elements of the school, while the school will elicit feedback from families and the community on critical issues and topics. Once approved, the school will host recruitment events and open houses, further connecting school and community.

Following enrollment we will conduct home visits and parent meetings to clarify the expectations of CSARochester, and the associated policies up to and including the Student Handbook, Code of Conduct, and academic elements. From there, curriculum open houses, family workshops, literacy nights, and family-engagement events will be hosted at the school throughout the year to further connect family, school, and community. Beyond this, the school will elicit feedback from the families and community regularly in order to continue actively addressing needs of families and the community. Family members can be part of the Home School Organization to support the school programs.

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

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

- Provide a student/parent guide to inform parents about school policies, rules, and conduct
- Hold parent-student meetings for first-time students to talk about school culture, expectations, requirements and policies
Build strong relations between student and teacher and enhance parents’ education via home visits by teachers
Organize 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, etc.
Make sure that the school office is friendly and open and that parents are treated with respect and are not kept waiting
Use the school’s web page and social-media accounts effectively for constant communication. Parents will be able to have access to daily homework assignments, grades, and attendance via the school’s secure web-based database. School website will be available on mobile systems
Hold effective communications among staff members via email and several online tools used for different purposes
Provide monthly school-activity reports by each school dean to Board meetings
Sponsor parent-to-parent events, so 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 ensures that translators are involved in all parent-teacher interaction as needed
Provide a quarterly newsletter to inform parents about upcoming school activities as well as past student success, to increase participation and school pride.

At CSARochester we believe that involving more parents more often and more productively requires changing the primary location of parent involvement from the school to the home, changing the major emphasis from general policies to specific skills, and changing the major target from the general population of students or school staff to the individual child at home as specified in key design element (parent involvement and home visits).

CSARochester is also committed to using technology at a maximum possible level. Currently, a web page is set up at http://www.CSARochester.org to provide information and online presentations and a quick survey to poll public opinion about the educational needs and interests in CSARochester. This site will be enhanced to become a very functional and resourceful website to provide parents and students in-depth coverage of school events, a password-protected access to student progress, daily assignments, class notes, and useful links. The website will be featured with Google Translator for parents who have limited English.

**Parental Involvement:** Parental involvement is recognized as a crucial factor in a student’s learning and success, and in goals and strategies to achieve an active parental involvement, as described in key design element eight (parent involvement and home visits). Among current proposed board members, Chanel Turnquest and Dr. Baysal are parents of former SANY students. Parents will be encouraged to volunteer in school activities and for field trips to support the school mission and student success. Feedback from home visits will be communicated back to the board by the superintendent. All parents have the opportunity to provide input through parent-satisfaction surveys and testimonials. The school will sponsor events like muffins for moms, donuts for dads, Dean’s dinner night, grandparents night, and several school musicals, art shows, etc. for which parents will be asked to participate with their kids. In order to increase its participation by its ELL parents, school will also provide after-school
and weekend programs in enhancing their language skills and their understanding of U.S. education system and culture so they can be more effective in their support of student’s education at CSARochester.

**Family Support:** Clarity, communication, transparency, and inclusion are the cornerstones of support we provide families to help their children grow and achieve at CSARochester. The elements of the academic model and associated-learning standards will be clearly communicated to families at various checkpoints throughout the year. Regular information about academic elements and standards will be made available for parents during open houses, and through mailings and online resources accessible via the school’s website. Beyond this, monthly student-assessment results will be sent home to parents, indicating current levels of performance. In terms of developing the whole child, clear expectations regarding behavior will be actively communicated, and progress monitored regularly, in order to provide families with up-to-date information. As needed, families and staff will communicate to intervene academically and behaviorally, to support the needs of children as we support their achievement and growth.

**Community Involvement:** Both community service and involvement are key design elements and part of the school’s mission. CSARochester will have extensive community involvement through its minimum 225 hours of community-service learning requirement. The community will be integral to achieving our mission, it will complement our educational programs with its base of expertise, passion, and experiences. CSARochester will invite guest speakers, community leaders, scientists, environmental activists, college leaders and professors, and business leaders, on a monthly basis to speak to our students and encourage them to graduate from college, stressing the importance of STEM fields and the environment, community involvement, and the pursuit of excellence. Specifically, these speaking engagements will be tailored toward people from backgrounds similar to those of our students’ upbringing. In addition, teachers will be required to have at least two guest speakers in their classrooms that are from the community, to make use of expertise and experience within the community.

A framework for parent and community involvement, developed by Joyce Epstein of Johns Hopkins University, includes six types of involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. CSARochester will implement each of the six elements to develop a triad of relationships among school, family, and community. Collaboration among school, families, and communities increases student achievement. CSARochester is committed to developing successful school/parent/community partnerships well aligned with the school’s overall mission and goals. Epstein’s framework suggests that schools assist families with parent skills, family support, and understanding childhood/adolescent development. This will be done with the collaboration of school administrators, counselors, teachers, and local organizations. CSARochester’s mission requires each school to communicate with families about programs and student progress. Our two-way communication includes, phone calls, meetings, home visits, technology-based communication, progress reports, report cards, and school-family conferences. CSARochester will continuously involve families as volunteers and audiences for school events. This will be done through our culturally responsive teaching program, through where families collaborate with school
administrators and teachers to embed culturally relevant and authentic experiences into school curriculum. Families will also attend events at the school, including: school concerts and art exhibitions, curriculum nights, and other events. CSARochester believes in the value of learning at home. Students receive homework in which parents and students are expected to read together and work on academic projects. At CSARochester, family members will be included to partake in the decision-making process. Family members can be part of committees for school improvement, including and not limited to: academic review, review of needs assessment data, or by joining the Homeschool Organization. CSARochester will collaborate with the community to coordinate resources and services for students and their families. Local businesses can help support authentic learning experiences for the students of CSARochester. Members from the community and local governing agencies will be invited to CSARochester as guest speakers.

**Partnership with Public Schools:** CSARochester will make available technology resources, professional-development workshops, and other opportunities throughout the year. Partnership with these schools will be offered as a product of request by low-performing public schools. CSARochester will provide partnership to any school that requests such a partnership or use of technology resources and professional-development workshop offerings. In addition, the school will open for partnership for developing joint grant proposals to benefit district and charter schools, as practiced previously by SANY network.

### J. Financial Management

**Annual Budgeting Process:** The superintendent, working in conjunction with the assistant superintendent of operation and finance and the building-level school leaders, is responsible to the Board of Trustees for the administration of the school’s budget. The budget prepared by the school includes, without limitation, the following itemized information:

- All revenue anticipated to be received by school districts of residence under the school.
- All expenses and anticipated expenses associated with the operation and management of the school.
- All contract payments, lease payments, administrative fees, licensing fees, performance bonuses, expenses and other amounts budgeted for all shared expenses with SANY with the method for calculating such fees or payments clearly explained.

The superintendent shall acquaint school employees with the final provisions of their respective program budgets and guide them in planning to operate efficiently and economically within these provisions. The school shall prepare and provide to SED a copy of its annual budget for each fiscal year no later than August 1st of that fiscal year.

**Policy, Procedures and System:** Board and superintendent will provide fiscal oversight through monthly review of financial statements and dashboard metrics. The superintendent will be responsible for the school’s financial management under the Board and will oversee the school’s finances prepared by SANY’s assistant superintendent of operations and finance. CSARochester will also hire an operations manager for the school site, who also will be the contact person with SANY district office for all business-operations functions, for day-to-day financial operations. The Board will be responsible for approving all fiscal policies and
regulatory oversight. The board will adopt the CSARochester’s fiscal policies, as currently practiced by SANY network schools, once the charter is approved.

**Internal Controls:** The treasurer and president of the Board will be responsible for financial matters on behalf of the Board. The treasurer and president are members of the finance committee and oversee the financial matters. Financial management-related items will be discussed by the finance committee initially and will be brought up to the Board if need be.

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

The treasurer and/or board president will review the bank statements and financial statements on a monthly basis. Any long-term contracts and purchases more than $20,000 will be approved by the Board. Any check amount exceeding $10,000 will require the signature of treasurer or Board president as well as the superintendent. Internal controls will be put in place to make sure there is proper segregation of duties among the personnel for different job functions. For instance, the operations manager, prior to purchasing the goods, will approve a purchase request. The operations manager will track the budget allocation prior to approval. Purchasing agent at SANY district office will place the order upon the approval. Payment will be processed by accounts payable upon the receipt notice by an appropriate personnel. Bank statements will be reconciled on a monthly basis and verified by the treasurer. The duties will be segregated over liquid assets. Also, the use of fixed assets will be tracked in an inventory system. Fiscal management, such as purchasing, payroll, accounts receivable and payable, human resources, and asset control will be performed by SANY’s district office for utilizing their extensive expertise and cost-effective practices.

**Financial Services Contract:** CSARochester will not contract for any financial services. Financial services will be provided by SANY district office to CSARochester.

**Financial Oversight:** Under the direction of the superintendent or his or her designee, CSARochester shall maintain such records of accounting control as required by GAAP, state law, the Internal Revenue Code and/or Internal Revenue Service, and then as recommended by the American Institute of Certified Public Accountants. Assistant superintendent of finance and operations will provide monthly financial statements, including budget vs. actual, statement of financial positions and cash-flow statements, as well as key performance indicators, to the Board of Trustees for review. In addition, significant financial matters will be discussed during finance-committee meetings. All fiscal policies will be adopted by the Board of Trustees prior to implementation. School administrators will ensure submission of annual reports to NYSED by August 1, audited financial statements by November 1, and annual tax returns by November 15.

**Protection of Student and Financial Records:** CSARochester will utilize an online database system for student records. CSARochester will utilize online financial database system for financial records. Both of those database system will be hosted in cloud and their security will
be maintained by the software. Therefore, the databases are backed up regularly in various locations in order to secure the data. CSARochester will adopt SANY’s existing document retention policy to maintain and protect student and financial records.

**Enrollment and Attendance Tracking:** CSARochester will utilize an operations manager as an admissions officer, and one special-education teacher will be assigned as a special-education coordinator in each school site. They will receive additional support from SANY’s district office to track enrollment and attendance eligibility, eligibility for free- or-reduced-priced lunch, special-education services, and other services for special populations of students. The status of enrollment and attendance eligibility will be reviewed by the operations manager and accounts receivable from the SANY’s district office bi-monthly. The status updates for eligibility for free-or-reduced-priced lunch will be tracked by a nutrition liaison from SANY’s district office. The special-education coordinator, and a liaison from RCSD, will monitor special-education services, perform evaluations periodically, and keep track of changes. MLL/ELL teachers and dean of school will keep track of MLL/ELL students.

**Independent Fiscal Audits:** The SANY network chooses an external-audit firm for its schools through an RFP process. Once the school starts operating, the existing audit firm selected through the RFP process for the entire school network, will be used for the school. The assistant superintendent of operation and finance will be responsible with closing the fiscal year June 30. The finance committee will make sure that timely and accurate financial statements are prepared. The audit will be conducted according to GAAP standards and to the audit guidelines posted annually by NYSED. The audit will include all of the financial statements required, such as a schedule of functional expense reporting, a statement of financial position, and a cash-flow statement. There will also be an agreed upon procedure audit for Charter School Planning (CSP) funds, if received.

**K. Budget and Cash Flow**

**CSARochester Budget:** CSARochester uses expertise from SANY to develop a sound budget, as provided in attachment 9. SANY has +15 years of experience in charter-school business operations, sound fiscal practices, and realistic budgets, with an outcome of positive cash flow and year-end surpluses. To be more conservative in our budget assumptions, we project higher increases in expenses and keep the revenue with slight increase over the years.

**Revenue Assumptions:** CSARochester will rely on the CSP Planning and Implementation start-up funds, $1,250,000 (of which $125,000 is due to ELL preference), required to prepare our educational program and facility for the first two years of the school. In addition, the main source of CSARochester’s revenue will be per-pupil aid from public-school district, which is based on the projected 2019-20 per-pupil tuition rate of $13,995. Per-student revenue is assumed to increase 2% throughout the initial charter period for five years. The initial student enrollment is projected to be 165 students, which will gradually increase to 519 students over five years; both are six students less than proposed enrollment for conservative budgeting. All teacher and staff salaries are assumed to increase annually per teacher pay scale. The school will apply for Title I and Title II funding, and for conservative budgeting purposes, it has been calculated based on SANY network’s existing schools’ Title I and II allocations for 2018-19.
The cash balance at the end of the fifth year will be $310,417. The budget is prepared with the assumption that enrollment targets will be achieved with six less students. The projected surplus will serve as reserved/contingency funds against any unexpected/further events or new programs. CSARochester will commit to maintaining positive cash flow and reserved funds to overcome unexpected financial challenges.

The Board will establish an escrow account of no less than $100,000 by providing a minimum of $20,000 per year for the first five years of its charter term.

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

**Expense Assumptions:** Main expenditures will be payroll, benefits, and facilities. The budget has been prepared according to average pay scale and benefits (Attachment 8a). Facility rent and improvements have been included based on SANY network schools, which are subject to change according to the conditions of the facility. The district office staff cost will be prorated among the schools, based on their student enrollments. Professional development for teachers and Board-training expenses are included in the budget.

**Budget Alignment with Key Design Elements:** The budget has been prepared based on educational and organizational needs aligned with our mission and key design elements such as hiring additional ELL teachers. There will also be vehicle purchases such as a van and a school bus for taking students on field trips throughout the year. Our staffing plan (Table 16) 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 successfully implement the key design elements, the school will offer comparable pay and benefits as well as bonus packages to its school leaders and staff. In addition, there will be one teacher assistant assigned to each classroom to achieve academic-performance goals and best serve the students. CSARochester will also invest in hardware and software to improve technology integration in its instructional curriculum.

**Contingency Plans:** The administration and Board will constantly monitor expenses and available cash monthly. Therefore, any shortfalls will be noticed quickly. CSARochester administration will monitor the expenses and cut/delay expenditures when necessary to prevent any budget shortfalls. In case of cash-flow shortfalls, SANY Education Corporation will support CSARochester by providing loans with zero interest. CSARochester will also secure a line of credit available to use for any unforeseen cash shortfalls.

### L. PRE-OPENING PLAN

Please see attachment 11 for pre-opening plan.

### M. DISSOLUTION PLAN

Please see attachment 12 for dissolution plan.
General Information

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

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

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

Admissions and Enrollment Process

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

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

Prior to CSARochesters’ admissions lottery, a database will be generated containing the student first and last name, ELL identification, grade level in the upcoming school year, district of residence, sibling of a current students, and/or child of a current employee for every student
who has submitted an application. NYSED Weighted Lottery Generator will be used for the lottery to give slightly better chance for admission to ELL students. During the lottery, an individual unaffiliated with CSARochester will supervise the entire process. CSARochester will then use the list of the NYSED Weighted Lottery Generator results and admit students according to the following order: a) children of employees who are ELL, b) siblings of current CSARochester students who are ELL, c) students residing in the school district who are ELL, d) children of employees, e) sibling of current CSARochester students, f) students residing in the school district, g) students who are ELL and who live outside of the school district, h) students who live outside of the school district.

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

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

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

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

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

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

Waiting List

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

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

Application Form for 2020–2021 School Year

Application Deadline: April 1st, 2020
Lottery Date and Location: April 8th, 2020, 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.

Legal Name of Student:* (last) __________________ (first) ________________
(middle)__________

Gender:*  ❑ Male  ❑ Female  Date of Birth (MM/DD/YYYY):* __________________

Social Security Number: ____________________

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

Language spoken at home other than English (required for ELL option):  ❑ Yes  ❑ No

Student’s Residence Address:* (Note: No P.O. Boxes)
Street: _____________________________________Apt#: _______________

City: ________________ County: ___________ State: ________Zip Code: __________

Legal School District of Residence:* _______________________________________________________

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

Name of Previous School: _______________________ Years Attended: _______

Address of Previous School: Street: _______________City: _________ State: ______

School Phone :(_____) ____________________School Fax :(_____) ________________

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 Citizenship and Science Academy of Rochester?  __Brochure/Flyer, __Relative, __Friend, __Walk-in, ___ Internet, ____Radio, ____ Newspaper, ___Other_____________

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

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

Parent/Guardian Signature:* __________________________________

Date (MM/DD/YYYY):* ______________

* The items marked with an asterisk (*) are the only items that may be required in order to apply to this charter school. Any items not marked by an (*) are optional.
Table 2: Public Outreach Information
Table 2 is not counted toward the page limits
Add more rows and/or rotate page as necessary

<table>
<thead>
<tr>
<th>Date(s) of Outreach (mm/dd/yy)</th>
<th>Target Stakeholder Group</th>
<th>Description of the Outreach</th>
<th>Location of Outreach</th>
<th>Input Obtained</th>
<th>Action Taken on Input</th>
<th>Number of Attendees</th>
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</thead>
<tbody>
<tr>
<td>04/04/2019</td>
<td>Ajamu Kitwana, the VP and Executive Director of ESL Charitable Foundation. Ajamu is a graduate of the well-regarded Betty Shabazz International Charter School in Chicago. He also is a board chair for ROC the Future</td>
<td>Phone conversation, introducing the Citizenship and Science Academy of Rochester Charter School</td>
<td></td>
<td>Supportive of quality education for all children. Developing transparent relationship.</td>
<td>Possible transparent partnership through ROC the Future and Children’s Agenda</td>
<td>2</td>
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<tr>
<td>03/26/2019</td>
<td>Jennifer Leonard, Simeon Banister, and Chris Dandino, respectively, the President/CEO, VP of Community Programs, and Director of Greater Rochester After-School Alliance of Rochester Area Community Foundation.</td>
<td>Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School</td>
<td>500 East Avenue Rochester (Rochester Community Foundation)</td>
<td>Learned more about the After School Alliances and looking forward visiting some of the schools already implementing strong after school program. Need for high quality schools</td>
<td>Possible developing a partnership with the Greater Rochester After-School Alliance of Rochester Area Community Foundation.</td>
<td>5</td>
</tr>
<tr>
<td>03/28/2019</td>
<td>Malik Evans, a former president of Rochester Board of Education and current city councilman</td>
<td>Face-to-face Meeting conversation, introducing the Citizenship and</td>
<td>Rochester City Hall</td>
<td>Need for high quality schools to serve inner city Rochester area youth</td>
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<tr>
<td>Date</td>
<td>Contact Person Description</td>
<td>Meeting Type</td>
<td>Potential School</td>
<td>Notes</td>
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<td>03/28/2019</td>
<td>Baye Muhammad, Commissioner of Neighborhood and Business Development and former SASCS parent (3 of his children graduated from SASCS)</td>
<td>Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School</td>
<td>Rochester City Hall</td>
<td>Strongly encouraged SANY Charter School to replicate in the Rochester City area. He will help with the building sites if needed and he gave his full support as a reference for the new Charter school proposal in Rochester.</td>
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<tr>
<td>03/20/2019</td>
<td>Joseph Robach, member of the NY Senate, representing the 56th District</td>
<td>Face-to-face Meeting conversation with his office staff, introducing the Citizenship and Science Academy of Rochester Charter School</td>
<td>Albany state Legislators Offices</td>
<td>It was the budget time and we left the proposed school materials. Need for quality education within Rochester area was shared. Continue to develop relationship and seek possible opportunities to apply for funding.</td>
<td></td>
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<tr>
<td>03/20/2019</td>
<td>Assemblywoman Jamie Romeo and Justin Wilcox Monroe County Legislator – District 14</td>
<td>Face-to-face Meeting conversation with her office staff and Justin Wilcox, introducing the Citizenship and Science Academy of Rochester Charter School</td>
<td>Albany state Legislators Offices</td>
<td>In contact with her staff and looking for a local visit appointment.</td>
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<tr>
<td>04/01/2019</td>
<td>Robert Duffy, President and CEO of the Greater Rochester</td>
<td>Phone Conversation with Bob introducing the Citizenship and Science Academy</td>
<td>Phone Conversation</td>
<td>Indicated the need for quality schools but preferred to stay neutral. Presentation at the Education platform of...</td>
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<td>Date</td>
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<td>Event Description</td>
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<td>03/28/2019</td>
<td>Michael Boller, biology professor, director of the sustainability program, and coordinator for the Center for Sustainability at St. John Fisher College.</td>
<td>Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School</td>
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<td></td>
<td>Coffee Shop in Rochester (Stacy nites Coffee Shop)</td>
<td>Developing environmental programs where students may come and get exposed to St. John Fisher College. Provided support letter</td>
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<td>Developing possible environmental science and awareness programs between St. John Fisher and CSARochester</td>
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<tr>
<td>3/28/2019</td>
<td>Glenn Cerosaletti, the Asst. Dean of Students and Director of the Rochester Center for Community Leadership at the Uni. of Rochester.</td>
<td>Phone Conversation introducing the Citizenship and Science Academy of Rochester Charter School</td>
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<td></td>
<td>There is a need in Rochester area for quality schools. No Support Letter currently.</td>
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<tr>
<td>03/26/2019</td>
<td>Kit Mayberry the VP for Strategic Planning &amp; Special Initiatives at Rochester Institute of Technology.</td>
<td>Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School</td>
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<td>RIT</td>
<td>Dr. Mayberry shared one of the best practices they developed with Prep Charter Schools and might be a possibility to extend it. Support Letter was provided</td>
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<td>Possible partnership in exposing children to RIT college courses</td>
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<td>Date</td>
<td>Name</td>
<td>Event</td>
<td>Location</td>
<td>Need or Support</td>
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<td>03/26/2019</td>
<td>Jackie Campbell Alliance Director Children's Agenda</td>
<td>Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School</td>
<td>Children's Agenda Office Downtown Rochester</td>
<td>The need in Rochester area for quality education</td>
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<td>04/04/2019</td>
<td>James Hall, Dean of University Studies Division/Executive Director of the School of Individualized Study at RIT</td>
<td>Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School</td>
<td>RIT</td>
<td>Supportive of quality education and provided wealth of knowledge that will lead to great successful partnerships and opportunities for the Rochester urban youth</td>
<td>Preparing meetings for possible R.I.T educators to develop programs and partnerships as well as connecting with community organization, Leaders and professors DR. James Hall suggested.</td>
<td></td>
</tr>
<tr>
<td>04/04/2019</td>
<td>Dave Munson, the relatively new president of Rochester Institute of Technology.</td>
<td>Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School with SANY Alumni who attends R.I.T computer engineering</td>
<td>RIT</td>
<td>Supportive of Public Education and looking forward for future developments</td>
<td></td>
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<tr>
<td>04/04/2019</td>
<td>Wanda Perez, the founding principal of Academy of Health Sciences Charter School,</td>
<td>Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School</td>
<td>Academy of Health Science</td>
<td>Introduction Breakthrough Leadership in Rochester</td>
<td>Set up a day and time for meeting</td>
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<td>Date</td>
<td>Name and Role</td>
<td>Location/Meeting</td>
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| 03/19/2019 | Robert Colby – former Monroe County Legislator, Farmer and 2500 acres | Mr. Robert Colby who owns his farming company and served previously as a Monroe County Legislator | His office at Colby street, Spencerport  
There is a great need in Rochester area and he wanted include as a club or after school program – agriculture, farming and fieldtrips to his farms. Gave a support letter.  
Possible partnership with his farm through fieldtrips, hands-on-minds on learning | 2     |
| 03/19/2019 | Paul Clark and Elaine Spaull Center for Youth in Rochester | Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School | The center of youth service  
Provided support letter and developing partnership with Syracuse and If Rochester will be approved will partner and work with them  
Developing partnership program with Center for youth not just in Rochester possibly in Syracuse as well. | 3     |
| 04/28/2019 | Public outreach / community meeting | Explaining the CSARochester Charter School to the community after the press release | Rochester Science Museum  
Need for high quality schools, STEAM focus, collaboration with Community organizations. Opportunities in terms of employment at CSARochester Charter School  
Shared information of possible opportunities not only in regards to partnership but also possible employment opportunities | 5     |
| 03/11/2019 | Lindsay Cray | Senior Director of Outdoor Program at Girls Scout at western New York | Her House  
Need for quality schools that connect with the community  
Become one of the founding member as well as future Board member | 3     |
<table>
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<tr>
<th>Date</th>
<th>Name</th>
<th>Role/Position</th>
<th>Contact Details</th>
<th>Meeting Details</th>
<th>Notes</th>
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<tbody>
<tr>
<td>03/18/2019</td>
<td>Holli Budd</td>
<td>Executive Director, and Kristen Barclay -- respectively, the, Senior Program Officer of the Farash Foundation in Rochester</td>
<td>Representatives from the Farash Foundation in Rochester, NY Farash Foundation, 255 East Avenue Rochester, New York 14604</td>
<td>Need for high quality schools and they are supporting such schools to serve the inner city youth in Rochester area Helped by providing a wealth of information Provided Support letter</td>
<td>Spoke with the individuals and organizations mentioned throughout the meeting</td>
</tr>
<tr>
<td>03/07/2019</td>
<td>Joel T. Helfrich, PhD</td>
<td>Board Chair, Rochester River Foundation &amp; proposed Rochester River School</td>
<td>Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School Equal Grounds Coffee House, South Ave.</td>
<td>Need for high quality schools and they are supporting such schools to serve the inner city youth in Rochester area Helped by providing a wealth of information Provided Support letter</td>
<td>Connected and met with many Leaders and community organizations in Rochester area via his great support as well as working on possible locations within the city</td>
</tr>
<tr>
<td>04/05/2019</td>
<td>James Taylor</td>
<td>CEO of Taylor Construction and Geoff</td>
<td>introducing the Citizenship and Science Academy of Rochester Charter School Face to face Spot coffee 200 east avenue Rochester ny</td>
<td>Need for high quality schools and possible working relationship with local businesses</td>
<td>Provided a couple location options for possible school buildings</td>
</tr>
<tr>
<td>04/12/2019</td>
<td>Jessica Odasz</td>
<td>CEO of Odasz Dance Theater</td>
<td>introducing the Citizenship and Science Academy of Rochester Charter School and seeking support and partnership opportunity from Odasz Dance Theater</td>
<td>Need for high quality schools</td>
<td>Provided support letter and establishing possible partnership with Odasz Dance Theather</td>
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<td>Date</td>
<td>Description</td>
<td>Actions</td>
<td>Support Provided</td>
<td>Total Support</td>
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<td>04/07/2019</td>
<td>Melissa Lattuca (Former SANY employee) current Rochester area Teacher</td>
<td>Current Teacher in a Rochester area Charter School and former SANY employee</td>
<td>Support for the Proposed CSARochester Charter School</td>
<td>2</td>
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<tr>
<td>04/05/2019</td>
<td>Rochester area Community</td>
<td>Survey – online and hard copy</td>
<td>Community meetings and social media</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>03/22/2019</td>
<td>Press release to local newspapers and tv stations in Rochester area</td>
<td>Rochester Business Journal and Syracuse.com posted</td>
<td>Article in regards to the proposed CSARochester Charter School</td>
<td></td>
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<tr>
<td>04/17/2019</td>
<td>Met with Councilman at large Dr. Mitch Gruber</td>
<td>Face-to-face Meeting</td>
<td>Supportive of quality public education and possible locations within city of Rochester as well</td>
<td>2</td>
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<tr>
<td>Date</td>
<td>Meeting Description</td>
<td>Location Details</td>
<td>Description</td>
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<tr>
<td>04/17/2019</td>
<td>Met with Matthew Palocy – Program Director of Mary’s Place Refugee Outreach</td>
<td>Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School and seeking partnership to enroll the children of the families</td>
<td>Supportive by passing the CSARochester school information to the children of the refugee families who they serve</td>
<td>Developing partnership possibilities by providing opportunities of CSARochester Teachers to serve at Mary’s Place and sending the donations (Toy drive, food drive, coat drive.....)</td>
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<tr>
<td>04/17/2019</td>
<td>Met with Ms. Conte from Washuku Foundation for Humanitarian Aid</td>
<td>Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School. Sharing information for the attendees’ children</td>
<td>Supportive by passing the CSARochester school information, Ms. Conte would like to give professional development about culturalism</td>
<td>Invited to Syracuse schools in May and developing a sustainable relationship in Rochester with the proposed CSARochester Charter School</td>
<td></td>
</tr>
<tr>
<td>04/09/2019</td>
<td>Phone Conversation with Regent Wade Norwood</td>
<td>Phone Conversation introducing the Citizenship and Science Academy of Rochester Charter School</td>
<td>There is a need in Rochester area for quality schools especially the inner city Rochester area children. He asked to continue our</td>
<td>Setting up appointment to speak more about the possible challenges and opportunities in Rochester area.</td>
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<tr>
<td>Date</td>
<td>Name</td>
<td>Role and Background</td>
<td>Meeting Type and Location</td>
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<td>Support Level</td>
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<td>04/01/2019</td>
<td>Joseph M. Martino</td>
<td>Chief Executive Officer, Rochester City</td>
<td>Face-to-face Meeting conversation,</td>
<td>Supporting by sharing some possible school locations</td>
<td></td>
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<td>Rochester, introducing the Citizenship and Science Academy of Rochester Charter</td>
<td>4 Lakeviewpark Rochester, NY</td>
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<tr>
<td>4/22/19</td>
<td>Ty Kelly</td>
<td>Director of Wegmans Work-Scholarship Program, Former Board Member with Charter School and very involved in education sector in Rochester</td>
<td>Phone conversation</td>
<td>Rochester has a challenging political climate for charters. Need teachers who can connect well with students and to compensate them well. Students should come first.</td>
<td></td>
</tr>
<tr>
<td>4/22/19</td>
<td>Darryl Kittelberger</td>
<td>Former RCSD and Charter School Student Recruitment Specialist</td>
<td>Face-to-face, Spot Coffee in downtown Rochester</td>
<td>Insight about the importance of authentic community outreach and specifics about building student recruiting capacity. Letter of support.</td>
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<tr>
<td>4/22/19</td>
<td>Bruce Mellen</td>
<td>President of the Upper Mount Hope</td>
<td>Explore community need for school in neighborhood, Neighborhoo d home, face-</td>
<td>Insight about the need for a school in the neighborhood close to</td>
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<tr>
<td>Date</td>
<td>Contact</td>
<td>Introduce Rochester Citizenship and Science Academy Charter School, Explore utilizing services in the future</td>
<td>Meeting Type</td>
<td>Perspective on common legal concerns for schools in the region and the need for strong organization to mitigate risks.</td>
<td>To help establish and develop additional community support.</td>
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<td>4/22/19</td>
<td>Bethany Centrone, Lawyer at Bond, Schonek, &amp; King</td>
<td>Introduce Rochester Citizenship and Science Academy Charter School, Introduce Rochester Citizenship and Science Academy Charter School,</td>
<td>Phone conversation</td>
<td>Offered letter of support in approval process, including demonstrated results from other regions</td>
<td>Ms. Centrone offered to support the school by providing advice and insight in the startup phase and is open to the potential of ongoing legal counsel as needed.</td>
</tr>
<tr>
<td>4/22/19</td>
<td>Joe Robach, State Senate, District 56</td>
<td>Spoke about the need for more high quality schools</td>
<td>Phone conversation</td>
<td>Offered letter of support in approval process, including demonstrated results from other regions</td>
<td>Senator Robach offered ongoing support.</td>
</tr>
<tr>
<td>4/22/19</td>
<td>Richard Glaser, Senior Vice President of Merrill Lynch, Community connector</td>
<td>Introduce Rochester Citizenship and Science Academy Charter School, Affirmed the need for high quality school options for Rochester students, especially students of color</td>
<td>Face-to-face, Java Coffee in downtown Rochester</td>
<td>Affirmed the need for high quality school options for Rochester students, especially students of color</td>
<td>Mr. Glaser suggested we connect with other entrepreneurial and innovation organizations through the Roc Growth Initiative</td>
</tr>
<tr>
<td>4/23/19</td>
<td>Rochester Charter Leaders Meeting: representatives from Eugenio Maria de Hostos, UPrep, Rochester Prep,</td>
<td>Participate in charter community networking event and connect with other charter leaders</td>
<td>Rochester Academy, Latta Rd</td>
<td>Affirmed the challenges of starting a school in Rochester and the complexities in facilities and student recruitment</td>
<td>Some leaders offered ongoing support as needed to help our successful start, additional dates for meetings were shared</td>
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<td>Date</td>
<td>Name</td>
<td>Role and Affiliation</td>
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<td>4/24/19</td>
<td>Stephen Hoitt</td>
<td>Scout Executive, Seneca Waterways Council, Scouts BSA</td>
<td>Introduce Rochester Citizenship and Science Academy Charter School, explore partnerships with the Scouts BSA programming</td>
<td>Mr. Hoitt offered support for the need for youth programs that develop citizenship and character education. Glad to partner in the future.</td>
<td>2</td>
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<tr>
<td>4/24/19</td>
<td>Marie Cianca</td>
<td>Asso. Professor, St. John Fisher</td>
<td>Phone conversation</td>
<td>Professor Cianca suggested we connect with the Education First research project on the teacher pipeline</td>
<td>2</td>
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<tr>
<td>4/24/19</td>
<td>Dr. Jason Willis</td>
<td>Director of Afro-American Studies, Rochester City School District, RIT Adjunct Professor, Community Organizer</td>
<td>Introduce Rochester Citizenship and Science Academy Charter School, Explore potential connections to culturally relevant teaching strategies</td>
<td>Dr. Willis suggested the need for culturally responsive teaching staff and for people who start with relationships with students first</td>
<td>2</td>
</tr>
<tr>
<td>4/24/19</td>
<td>Joe Carter</td>
<td>Head Dean, Vertus Charter High School</td>
<td>Introduce Rochester Citizenship and Science Academy Charter School, hear</td>
<td>Mr. Carter agreed that authentic home visits will be essential to creating the high level of parent support</td>
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<td>4/25/19</td>
<td>Eric O’Connor, Director of Strategic Projects, True North/Uncommon Schools Rochester</td>
<td>Hear from a network school leader about Rochester’s charter school environment, Introduce Rochester Citizenship and Science Academy Charter School</td>
<td>Discussed student population trends. Gained insight into the needs for collaboration on teacher pipelines. Affirmed that home visits are essential despite parents not expecting that level of engagement. Mr. O’Connor suggested we talk with Ann Michael Henry about participation in GoodSchoolsRoc.org collaborative efforts to be a part of the Rochester Common Application.</td>
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<td>4/29/19</td>
<td>Dr. Michael Wischnowski, Dean of Education, St. John Fisher</td>
<td>Introduce Rochester Citizenship and Science Academy Charter School, Explore collaborations</td>
<td>Confirmed the science and citizenship focus would fill a hole in the Rochester charter sector. Provided insight into a new scholarship program for aspiring teachers who are interested in STEM. Offered to continue to explore partnerships on teacher pipeline and community service.</td>
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<td>4/29/19</td>
<td>Rich Funke’s Office, Jake Chard, Deputy Chief of Staff for Constituent Services, State Senate District 55</td>
<td>Introduce Rochester Citizenship and Science Academy Charter School, hear needs of the district and seek support</td>
<td>Confirmed the Senators support for charter schools in this district, confirmed the need for citizenship and science education. Offered letter of support and interest to stay connected with the school as it goes through the process of the application and start up.</td>
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<td>Date</td>
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<td>Contact Notes</td>
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<td>4/29/19</td>
<td>Gladys Pedraza Bergos, Chief Operating Officer, Ibero-American Action League</td>
<td>Explore partnerships with Ibero-American Action League, Introduce Rochester Citizenship and Science Academy Charter School</td>
<td>Ibero, Main St</td>
<td>Confirmed the need for more high quality charter schools for students. Provided deep information on the needs of the Latino population of Rochester. Offered a letter of support to help with connecting to local community organizations in the Latino community.</td>
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<tr>
<td>4/29/19</td>
<td>Harry Bronson's Office, Elizabeth Morabito, Principal Legislative Analyst, State Assembly District 138</td>
<td>Introduce Rochester Citizenship and Science Academy Charter School, hear needs of the district and seek support</td>
<td>University Ave Office</td>
<td>Confirmed need for quality in public schools. Glad to receive information on the progress of the school going forward.</td>
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<tr>
<td>5/01/2019</td>
<td>Deborah M. Stendardi Vice President for Government &amp; Community Relations Rochester Institute of Technology</td>
<td>Introduce Rochester Citizenship and Science Academy Charter School, seek support and possible partnership opportunities</td>
<td>RIT – 30 Lomb Memorial Drive, Rochester</td>
<td>Affirmed the need for alternatives for youth in the City of Rochester, Provided contacts to reach out that will be helpful to build partnership and support.</td>
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<tr>
<td>5/01/2019</td>
<td>Rochester Prep representatives Director of Operations Mr. Claypool and Asst. Superintendent Paul Powell.</td>
<td>Introduce Rochester Citizenship and Science Academy Charter School, seek support and possible partnership opportunities</td>
<td>Starbucks Coffee at Irondequoit</td>
<td>Challenges in Rochester area that faces the charter schools. Open for any visit and sharing information.</td>
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<td>5/2/19</td>
<td>Jim Senall, President of Next Corps (Entrepreneurial)</td>
<td>Hear about the need for education on STEM, Introduce Rochester Citizenship</td>
<td>Phone Conversation</td>
<td>Confirmed need for schools focused on STEM education. Provided introduction to additional business person who has had interest in supporting</td>
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<tr>
<td>Date</td>
<td>Name and Organization</td>
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<td>05/03/2019</td>
<td>Andrea Rogers Barry Empire Charter School consultants</td>
<td>Introduce Rochester Citizenship and Science Academy Charter School</td>
<td>Email support confirmed need for quality charter schools in Rochester</td>
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Citizenship and Science Academy of Rochester Charter School

We are reading over the Charter Application and applying the finishing touches now. Thank you to all those who support our mission!
We are reading over the Charter Application and applying the finishing touches now. Thank you to all those who support our mission! 🎉

#CharterSchools #CharterChampions
We are reading over the Charter Application and applying the finishing touches now. Thank you to all those who support our mission! 🐦 #charterschools #charterchampions
Thanks, Tolga. It was a pleasure to meet you and hear about your excellent efforts. I look forward to future developments.

—Dave

Sent from my iPhone

On Apr 4, 2019, at 6:22 PM, Tolga Hayali wrote:

Good Evening Dave,

Thank you very much for your time for speaking with us and letting us share our replication school proposal for inner-city Rochester area children. Thank you again and looking forward to collaborating with RIT to expose our urban youth the opportunities RIT has to offer. Have a wonderful week.

Tolga

--------- Forwarded message ---------
From: James Hall
Date: Sun, Apr 7, 2019 at 3:12 PM
Subject: Re: Introduction to CAS Rochester
To: Tolga Hayali
Cc: Meg Walbaum

Enjoyed our conversation much!

We will look for an opportunity to host a networking lunch for you. May have to wait until August/September. Our VP for Enrollment, Ian Mortimer, spoke very highly of your schools and your students.

We'd be happy to come to Syracuse sometime to meet your folks. I'd be happy to talk to your teachers and counselors about what the "individualization" landscape looks like in higher education right now.

I've copied Meg Walbaum here - she does all the magic with Community Outreach and Experiential Education.

Best, Jim

--

James C. Hall
Dean, University Studies Division
Executive Director & Professor,
School of Individualized Study
Rochester Institute of Technology
From: Tolga Hayali <[redacted]>
Date: Thursday, April 4, 2019 at 7:26 PM
To: James Hall <[redacted]>
Subject: Re: Introduction to CAS Rochester

Good Evening Jim,

I wanted to thank you very much for speaking to us and sharing valuable information. I would love to follow up especially the luncheon idea so that I might be able to meet and share the proposed replication school idea which may develop to think and develop partnership opportunities for our inner-city children. Thank you again and have a wonderful Day!

Tolga

On Mon, Mar 18, 2019 at 12:40 PM James Hall <[redacted] > wrote:
Tolga – Happy to have coffee anytime. Christine, my assistant, can help us get set up. Jim

James C. Hall
Dean, University Studies Division
Executive Director & Professor,
School of Individualized Study
Rochester Institute of Technology

---------- Forwarded message ----------
From: Simeon Banister <[redacted]>
Date: Tue, Mar 26, 2019 at 11:33 PM
Subject: RE: Introduction to CAS Rochester
To: Tolga Hayali <[redacted]>

Thank you for coming by and sharing your fascinating work. I sincerely appreciate the magnitude of your effort and look forward to sharing your story with our donors and others.

Best,

Simeon

Simeon Banister
Vice President, Community Programs
Rochester Area Community Foundation

We engage philanthropists and community partners to improve our region
Find out more at www.racf.org
Learn to build a strong community through www.ACTRochester.org

Confirmed in compliance with National Standards for U.S. Community Foundations
From: Tolga Hayali
Sent: Tuesday, March 26, 2019 10:53 PM
To: Simeon Banister
Subject: Re: Introduction to CAS Rochester

Dear Simeon,

I wanted to thank you for having and listening to us in regards to our proposed Citizenship and Science Academy of Rochester Charter School (http://casrochester.org/). I truly appreciate all the great work and looking forward to serving inner-city Rochester area youth. Thank you again for allowing to share our story with you.

Tolga

---------- Forwarded message ----------
From: Tolga Hayali
Date: Fri, Mar 22, 2019 at 9:43 AM
Subject: Fw: CSA Rochester Information Session
To: Lindsay Cray

Dear Lindsay and Paul,

I attached our information session which will be held in the Rochester Science Museum on March 28th from 5-7:30 p.m. If you might be able to pass the information along that would be great. Thank you.

Tolga

---------- Forwarded message ----------
From: Deborah Stendardi
Date: Tue, Apr 23, 2019 at 1:48 PM
Subject: RE: FW: Introduction to CAS Rochester
To: Tolga Hayali

Hi,
I'm back in the office this week so let me know when you would like to schedule a time to meet.

Deborah M. Stendardi
Vice President for Government & Community Relations
Rochester Institute of Technology

From: Tolga Hayali
Sent: Tuesday, April 09, 2019 12:06 PM
To: James Hall
Cc: Deborah Stendardi
Subject: Re: FW: Introduction to CAS Rochester

Thank you, James, for your kind introduction. Debbie, I hope all is well and you are enjoying this beautiful day! I was wondering if you had time in the afternoon on the 17th of April, might be able to come
and visit you. If not we can look some other days based on your availability. Thank you and have a wonderful week!

Tolga

On Tue, Apr 9, 2019 at 9:58 AM James Hall wrote:
Debbie – Introducing you to Tolga Hayall who runs a group of charter schools in Syracuse and Utica. Tolga has been making the rounds to potential RIT conversation partners as he looks to bring his successful school model to Rochester. Kit wrote him a nice letter of support. Tolga would appreciate the opportunity to meet you or your staff and talk more about the impact he hopes to make in our region.

Best, Jim

James C. Hall
Dean, University Studies Division
Executive Director & Professor,
School of Individualized Study
Rochester Institute of Technology

From: Tolga Hayall
Date: Monday, April 8, 2019 at 9:47 PM
To: James Hall
Subject: Re: Introduction to CAS Rochester

Thank you, James, for connecting me with Ian and I think I know him when he was at Nazareth College. He came to our school. Could you please kindly connect me with Deborah as well? Always appreciated and looking forward to seeing you in the fall.

Tolga

On Mon, Apr 8, 2019 at 7:34 PM James Hall wrote:
Tolga, Copying in Ian so you two are reconnected.

Would love to visit – but Fall is likely better for Meg and I.

I’m inclined not to duplicate Kit’s letter – not because I’m not supportive – just not sure this is the right way to play my very limited bully pulpit. My recommendation would be that you seek out a letter of support from Deborah Stendardi, the VP for Government and Community Relations, who really has the mandate for and from RIT to speak publicly on these questions. Happy to make that connection for you.

Best, Jim

James C. Hall
Dean, University Studies Division
Executive Director & Professor,
School of Individualized Study
Rochester Institute of Technology
From: Tolga Hayali <tola.hayali@gmail.com>
Date: Monday, April 8, 2019 at 2:56 PM
To: James Hall <james.hall@casrochester.org>
Cc: Meg Walbaum <meg.walbaum@casrochester.org>
Subject: Re: Introduction to CAS Rochester

Thank you Jim for everything. Truly appreciated. When would be a good time to invite you and/or Meg. In the meantime, could there be any opportunity I can talk to Ian in regards to the CSA Rochester Charter school? Do you think you might be able to write a support letter (it does help during the application process)? I attached Kit’s and Joel’s. Thank you again and looking forward to seeing you.

Tolga

On Sun, Apr 7, 2019 at 3:12 PM James Hall <james.hall@casrochester.org> wrote:
Enjoyed our conversation much!

We will look for an opportunity to host a networking lunch for you. May have to wait until August/September. Our VP for Enrollment, Ian Mortimer, spoke very highly of your schools and your students.

We’d be happy to come to Syracuse sometime to meet your folks. I’d be happy to talk to your teachers and counselors about what the “individualization” landscape looks like in higher education right now.

I’ve copied Meg Walbaum here – she does all the magic with Community Outreach and Experiential Education.

Best, Jim

---

James C. Hall
Dean, University Studies Division
Executive Director & Professor,
School of Individualized Study
Rochester Institute of Technology

From: Tolga Hayali <tola.hayali@gmail.com>
Date: Thursday, April 4, 2019 at 7:26 PM
To: James Hall <james.hall@casrochester.org>
Subject: Re: Introduction to CAS Rochester

Good Evening Jim,

I wanted to thank you very much for speaking to us and sharing valuable information. I would love to follow up especially the luncheon idea so that I might be able to meet and share the proposed replication school idea which may develop to think and develop partnership opportunities for our inner-city children. Thank you again and have a wonderful Day!

Tolga

On Mon, Mar 18, 2019 at 12:40 PM James Hall <james.hall@casrochester.org> wrote:
Tolga – Happy to have coffee anytime. Christine, my assistant, can help us get set up. Jim

---

James C. Hall
From: Tolga Hayali
Date: Thursday, March 14, 2019 at 9:20 AM
To: "Joel T. Helfrich"
Cc: James Winebrake; Richard Beal
Subject: Re: Introduction to CAS Rochester

Thank you, Joel, for the kind introduction. Jamie and Jim, I would be happy to meet with you personally in Rochester within the next week or two or invite you to visit any of our Charter schools to observe our educational program which we are planning to replicate in Rochester. Please kindly let me know a couple of dates and times that work best for you. Thank you and I am looking forward to hearing from you.

Tolga

On Wed, Mar 13, 2019 at 1:24 PM Joel T. Helfrich wrote:

Dear Jamie and Jim,

Please meet Tolga Hayali. He is the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). His organization, which operates three charter schools (two in Syracuse and one in Utica), is working to open Citizenship & Science Academy of Rochester (http://csarochester.org/), which will be a replication effort. He would like to meet you immediately to discuss his efforts. Tolga will likely be joined Rick Beal, the Director of International Programs and Accreditation at Terra Science and Education. I think that you will be interested to hear more about Tolga’s work, successes, and plans.

(Tolga and Rick: Please meet Jamie Winebrake and Jim Hall, respectively, the Dean of the College of Liberal Arts and Dean of University Studies Division/Executive Director of the School of Individualized Study at RIT. Both Jamie and Jim are great people who will likely appreciate the work that you have done. Especially of interest is the curriculum regarding STEM and the environment, as well as the focus on "Glocal" Education. They likely have a number of contacts that they can share with you who will likely be supportive.)

I am certain that you all have a number of issues that are worthy of discussion.

I will let you take it from here...

kind regards,
Joel

------------- Forwarded message -----------
From: Paul Clark
Date: Tue, Mar 19, 2019 at 8:50 PM
Subject: Re: SASCS & Center for Youth Introductions
To: Tolga Hayali
Cc: Rick

Thank you Tolga. I thoroughly enjoyed our visit and look forward to future connections. I will work on this letter tomorrow.

Let’s set a date now for my visit. Send me some dates and times and I will confirm.
Thanks again for such a great visit today

Have a great night!

Paul

Sent from my iPhone

On Tue, Apr 9, 2019 at 9:00 AM Paul Clark wrote:
Good Morning. Looking forward to the 24th. One agency that comes to mind is the Community Place of Greater Rochester. Tarlon Gibson is the person you can speak too. His position is similar to mine.

Have a great day!

Paul

Paul Clark | Director of School Based Programs
The Center for Youth Services, Inc.

From: Tolga Hayali
Sent: Tuesday, April 9, 2019 8:39 AM
To: Paul Clark
Subject: Looking forward

Good Morning Paul,

I hope all is well with you. I am looking forward to seeing you on 24th. In the meantime, I was wondering if there might be anyone or organization that I should connect with? your support is greatly appreciated. Thank you again for everything you do for the children and looking for ways to collaborate and partner with the center for youth. Have a wonderful Week!

Tolga

---------- Forwarded message ----------
From: Tolga Hayali
Date: Fri, Mar 22, 2019 at 11:20 AM
Subject: Re: Introduction to CAS Rochester
To: Scott, Sara Lynn
Cc: Richard Beal, Joel T. Helfrich

Hi Sara,

How does your schedule look like for April first? Could you please kindly advise for a conversation in regards to replicating a charter school in Rochester. The Science Academies of New York have STEM- and citizenship-based charter schools in Utica and Syracuse. Citizenship and Science Academy in Rochester Charter School will give preference to English Language Learners so we can be an educational institution with added value in the Rochester community. We are planning to start as K-2 and will grow gradually to become a K-12 Public Charter School with an emphasis on volunteerism and STEM-based learning. There is more information about our proposed Public Charter School at http://csarochester.org. Thank you again and looking forward to hearing from you.
Tolga

On Fri, Mar 22, 2019 at 11:06 AM Joel T. Helfrich wrote:
That’s great! Thank you, Sara. I am sure that Tolga will want to meet in very early April. Joel

From: Scott, Sara Lynn
Sent: Wednesday, March 20, 2019 10:10 PM
To: Joel T. Helfrich; Tolga Hayali; Richard Beal
Subject: RE: Introduction to CAS Rochester

Evening.

Sorry for the delay in responding to your introduction email—it’s budget season so things are intense! I’m happy to find a time in April to meet to learn more about the Citizenship & Science Academy of Rochester and Terra Science and Education. Please let me know some dates/times that you have availability and we can get a meeting on the calendar.

Thanks and talk soon.

Peace.

Sara Scott
Program Development Specialist
Department of Recreation and Youth Services

---------- Forwarded message ----------
From: Harvey, Jodi
Date: Mon, Mar 25, 2019 at 4:04 PM
Subject: RE: [External] Introduction to CAS Rochester
To: Joel T. Helfrich; Tolga Hayali; Richard Beal

Hello Joel,

Thank you so much for reaching out to me. I’m excited to hear about the plans to open an Academy in Rochester. I’m even more enthusiastic about the possible role I may be able to play in partnering with all of you.

Tolga and Richard—Please let me know some days/times that are convenient for a meeting. I will be in Albany at a conference from 4/1-4/3, but otherwise my schedule is somewhat flexible. I would be pleased to meet with you in-person, via phone, or Zoom.

I look forward to discussing your current/future efforts.

Best,
Jodi

Jodi Scondras Harvey
Director of Humanities and Human Services
Hi Tolga and Richard,
This will confirm the meeting at Monroe Community College on Monday, May 6, from 11:00 am to Noon with Andrea Wade, Dan Robertson, and Shawanda Evans.
Following please find parking information and directions. I have attached an updated parking permit for May 6.

Thank you again for your understanding and I apologize for all of the rescheduling. Hopefully this will be the final reschedule.

Sue

________________________

Joel T. Helfrich

Mar 13, 2019, 10:22 AM

to: me, Richard

Dear Ajamu,

Please meet Tolga Hayali. He is the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). His organization, which operates three charter schools (two in Syracuse and one in Utica), is working to open Citizenship & Science Academy of Rochester (http://csarochester.org/), which will be a replication effort. He would like to meet you immediately to discuss his efforts. Tolga will likely be joined by Richard Beal, the Director of International Programs and Accreditation at Terra Science and Education. I think that you will be interested to hear more about Tolga’s work, successes, and plans.
I am certain that you all have a number of issues that are worthy of discussion.

I will let you take it from here....

kind regards,
Joel

Mar 13, 2019, 10:27 AM

Joel T. Helfrich

to: [Email Address]

Dear Jennifer,

Please meet Tolga Hayali. He is the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). His organization, which operates three charter schools (two in Syracuse and one in Utica), is working to open Citizenship & Science Academy of Rochester (http://csarochester.org/), which will be a replication effort. He would like to meet you immediately to discuss his efforts. Tolga will likely be joined Rick Beal, the Director of International Programs and Accreditation at Terra Science and Education. I think that you will be interested to hear more about Tolga’s work, successes, and plans.

(Tolga and Rick: Please meet Jennifer Ghdilu, the Director of Network Learning for Big Picture. Jennifer, put simply, kicks ass and is a great person with whom you should meet.)

Mar 13, 2019, 10:35 AM

Joel T. Helfrich

to: [Email Address]

Dear Jennifer, Simeon, and Chris,

Please meet Tolga Hayali. He is the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). His organization, which operates three charter schools (two in Syracuse and one in Utica), is working to open Citizenship & Science Academy of Rochester (http://csarochester.org/), which will be a replication effort. He would like to meet you immediately to discuss his efforts. Tolga will likely be joined Rick Beal, the Director of International Programs and Accreditation at Terra Science and Education. I think that you will be interested to hear more about Tolga’s work, successes, and plans.

(Tolga and Rick: Please meet Jennifer Leonard, Simeon Banister, and Chris Dandino, respectively, the President/CEO, VP of Community Programs, and Director of Greater Rochester After-School Alliance of Rochester Area Community Foundation. The Community Foundation is also convener of ROC the Future and provides support staff for the organization.)
Dear Hank,

Please meet Tolga Hayali. He is the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). His organization, which operates three charter schools (two in Syracuse and one in Utica), is working to open Citizenship & Science Academy of Rochester (http://csarochester.org/), which will be a replication effort. He would like to meet you immediately to discuss his efforts. Tolga will likely be joined Rick Beal, the Director of International Programs and Accreditation at Terra Science and Education. I think that you will be interested to hear more about Tolga’s work, successes, and plans.

(Tolga and Rick: Please meet Hank Rubin, the former VP of Community Programs at the Rochester Area Community Foundation. Hank is currently the Founding Director of the Frederick Douglass Center for Collaborative Leadership at Frederick Douglass Family Initiatives. That nonprofit is planning to move its headquarters to Rochester soon, I think. Given your proposed school’s emphasis on citizenship and FDFI’s focus on ending human trafficking, education, and other global concerns, you should be talking. As an aside, Hank has a ton of contacts in the Rochester, including at the Children’s Agenda, that might be helpful.)

Dear Alex and Sandra,

Please meet Tolga Hayali. He is the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). His organization, which operates three charter schools (two in Syracuse and one in Utica), is working to open Citizenship & Science Academy of Rochester (http://csarochester.org/), which will be a replication effort. He would like to meet you immediately to discuss his efforts. Tolga will likely be joined Rick Beal, the Director of International Programs and Accreditation at Terra Science and Education. I think that you will be interested to hear more about Tolga’s work, successes, and plans.

(Tolga and Rick: Please meet Alex Yudelson and Sandra Simon, respectively, the Chief of Staff for Mayor Lovely Warren and the Director of Special Projects and Education Initiatives for the administration. The City of Rochester has a deep interest in the success of Rochester’s schools. The City is also represented on ROC, the Future as a convener.)

Dear Andrea and Shawanda,

Please meet Tolga Hayali. He is the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). His organization, which operates three charter schools (two in Syracuse and one in Utica), is working to open Citizenship & Science Academy of Rochester (http://csarochester.org/), which will be a replication effort. He would like to meet you immediately to discuss his efforts. Tolga will likely be joined
Rick Beal, the Director of International Programs and Accreditation at Terra Science and Education. I think that you will be interested to hear more about Tolga’s work, successes, and plans.

(Tolga and Rick: Please meet Andrea Wade and Shawanda Evans, respectively, the Provost/VP for Academic Services and the Director of Pre-Collegiate Programs at Monroe Community College. MCC has a deep interest in the success of Rochester’s schools. MCC is also represented on ROC the Future as a convener.)

Joel T. Helfrich Mar 13, 2019, 11:12 AM

to: me, Richard

Dear Councilman Evans,

Please meet Tolga Hayali. He is the Superintendent of the Science Academies of New York Charter Schools [https://www.sany.org/]. His organization, which operates three charter schools (two in Syracuse and one in Utica), is working to open Citizenship & Science Academy of Rochester [http://csarochester.org/], which will be a replication effort. He would like to meet you immediately to discuss his efforts. Tolga will likely be joined Rick Beal, the Director of International Programs and Accreditation at Terra Science and Education. I think that you will be interested to hear more about Tolga’s work, successes, and plans.

(Tolga and Rick: Please meet Malik Evans, a former president of Rochester Board of Education and current city councilman and Program Manager at ESL Federal Credit Union.)

Joel T. Helfrich Mar 13, 2019, 11:16 AM

to: me, Richard

Dear Dorian,

Please meet Tolga Hayali. He is the Superintendent of the Science Academies of New York Charter Schools [https://www.sany.org/]. His organization, which operates three charter schools (two in Syracuse and one in Utica), is working to open Citizenship & Science Academy of Rochester [http://csarochester.org/], which will be a replication effort. He would like to meet you immediately to discuss his efforts. Tolga will likely be joined Rick Beal, the Director of International Programs and Accreditation at Terra Science and Education. I think that you will be interested to hear more about Tolga’s work, successes, and plans.

(Tolga and Rick: Please meet Dorian Hall, a community activist who is deeply-rooted in Rochester and wears a number of hats, including as co-chair of the PLEX Neighborhood Association. Dorian cares a great deal about education throughout the City of Rochester, but especially in his corner of the city. He also has a great amount to say about environmental justice, which might be a common starting point for a future discussion.)

Joel T. Helfrich Mar 13, 2019, 11:27 AM

to: me, Richard

Dear Representative Morelle and Jordan,
Please meet Tolga Hayali. He is the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). His organization, which operates three charter schools (two in Syracuse and one in Utica), is working to open Citizenship & Science Academy of Rochester (http://csarochester.org/), which will be a replication effort. He would like to meet you immediately to discuss his efforts. Tolga will likely be joined Rick Beal, the Director of International Programs and Accreditation at Terra Science and Education. I think that you will be interested to hear more about Tolga’s work, successes, and plans.

(Tolga and Rick: Please meet Joe Morelle, former NYS Assemblyman and current Representative in Congress for the 25th District. While in the Assembly, Morelle was a convener of ROC the Future and still plays a significant role in the work that that organization does. He currently sits on the House Committee on Education and Labor. Please also meet Jordan Jablonski, Congressman Morelle’s local aide regarding education. As an aside, Morelle was born in Utica, New York.)

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Joel T. Helfrich  
Mar 13, 2019, 11:33 AM

to: [redacted] me, Richard

Dear Senator Joe Robach,

Please meet Tolga Hayali. He is the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). His organization, which operates three charter schools (two in Syracuse and one in Utica), is working to open Citizenship & Science Academy of Rochester (http://csarochester.org/), which will be a replication effort. He would like to meet you immediately to discuss his efforts. Tolga will likely be joined Rick Beal, the Director of International Programs and Accreditation at Terra Science and Education. I think that you will be interested to hear more about Tolga’s work, successes, and plans.

(Tolga and Rick: Please meet Joe Robach, member of the NY Senate, representing the 56th District, which includes portions of Rochester. Robach is a convener of ROC the Future and plays a significant role in the work that that organization does.)

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Joel T. Helfrich  
Mar 13, 2019, 11:41 AM

to: [redacted] me, Richard

Dear Bob and Adrian,

Please meet Tolga Hayali. He is the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). His organization, which operates three charter schools (two in Syracuse and one in Utica), is working to open Citizenship & Science Academy of Rochester (http://csarochester.org/), which will be a replication effort. He would like to meet you immediately to discuss his efforts. Tolga will likely be joined Rick Beal, the Director of International Programs and Accreditation at Terra Science and Education. I think that you will be interested to hear more about Tolga’s work, successes, and plans.

(Tolga and Rick: Please meet Bob Duffy, the former chief of police and mayor of Rochester, as well as first lieutenant governor for Governor Andrew Cuomo’s administration. He is the President and CEO of the Greater Rochester Chamber of Commerce and co-chair of the Finger Lakes Regional Economic Development Council. Please also meet Adrian Hale, the Strategic Initiatives Manager for the Greater Rochester Chamber of Commerce and a convener of ROC the Future who plays a significant role in the work that that organization does.)
Dear Mike,

Please meet Tolga Hayali. He is the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). His organization, which operates three charter schools (two in Syracuse and one in Utica), is working to open Citizenship & Science Academy of Rochester (http://csarochester.org/), which will be a replication effort. He would like to meet you immediately to discuss his efforts. Tolga will likely be joined Rick Beal, the Director of International Programs and Accreditation at Terra Science and Education. I think that you will be interested to hear more about Tolga's work, successes, and plans.

(Tolga and Rick: Please meet Mike Boller, biology professor, director of the sustainability program, and coordinator for the Center for Sustainability at St. John Fisher College. He is doing some great work for the environment, including citizen science and other initiatives. Given that a substantial part of your curriculum deals with STEM and the environment, I think that you should talk.)

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Dear Glenn,

Please meet Tolga Hayali. He is the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). His organization, which operates three charter schools (two in Syracuse and one in Utica), is working to open Citizenship & Science Academy of Rochester (http://csarochester.org/), which will be a replication effort. He would like to meet you immediately to discuss his efforts. Tolga will likely be joined Rick Beal, the Director of International Programs and Accreditation at Terra Science and Education. Rick is a former Peace Corps teacher in Eritrea and Fulbright scholar in Cambodia. I think that you will be interested to hear more about Tolga's work, successes, and plans.

(Tolga and Rick: Please meet Glenn Ceroseletti, the Assistant Dean of Students and Director of the Rochester Center for Community Leadership at the University of Rochester. He is a former Peace Corps volunteer who worked as a crop extensionist in Bolivia.)

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Dear Mike and George,

Please meet Tolga Hayali. He is the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). His organization, which operates three charter schools (two in Syracuse and one in Utica), is working to open Citizenship & Science Academy of Rochester (http://csarochester.org/), which will be a replication effort. He would like to meet you immediately to discuss his efforts. Tolga will likely be joined Rick Beal, the Director of International Programs and Accreditation at Terra Science and Education. I think that you will be interested to hear more about Tolga's work, successes, and plans.
(Tolga and Rick: Please meet Mike Haugh and George Thomas, respectively, the board chair and executive director of Genesee Riverwatch, an organization that is doing some great work for the environment, including citizen science and other initiatives. Given that a substantial part of your curriculum deals with STEM and the environment, I think that you should talk.)

Joel T. Helfrich
Mar 13, 2019, 12:16 PM

Richard

Dear Sara,

Please meet Tolga Hayali. He is the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). His organization, which operates three charter schools (two in Syracuse and one in Utica), is working to open Citizenship & Science Academy of Rochester (http://csarochester.org/), which will be a replication effort. He would like to meet you immediately to discuss his efforts. Tolga will likely be joined Rick Beal, the Director of International Programs and Accreditation at Terra Science and Education. I think that you will be interested to hear more about Tolga's work, successes, and plans.

(Tolga and Rick: Please meet Sara Scott, a former Earth Science teacher at the New York Harbor School [she holds a Masters degree in Education] and the current Coordinator of Horticulture and Environmental Programming for the City of Rochester's Department of Recreation and Youth Services -- and an overall great person.)

Joel T. Helfrich
Mar 13, 2019, 12:22 PM

me, Richard

Dear Kim,

Please meet Tolga Hayali. He is the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). His organization, which operates three charter schools (two in Syracuse and one in Utica), is working to open Citizenship & Science Academy of Rochester (http://csarochester.org/), which will be a replication effort. He would like to meet you immediately to discuss his efforts. Tolga will likely be joined Rick Beal, the Director of International Programs and Accreditation at Terra Science and Education. I think that you will be interested to hear more about Tolga's work, successes, and plans.

(Tolga and Rick: Please meet Kim McKinsey-Mabry, the current Dean of Business & Community Engagement at Monroe Community College and an awesome person. Her office is right next to mine. Kim has oodles of contacts in the Rochester area who might be supportive of your efforts.)
Dear Kit,

Please meet Tolga Hayali. He is the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). His organization, which operates three charter schools (two in Syracuse and one in Utica), is working to open Citizenship & Science Academy of Rochester (http://csarochester.org/), which will be a replication effort. He would like to meet you immediately to discuss his efforts. Tolga will likely be joined Rick Beal, the Director of International Programs and Accreditation at Terra Science and Education. I think that you will be interested to hear more about Tolga's work, successes, and plans.

(Tolga and Rick: Please meet Kit Mayberry and Donna Augustine Burnette, respectively, the VP for Strategic Planning & Special Initiatives and the Director of University Center for Engaging K-12 at Rochester Institute of Technology. Kit and Donna have oodles of contacts in the Rochester area who might be supportive of your efforts. Given your school's focus on STEM and the environment, I think that you should meet with Kit and Donna, among others, at RIT.)

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Hank Rubin

Mar 13, 2019, 12:47 PM

to Joel, me, Richard

Greetings, Joel. Good to hear from you.
Tolga and Rick, I'll be happy to meet, learn and share what I can. Towards the end of the month? If you send 2 or 3 dates/times that will work for you, I'm sure we'll be able to lock one on all our calendars.

Thanks.

Hank
Hank Rubin, PhD  Founder

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Joel T. Helfrich

Mar 13, 2019, 1:07 PM

to jackie@thechildrensagenda.org, jessica@thechildrensagenda.org, me, Richard

Dear Jackie,

[I spoke briefly just now with Ajamu Kitwana. He shared your email address with me.]

Please meet Tolga Hayali. He is the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). His organization, which operates three charter schools (two in Syracuse and one in Utica), is working to open Citizenship & Science Academy of Rochester (http://csarochester.org/), which will be a replication effort. He would like to meet you immediately to discuss his efforts. Tolga will likely be joined Rick Beal, the Director of International Programs and Accreditation at Terra Science and Education. I think that you will be interested to hear more about Tolga's work, successes, and plans.
I am certain that you all have a number of issues concerning the state of K-12 education in Rochester that is worthy of discussion.

Joel T. Helfrich

Mar 13, 2019, 1:24 PM

to me, Richard

Dear Jamie and Jim,

Please meet Tolga Hayali. He is the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). His organization, which operates three charter schools (two in Syracuse and one in Utica), is working to open Citizenship & Science Academy of Rochester (http://csarochester.org/), which will be a replication effort. He would like to meet you immediately to discuss his efforts. Tolga will likely be joined Rick Beal, the Director of International Programs and Accreditation at Terra Science and Education. I think that you will be interested to hear more about Tolga's work, successes, and plans.

(Tolga and Rick: Please meet Jamie Winebrake and Jim Hall, respectively, the Dean of the College of Liberal Arts and Dean of University Studies Division/Executive Director of the School of Individualized Study at RIT. Both Jamie and Jim are great people who will likely appreciate the work that you have done. Especially of interest is the curriculum regarding STEM and the environment, as well as the focus on "Glocal" Education. They likely have a number of contacts that they can share with you who will likely be supportive.)

I am certain that you all have a number of issues that are worthy of discussion.

Ceresaletti, Glenn

Mar 13, 2019, 2:02 PM

to Joel, me, Richard

Hi Joel, thank you for this introduction. Tolga and Rick, I look forward to learning more about your efforts with the proposed charter school here in Rochester. Please let me know when you might be available to meet in person or speak by phone.

Best regards,
Glenn

Glenn Ceresaletti
Assistant Dean of Students & Director
Rochester Center for Community Leadership

From: Joel T. Helfrich
Sent: Wednesday, March 13, 2019 12:13 PM
To: Ceresaletti, Glenn; Tolga Hayali; Richard Beal
Subject: Introduction to CAS Rochester

Dear Glenn,
to me, Richard

Tolga and Richard,
Jennifer Leonard, Simeon Banister and Chris Dandino are available to meet on Tuesday, March 26 from 2:30 to 3:30 pm or 3:30 to 4:30 pm (preferably 3:30 to 4:30 pm). Are you available at that time?
Thanks,
Karen

Karen Schwartzman
Program Administrator, Community Programs
Rochester Area Community Foundation

From: Simeon Banister
Sent: Wednesday, March 13, 2019 11:17 AM
To: Karen Schwartzman
Subject: FW: Introduction to CAS Rochester

Simeon Banister
Vice President, Community Programs
Rochester Area Community Foundation

We engage philanthropists and community partners to improve our region.
Find out more at [www.racf.org](http://www.racf.org).
Learn to build a strong community through [www.ACTRochester.org](http://www.ACTRochester.org).

Confirmed in compliance with National Standards for U.S. Community Foundations.

From: Jennifer Leonard
Sent: Wednesday, March 13, 2019 10:50 AM
To: Simeon Banister
Subject: Fwd: Introduction to CAS Rochester

It may be smart to have Karen coordinate this with you, me and Chris plus the outside folks; Norma's husband may come home tomorrow, so she may be in and out. Thanks!

Jennifer Leonard
President & CEO
Rochester Area Community Foundation
From: "Joel T. Helfrich"
Date: March 13, 2019 at 10:32 AM
To: ]]

Subject: Introduction to CAS Rochester

Tolga Hayali

Mar 14, 2019, 8:34 AM

to Hank, Joel, Richard

Great to hear from you Hank, how does March 27, 28 or 29 look like around 10 a.m.? Thank you again and looking forward to hearing from you

Tolga

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Joel T. Helfrich

Mar 15, 2019, 12:02 PM

to ]

Depress President Kress,

Please meet Tolga Hayali. He is the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). His organization, which operates three charter schools (two in Syracuse and one in Utica), is working to open Citizenship & Science Academy of Rochester (http://csarochester.org/), which will be a replication effort. He would like to meet you immediately to discuss his efforts. Tolga will likely be joined Rick Beal, the Director of International Programs and Accreditation at Terra Science and Education. I think that you will be interested to hear more about Tolga’s work, successes, and plans.

(Tolga and Rick: Please meet Anne Kress, the President of Monroe Community College. She is an advocate for great and innovative ideas, as well as the arts. She is also, along with Bob Duffy [with whom you are meeting], the chair of the Finger Lakes Regional Economic Development Council. I am certain that she will be interested in your curriculum regarding STEM and the environment, as well as the focus on "Glocal" Education. She has a number of contacts that she can share with you who will likely be supportive, I'm sure.)

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Tolga Hayali

Mar 15, 2019, 12:08 PM

to Joel, Richard

Thank you, Joel, for the kind introduction. Julia and Mitch, I would be happy to meet with you personally in Rochester within the next week or two or invite you to visit any of our Charter schools to observe our educational program which we are planning to replicate in Rochester. Please kindly let me know a couple of dates and times that work best for you. Thank you and I am looking forward to hearing from you.

Kind Regards,

Tolga
Joel T. Helfrich

Mar 16, 2019, 4:07 PM

to: [Email] me, Richard

Dear Kimie and Jamie,

I hope that these email addresses still work for you.

Please meet Tolga Hayali. He is the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). His organization, which operates three charter schools (two in Syracuse and one in Utica), is working to open Citizenship & Science Academy of Rochester (http://csarochester.org/), which will be a replication effort. He would like to meet you immediately to discuss his efforts. Tolga will likely be joined Rick Beal, the Director of International Programs and Accreditation at Terra Science and Education. I think that you will be interested to hear more about Tolga’s work, successes, and plans.

[Tolga and Rick: Please meet Kimie and Jamie Romeo. Kimie is an award-winning environmentalist, instructor at RIT and elsewhere, and a board member for the Town of Irondequoit. She generally kicks ass. She’s full of connections and contacts. I am certain that she will be interested in your curriculum regarding STEM and the environment, as well as the focus on “Glocal” Education. Kimie’s daughter is Assemblywoman Jamie Romeo, an impressive environmentalist and humanitarian in her own right. Jamie represents portions of the City of Rochester.]

Geoff Cook

Thu, May 2, 1:43 PM (23 hours ago)

to: [Email] me

Good Afternoon Dr. Rooney,

I wanted to personally introduce you to Dr. Tolga Hayali, Superintendent of the Science Academies of New York. In case you’re not familiar, Dr. Hayali is looking to open a new location in the City of Rochester.

After meeting with him this yesterday to discuss his space requirements, I immediately mentioned St. John Fisher as a great asset to introduce for future partnership opportunities and collaboration.

Please feel free to take introductions from here, and hope aligning education goals for our community can be mutually beneficial.

Thank you!

Geoff

Geoffrey Cook, Director of Business Development
Taylor, The Builders
Empire Commercial Construction
Good Afternoon President Rooney,

Thank you for the kind introduction, Geoff. Currently, I am the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). Our organization operates three charter schools (two in Syracuse and one in Utica by fall more than 2000 inner-city Syracuse and Utica area grades K-12 children). We are working to open the Citizenship & Science Academy of Rochester (http://csrochester.org/), which will be a replication effort of our SANY Charter Schools. If you may have any time available, I would love to come and introduce you to our proposed school. Thank you and looking forward to hearing from you.

Dr. Tolga Hayali  
Superintendent

Geoff Cook  
Wed, May 1, 4:35 PM (2 days ago)

to Leah, me, Matt

Good Afternoon Leah,

I wanted to personally introduce you to Dr. Tolga Hayali, Superintendent of the Science Academies of New York. In case you’re not familiar, Dr. Hayali is looking to open a new location in the City of Rochester.

After meeting with him this afternoon to discuss his space requirements, I immediately thought of GRE as a potential valuable resource to assist with his site selection and incentive needs.

Ultimately, they are looking for between 20-30,000 SF; 30-35 parking spaces to start (up to 100 in the future); existing gymnasia and cafeteria are a major plus...

Dr. Hayali – Please feel free to correct or fill in the gaps of your needs assessment, and visit the GRE website for more information on this great non-profit organization: www.rochesterbiz.com.

Please feel free to take introductions from here, and would appreciate TAYLOR to be involved regarding any construction opportunities.

Thank you!

Geoff

Geoffrey Cook, Director of Business Development  
Taylor, The Builders  
Empire Commercial Construction
Leah George VanScott

to Geoff, me, Matt

Geoff,
Thank you for the introduction.

Dr. Hayali,
Happy to assist. Are you available for a call tomorrow morning between 8:30 – 10 am to discuss further?

Kindest Regards,
Leah

Leah George VanScott
Vice President, Business Development
Greater Rochester Enterprise

Visit www.rochesterbiz.com to learn more about Greater Rochester, NY – where smart people live and smart businesses grow! We’re first in STEM degrees among metros of 1 million or more residents!

Tolga Hayali

to Geoff, Leah, Matt

Good Morning Leah,

Thank you for the kind introduction Geoff. I learned great news about GRE and I would love to meet and have a face-to-face conversation with you about who we are and what we do. Just a little bit of background. I am the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). Our organization operates three charter schools (two in Syracuse and one in Utica close to 2000 K-12 grade students in six different buildings). We are working to open the Citizenship & Science Academy of Rochester (http://csarochester.org/), which will be a replication effort. Thank you again and I am looking forward to hearing from you. Have a wonderful Day!

Tolga

Dr. Tolga Hayali
Superintendent
Hi Tolga,

Nice to e-meet you!

Leah asked I follow-up with you to discuss your exciting project in Rochester, and ways GRE might be able to assist. Any chance you are free tomorrow at 1 for a call or meeting? Or on the 8th at anytime? Let me know what works best for you, and I will send out a calendar invite.

Geoff – thanks for the introduction.

Thanks and talk soon.

Sure Kate, How about at 2:30 PM tomorrow

Sent from my iPhone

Tolga Hayali

to Kate, Geoff, Matt, Leah

Tolga, that works.

Good Afternoon Michael and Angelo,

I wanted to personally introduce you to Dr. Tolga Hayali, Superintendent of the Science Academies of New York. In case you’re not familiar, Dr. Hayali is looking to open a new location in the City of Rochester.

After meeting with him this afternoon to discuss his space requirements, I immediately thought of Three City Center (3CC).

Ultimately, they are looking for between 20-30,000 SF; 30-35 parking spaces to start (up to 100 in the future); existing gymnasium and cafeteria are a major plus...

Dr. Hayali – Please feel free to correct or fill in the gaps of your needs assessment...the property website: www.3citycenter.com.

Please feel free to take introductions from here, and would appreciate TAYLOR to be involved regarding any construction opportunities.
Thank you!

Geoff

Geoffrey Cook, Director of Business Development
Taylor, The Builders
Empire Commercial Construction

Tolga Hayali To Geoff, Karl
Thu, May 2, 9:25 AM (1 day ago)

Good Morning Michael and Angelo,

Thank you for the kind introduction Geoff. Just a little bit background. I am the Superintendent of the Science Academies of New York Charter Schools (https://www.sany.org/). Our organization operates three charter schools (two in Syracuse and one in Utica close to 2000 K-12 grade students in six different buildings). We are working to open the Citizenship & Science Academy of Rochester (http://csarochester.org/), which will be a replication effort that will serve inner-city Rochester area children grades K-12. Thank you very much and looking forward to seeing you.

Tolga

Dr. Tolga Hayali
Superintendent

District Office: 1409 West Genesee St, Syracuse, NY 13204

Our Charter Schools: Syracuse Academy of Science at www.sascs.org
Syracuse Academy of Science and Citizenship at www.sascs.org
Utica Academy of Science at www.uascs.org

Michael Frame To Geoff, Angelo, me, Karl
Thu, May 2, 10:20 AM (1 day ago)

Thank you for thinking of us and for the introduction Geoff.

Greetings Dr Hayali. We would be happy to talk with you. Please feel free to call when you are available.

Best,

Michael Frame | Executive Vice President | Licensed Associate Real Estate Broker
CBRE | Rochester | Advisory & Transaction Services
April 23, 2019

To Whom It May Concern:

I am pleased to support the efforts to create Citizenship & Science Academy of Rochester Charter School in Rochester, New York.

My support of its creation is based on the success of three existing charter schools in Syracuse and Utica. These schools have strong academic results including graduation rates above the state average and 3-8 proficiency rates well above the Rochester average and approaching the state averages. My constituents in the City of Rochester are entitled to the very best educational setting for their children and I know that Citizenship & Science Academy of Rochester Charter School will provide families with an exceptional choice.

The Citizenship & Science Academy of Rochester will be an outstanding setting for our students. I fully support its curriculum which will include college prep, STEM and required community service. Strong parent involvement and engagement will also be encouraged and required. Without hesitation, I support the work of SANY and the approval of Citizenship & Science Academy of Rochester Charter School.

I expect that the school will do great things both for the students in this community specifically and for the City of Rochester generally. Should you need additional information or have any questions, please do not hesitate to contact me directly at (585) 225-3610.

Sincerely,

Joseph E. Robach
56th Senate District
April 30, 2019

New York State Education Department
89 Washington Avenue
Albany, NY 12234

To Whom It May Concern:

I am writing to express my support for the creation of the Citizenship & Science Academy of Rochester Charter School in Rochester, New York. This school will be based off a model that has seen great success in Syracuse and Utica, and will bring a positive alternative school option for students in the Greater Rochester Area.

The key design elements of the proposed school that are inclusive in this endeavor are: College prep—focusing on exposure and support to and through college, STEM focused curriculum, 225 hours of community volunteering are required, they will be responsive to the needs of the community, as well as strong parent engagement including home visits.

This model has seen great success in our neighboring cities of Syracuse and Utica, where since 2003 they have grown to approximately 1,000 enrolled students K-12 and post a graduation rate 15% higher than the State average and almost 40% higher than the Rochester City School District. Despite being a relatively new school system, they have twice been named one of the Best High Schools in America by U.S News & World Report, and are the only charter school in the state to be accredited by The Middle States Association.

Thank you for your time and consideration of this project. Should I be able to answer any questions, please do not hesitate to contact my office.

Sincerely,

Rich Funke
NYS Senator, District 55
May 1, 2019

To Whom it May Concern,

I am writing to offer my support for the proposed Citizenship and Science Academy of Rochester Public Charter School (CSA Rochester). Our community is in desperate need of more opportunities for educational achievement.

I am supporting CSA Rochester because of its strong reputation in both Syracuse and Utica. CSA is a proven model that has the ability to create successful schools in Rochester.

I believe in your commitment to Citizenship and Science, and I know this will create a strong foundation for your students. I wish you success in building this school.

Sincerely,

Mitch Gruber, PhD
Councilmember, At-Large
April 2019

To Whom It May Concern:

On behalf of Education Success Foundation and our family of organizations, I am pleased to provide this letter supporting the approval of the proposed Citizenship and Science Academy of Rochester Public Charter School (CSA Rochester). The school is a replication of the already successful and nationally recognized Science Academy of New York (SANY) Public Charter Schools in Syracuse and Utica, NY. I’ve met with Tolga Hayali, Superintendent of SANY, who has outlined a clear plan and proven educational model with CSA Rochester. He is committed to assuring the charter school is responsive to the needs of our community's students and families. Namely, CSA Rochester will prioritize underserved and under-supported populations, like minority and ELL students to provide them with a college-preparatory educational experience while meeting their unique cultural and social needs.

Education Success Foundation reaches and connects over 2,400 vulnerable children and families with the support they need to overcome barriers presented by learning challenges and symptoms of poverty. We provide personalized services and supports so that students can achieve academic success, graduate, and succeed. The children and families we serve, and hundreds more throughout the community could benefit from having a new, high quality choice like CSA Rochester Public Charter School.

I recommend CSA Rochester as a promising addition to our community’s educational landscape, very much aligned with our community’s priorities to support the academic success of vulnerable children. We appreciate your consideration of their charter proposal.

Best regards,

Joseph M. Martino
Chief Executive Officer
3 April 2019

To Whom It May Concern:

I write in support of the proposed Citizenship and Science Academy of Rochester Public Charter School (CSA Rochester) in Rochester, NY. As a long-time resident of the city of Rochester and an officer of the Rochester Institute of Technology, I am fully aware of the need for a school like CSA. In the several years that RIT has been working with charter schools, we have learned just how critical educational choice is to Rochester families.

Because CSA Rochester will replicate the very successful Science Academy of NY Public Charter Schools in Syracuse and Utica, I am confident that this new school will hit the ground running. Their slow growth approach to developing the school is exactly right and will culminate in a K-12 school that will include the following:

- College prep perspective
- STEM and Environmental education
- Home visits
- Tutoring and after-school activities
- Extended day

I particularly like their concept of *glocal* education (think globally, act locally), which stresses character education, mentorship, volunteering, and community service. Additionally, they are one of the few charter schools of which I am aware that offer international experiences to their students.

The test and college results of the Syracuse and Utica SANY schools are impressive, as is their overall teaching philosophy. Teachers will be granted a fair amount of flexibility in their class content, while adhering to those principles and techniques that have proven successful in the other SANY schools.

In short, I have no reservations about the addition of the CSA Rochester to the Rochester educational environment and applaud its founders and supporters for their foresight and commitment.

Very truly yours,

Katherine J. Mayberry, Ph.D.
Vice President for Strategic Planning
Rochester Institute of Technology

cc: Anna Hall
Northeast Charter Schools Network
April 3, 2019

Saint John Fisher College Sustainability Program

Letter of Support

The St. John Fisher College Sustainability Program supports the proposed Citizen & Science Academy of Rochester. We see the proposed charter school as one that would bring much needed sustainability concepts to the center of attention at the K-12 school. We define sustainability as working toward all people having the ability to thrive within a healthy, peaceful, and prosperous world. The STEM focus will provide crucial skills and knowledge. The academy’s goal of creating caring citizens, social awareness, and community responsibility is perfectly aligned with our program mission. Together, the school will contribute to a competent and productive citizenry that will be better prepared to face our future challenges.

The school’s focus on STEM education is one that would support the needs of the Sustainability Program. STEM fields are integral to the development and implementation of a sustainable future and an important foundation for students in our program. Likewise, the STEM focus is something that can be supported at the College. Our laboratory facilities are used by a number of school groups and we have generated field experiences for K-12 groups at local parks and on campus. I can envision programs that would expose the Academy’s students to our student and faculty research across our scope of departments.

The citizenship focus is also central to our mission. The Academy’s emphasis on community responsibility aligns with the environmental stewardship, environmental justice, and community support pillars of our efforts. A sustainable society is one that has engaged and responsible citizens; the proposed Academy would help create that. Our program, and other programs on campus engaged in community service, will be able to support and engage the Academy through service learning projects, service opportunities, and collaborations with other community partners.

We look forward to working with the Academy to support students from the City of Rochester the opportunity to develop the crucial skills and knowledge to help make our sustainable future. I see potential for providing both support to the proposed Academy, in the form of service learning projects for my college students and opportunities for the K-12 students through partnerships and on our campus.

This letter of support comes from both the Sustainability Program as well as me personally.

Sincerely,

Michael L. Boller, Ph.D.
Associate Professor, Biology
Director, Sustainability Program
Coordinator, Center for Sustainability
St. John Fisher College
April 3, 2019

To Whom It May Concern,

I am writing to express my support for the replication of a Citizenship and Science Academy (CSA Rochester) in Rochester, N.Y. As one of the largest private charitable foundations focused on education in the City of Rochester, the Farash Foundation is interested in the growth of high performing schools and believes that replication is one of the key strategies that will lead to an increase in quality seats. Specifically, the Foundation believes CSARochester will benefit to the children, families, and community for the following reasons:

- It is our understanding that CSARochester replication will draw on their expertise and learnings from the nationally recognized Science Academy of New York (SANY) Public Charter Schools in Syracuse and Utica, N.Y. As you know, the only network of high-performing charter schools currently in Rochester is Uncommon, and the Foundation believes bringing another high-performing school network is a key lever in improving school quality across the city.

- As one of the lowest performing urban districts in the country, it is critical for our students and families to know that high quality school options exist. The lack of quality choice, particularly for our ELL students, is acute. It is our understanding that CSARochester will give priority to these students to provide them with a college-preparatory educational experience while meeting their unique cultural and social needs.

- Of particular interest to the Foundation is the long-term plan for CSARochester to become a K-12 school. There is a need for K-12 pipeline schools, and specifically those with the following features: college prep, focus on STEM and environmental education, home visits, student-centered school structure (tutoring and after-school activities, extended school day, small school environment), glocal education (thinking globally and acting locally), and a belief in and adherence to performance-based accountability.

The Farash Foundation supports the approval of the Citizenship and Science Academy Charter School in Rochester to serve students in our community and believe the school’s mission is aligned with the types of high-quality school options our children need.

Sincerely,

[Signature]

Isobel Goldman
Director of Grants and Programs
Farash Foundation
March 27, 2019

To Whom It May Concern,

I am writing to express my support for the approval of the proposed Citizenship and Science Academy of Rochester Public Charter School (CSARochester) in Rochester, NY. I am a resident of The Greater Rochester Area and I am confident that CSARochester will be an incredible asset to the Rochester Community. CSARochester will be of great benefit to the children, families, and local community for the following reasons:

- CSARochester Public Charter School is a replication of the already successful and nationally recognized Science Academy of New York (SANY) Public Charter Schools in Syracuse and Utica, NY serving three charter schools in six buildings of almost 1,800 urban area children.

- According to NYSED 2016-2017 data, the City of Rochester’s student minority population is 89%, including students identifying as Black/African American, Hispanic/Latino, Asian, Native American, or other. Rochester has the lowest graduation rate of any of the New York State urban districts at 46%. The graduation rate for English Language Learners (ELL) was 20% in 2017. Approximately 75 languages are represented among families in the district. There is a need for alternative public educational choices for parents of these historically low-performing student group. CSARochester will give priority to these students to provide them with a college-preparatory educational experience while meeting their unique cultural and social needs.

- After 10 years, CSARochester will become a K-12 school with the following features: college prep, focus on STEM and environmental education, home visits, student-centered school structure (tutoring and after-school activities, extended school day, small school environment), glocal education (thinking globally and acting locally through character education, mentorship programs, volunteering and community service, national / international trips and activities, and various citizenship programs), and performance-based accountability. In Syracuse and Utica, the Science Academies of New York (SANY www.sany.org) have more than 1,400 students on its waiting list.

- The School of Citizenship and Science in Rochester will initially be open to grades K-2, enabling early intervention for language needs, therefore providing the necessary building blocks to prevent gaps in learning stemming from language proficiency concerns. The school will complete its K-12 plan when 2020’s second graders become high school seniors in 2029.

- SANY enrolls students from economically disadvantaged backgrounds, students with disabilities, and ELL students to provide a diverse and a positive learning environment. SANY schools promote Culturally Responsive Teaching and Learning for children. The staff of SANY was involved in sharing their practices in a recently published book by Columbia University Teachers College- School of Promise for Multilingual Students.

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

Sincerely,

Lindsay Cray
Senior Director Outdoor Program
Rochester Service Center

Girl Scouting builds girls of courage, confidence and character, who make the world a better place.
T0: Dr. Tolga Hayali, SANY Superintendent

From: Joseph J. Marinelli, Ph.D., Director, Finger Lakes STEM Hub

RE: Support of Citizen and Science Academy of Rochester Public Charter School

Date: 4/3/19

The Finger Lakes STEM Hub supports the application of CSARochester. This school will be a great asset to our efforts in Rochester to promote quality STEM education and career exploration activities for youth. The Finger Lakes STEM Hub, working with all our partners and 125 network members, will serve as a catalyst to collaborate and assist the school in these efforts.

The Hub is a network of K-12 and college educators, youth development community organizations and STEM businesses whose mission is to bring diverse partners together. We are affiliated with SUNY’s Empire State STEM Learning Network. CSARochester, as a network member, will be able to participate in monthly networking Roundtables, participate in and benefit from the Hub’s recognition of quality STEM programs in our 8 county region, participate in professional development for its staff sponsored by the Hub, attend its regional fall forums on STEM topics, use its mobile friendly website and google group to access clearinghouse information and resources, and be able to participate in grants received by the Hub.

SANY and our Hub will demonstrate a commitment to connecting youth with the world of STEM. Examples of what already occurs here include visits by students and teachers to STEM industries and makerspaces, participation in local and regional science and engineering fairs, hands on exhibits at the Rochester Museum and Science Center, and inviting STEM professionals (eg. Rochester Engineering Society) into schools to inspire students to consider STEM careers.

We support approval CSARochester and stand ready to assist.
April 3, 2019

To Whom It May Concern:

I am writing in support of the charter application for Citizenship & Science Academy of Rochester Charter School.

As someone who has been working to improve educational opportunities for children in the City of Rochester, I believe that well-run charter schools offer a direct way to improve the educational landscape here in parallel with efforts being made to improve the struggling Rochester City School District. Therefore, I am an enthusiastic supporter of opening additional charter schools here, so long as they have a proven academic and operational school model and good leadership.

I have only recently been made aware of the proposed school, but have met with Tolga Hayali and discussed his plans. I will be visiting one of his schools in Syracuse next week, but in the meantime have examined the website for the Syracuse schools and researched their results. It appears that these schools perform well and provide a proven model that can be replicated in Rochester. It appears they have a strong leadership team and, with Syracuse only an hour away, replication and management of the school should be straightforward.

E3 Rochester administers the common enrollment system for Rochester’s charter schools. Applications are up significantly this year over last, with large wait lists likely at the K-2 grade levels, indicating strong demand for more good charter schools. The Citizenship & Science Academy of Rochester Charter School looks like a welcome addition. I support its application.

Sincerely,

Bryan D. Hickman
Executive Director, E3 Rochester Inc.
Chairman, Vertus Charter School
April 2, 2019

To Whom It May Concern,

I support approval for the proposed Citizenship and Science Academy of Rochester Public Charter School (CSARochester) in Rochester, NY. As founding Director of the internationally-affiliated science and engineering fair serving Rochester, Monroe County and eight other Finger Lakes counties, I believe strongly that CSARochester will be an outstanding asset to the Greater Rochester Area, given my personal commitment to this community. Ying Tri Region Science and Engineering Fair, the nonprofit I direct, has been an affiliate of the Rochester Engineering Society, and is a Silver Partner of the Finger Lakes STEM Hub. I represent Terra Science and Education in relation to its sponsorship of the Rochester Museum and Science Center.

As an educator myself and a nonprofit consultant deeply engaged in the Rochester area, I am confident that the school’s children and their families will benefit greatly for the following reasons:

- CSARochester will replicate for Rochester the already successful and nationally recognized Science Academies of New York (SANY www.sany.org) Public Charter Schools in Syracuse and Utica, NY. Its three charter schools in six buildings now serve almost 1800 urban area children.

- NYSED 2016-2017 data documents that the population of the City of Rochester includes 89% non-white people; those students identify as Black/African American, Hispanic/Latino, Asian, Native American, or other. Rochester has the lowest graduation rate - 46% - of any of the New York State urban districts. My work consistently focuses on meeting the needs of these students; CSARochester will be a powerful partner for that effort.

- For English Language Learners (ELL), the city’s graduation rate in 2017 was 20%. Approximately 75 languages are represented among families in the district. By providing the option of alternative public education to parents of this historically low-performing student group, this situation can be addressed. CSARochester will give priority to these students to provide them with a college-preparatory educational experience while meeting their unique cultural and social needs.

- Over the course of ten years, CSARochester will become a K-12 school with the following features: college preparation, focus on
STEM and environmental education, home visits, student-centered school structure (tutoring and after-school activities, extended school day, small school environment), global education (thinking globally and acting locally through character education, mentorship programs, volunteering and community service, national/international trips and activities, and various citizenship programs), and performance-based accountability. It is a measure of the Syracuse and Utica schools’ success that SANY has over 1,400 students on its waiting list.

- **CSARochester** will initially accept grades K-2, enabling early intervention for language needs. This provides the necessary building blocks to prevent gaps in learning due to language proficiency concerns. The school will complete its K-12 plan when 2020’s second graders become high school seniors in 2029.

- In addition to enrollment focused on ELL students, CSARcohoester will serve students from economically disadvantaged families and students with disabilities. Through its diverse and a positive conducive learning environment, SANY schools will promote Culturally Responsive Teaching and Learning for their children. SANY staff people recently shared their practices in *School of Promise for Multilingual Students*, a text published by Columbia University Teachers College.

I support the approval of the Citizenship and Science Academy of Rochester Public Charter School (CSARochester) to serve students in our community. I value the school’s mission and would be extremely happy to see this as a school of choice in the Greater Rochester area.

Respectfully,

Mary Eileen Wood, M.S.
M. E. Wood and Associates
To Whom It May Concern,

I am writing to express my support for the approval of the proposed Citizenship and Science Academy of Rochester Public Charter School (CSARochester) in Rochester, NY. I am a resident of Rochester, and I am confident that CSARochester will be an incredible asset to the Rochester and be of great benefit to the children, families, and local community for the following reasons:

- CSARochester Public Charter School is a replication of the already successful and nationally recognized Science Academy of New York (SANY) Public Charter Schools in Syracuse and Utica, NY serving three charter schools in six buildings of almost 1800 urban area children.

- According to NYSED 2016-2017 data, the City of Rochester’s minority population is 89%, with students identifying as Black/African American, Hispanic/Latino, Asian, Native American, or other. Rochester has the lowest graduation rate of any of the New York State urban districts, at 46%. The graduation rate for English Language Learners (ELL) was 20% in 2017. Approximately 75 languages are represented among families in the district. There is a need to provide alternative public education to parents of this historically low-performing student group. CSACS will give priority to these students to provide them with a college-preparatory educational experience while meeting their unique cultural and social needs.

- After 10 years, SCAS-B will become a K-12 school with the following features: college prep, focus on STEM and environmental education, home visits, student-centered school structure (tutoring and after-school activities, extended school day, small school environment), local education (thinking globally and acting locally through character education, mentorship programs, volunteering and community service, national / international trips and activities, and various citizenship programs), and performance-based accountability. In Syracuse and Utica, the Science Academies of New York (SANY [www.sany.org](http://www.sany.org)) have more than 1,400 students on its waiting list.

- The School of Citizenship and Science in Rochester will initially be open to grades K-2, enabling early intervention for language needs, therefore providing the necessary building blocks to prevent gaps in learning stemming from language proficiency concerns. The school will complete its K-12 plan when 2020’s second graders become high school seniors in 2029.
The builders.

- In addition to enrolling all students especially from economically disadvantaged, students with disabilities, as well as ELL students to provide a diverse and a positive conducive learning environment, SANY schools, are promoting Culturally Responsive Teaching and Learning to their children. The staff of SANY was involved in sharing their practices in a recently published book by Columbia University Teachers School of Promise for Multilingual Students.

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

Sincerely,

James D. Taylor (CEO) 04/05/2019
Name (print full name)  Signature  Date

Street Address  Phone (optional)
To Whom It May Concern,

I am writing to express my support for the approval of the proposed Citizenship and Science Academy of Rochester Public Charter School (CSARochester) in Rochester, NY. I am a resident of The Greater Rochester Area, and I am confident that CSARochester will be an incredible asset to the Rochester Community and be of great benefit to the children, families, and local community for the following reasons:

* CSARochester Public Charter School is a replication of the already successful and nationally recognized Science Academy of New York (SANY) Public Charter Schools in Syracuse and Utica, NY serving three charter schools in six buildings of almost 1800 urban area children.

* According to NYSED 2016-2017 data, the City of Rochester’s student minority population is 89%, with students identifying as Black/African American, Hispanic/Latino, Asian, Native American, or other. Rochester has the lowest graduation rate of any of the New York State urban districts, at 46%. The graduation rate for English Language Learners (ELL) was 20% in 2017. Approximately 75 languages are represented among families in the district. There is a need to provide alternative public education to parents of this historically low-performing student group. CSACS will give priority to these students to provide them with a college-preparatory educational experience while meeting their unique cultural and social needs.

* After 10 years, SCAS-B will become a K-12 school with the following features: college prep, focus on STEM and environmental education, home visits, student-centered school structure (tutoring and after-school activities, extended school day, small school environment), glocal education (thinking globally and acting locally through character education, mentorship programs, volunteering and community service, national / international trips and activities, and various citizenship programs), and performance-based accountability. In Syracuse and Utica, the Science Academies of New York (SANY www.sany.org) have more than 1,400 students on its waiting list.

* The School of Citizenship and Science in Rochester will initially be open to grades K-2, enabling early intervention for language needs, therefore providing the necessary building blocks to prevent gaps in learning stemming from language proficiency concerns. The school will complete its K-12 plan when 2020’s second graders become high school seniors in 2029.

* SANY enrolls students from economically disadvantaged backgrounds, students with disabilities, and ELL students to provide a diverse and a positive learning environment. SANY schools promote Culturally Responsive Teaching and Learning to children. The staff of SANY was involved in sharing their practices in a recently published book by Columbia University Teachers College—School of Promise for Multilingual Students.
I support the approval of the Citizenship and Science Academy Charter School in Rochester to serve students in our community. I value the school’s mission and would be extremely happy to see this as a school of choice in our community.

Sincerely,

Elaine Spaul

Name (print full name)  Signature  Date

3/27/19
Colby Homestead Farms, Inc.
Established in 1802

To Whom It May Concern,

I am writing to express my support for the approval of the proposed Citizenship and Science Academy of Rochester Public Charter School (CSA Rochester) in Rochester, NY. I am a resident of Monroe County, and I am confident that CSA Rochester will be a great benefit to the children, families, and local community for the following reasons:

As a local Agricultural Business owner and past Monroe County Legislator, I know of the ever increasing use of technology in the field of agriculture and in the conventional and organic production of food. There are numerous opportunities in the job market for high tech and rewarding careers in the agricultural industry. Having a school that is focused on STEM and environmental education provides the foundation for students considering careers in the field of agriculture at all levels.

I am also pledging my support to this school for the purpose of educational visits to my farm so that Elementary students can gain an understanding and appreciation of agriculture in New York State and so that Middle and High School students can see the relevance and application of courses taken at CSA Rochester, like Computer Science, Biology, Environmental Science, and others.

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

Sincerely,

[Signature]

Robert Colby

March 18, 2019
May 1, 2019

To Whom It May Concern:

Ibero American Action League is pleased to support the efforts to create Citizenship & Science Academy of Rochester Charter School in Rochester, New York. Based on the success of three existing charter schools in Syracuse and Utica that have strong academic results:

- graduation rates above the state average
- 3-8 proficiency rates well above the Rochester average and approaching the state averages

It is also based on the curriculum that we can fully support for our young people:

- College prep – focusing on exposure and support to and through college
- STEM focused curriculum
- 225 hours of community volunteering are required
- They will be responsive to the needs of the community
- Strong parent engagement including home visits

Ibero-American Action League is a diverse human services agency that provides dual-language programs and services in health and education for children, youth, seniors, families, and the developmentally disabled.

Ibero American Action League has a long reputable history of service to Latinos in Monroe County and the City of Rochester. Through our work in the schools and in the community, we know firsthand that the Latino population requires specialized attention due to the high percentage of household with speakers of English as a second language.

Without hesitation, we support the work of SANY and the approval of Citizenship & Science Academy of Rochester Charter School. We expect that the school will do great things both for the students in this community specifically and for the City of Rochester generally.

Sincerely,

Gladys Pedraza-Burgos
Chief Operations Officer
To Whom It May Concern:

We are very much in support of the efforts to create a Citizenship & Science Academy of Rochester Charter School within or near our Rochester, New York neighborhood.

Our support is based upon the success of their three existing charter schools in Syracuse and Utica that have strong academic results:

- graduation rates above the state average
- 3-8 proficiency rates well above the Rochester average and approaching the state averages

Our support is also based on a curriculum that we can fully support for our young people:

- College prep – focusing on exposure and support through college entrance,
- High-expectation STEM-focused curriculum,
- A requirement for 225 hours of community volunteering,
- Strong parent and parental engagement, including home visits, and
- Anticipated responsiveness to the cultural and unusual non-English language and global perspective needs of the neighborhood and many in the City of Rochester community

Without hesitation, I support the work of Science Academy of New York and the approval of their proposed Citizenship & Science Academy of Rochester Charter School. I expect that the school will do great things for the students attending from both this neighborhood and the City of Rochester community.

Should you have any questions regarding our support, I encourage you to contact me.

Bruce Mellen, President
May 1, 2019

To Whom it May Concern,

I am writing to offer Foodlink’s support for the proposed Citizenship and Science Academy of Rochester Public Charter School (CSA Rochester). As the regional food bank serving the City of Rochester and the 10 surrounding counties, we are aware of the many challenges children face in our region, and the need for a strong school such as CSA to provide them a path for educational success.

Foodlink works with dozens of schools in the area, providing critical support such as school-based food pantry assistance, nutrition education, food access initiatives, and the BackPack Program, which provides food to more than 3,000 local students each Friday so they can avoid hunger on weekends and school breaks. The Foodlink Community Kitchen also prepares thousands of meals daily for after-school programs and local charter schools, with innovative menus that far exceed federal nutritional standards.

We would be willing to partner with CSA Rochester to provide many of these food-related programs to future students, and assist with the search for a possible school location. Based on the success of existing charter schools in Syracuse and Utica, Foodlink supports CSA’s mission, and recognizes its ability to create a safe, productive learning environment for some of the region’s most at-risk children.

In gratitude,

Julia Tedesco
President & CEO
To Whom It May Concern,

I write to endorse the work of Dr. Tolga Hayali, Superintendent of Science Academies of New York (SANY), and to express my support for the creation of the Citizenship & Science Academy of Rochester Charter School (CSARCS) in Rochester, New York. I have had the opportunity to work with Dr. Hayali at the Syracuse Academy of Science for four years, as well as currently with a Rochester charter school. I am uniquely situated to assess the successes and benefits of Dr. Hayali’s work and its application to the Rochester educational community. Based upon my experience, it is my opinion that our community would greatly benefit from the creation of the proposed CSARCS.

Syracuse and Rochester share a long history of trauma, racial segregation, and poverty in its urban districts. Based on my observations, Dr. Hayali’s educational model effectively penetrates the systemic barriers that affect Syracuse and Rochester’s least privileged communities, and offers a path to graduation and post-graduation success that is unparalleled in Rochester’s current educational market.

During my time with Dr. Hayali, I was especially impressed with his innovative approach to problems unique to inner city schools. Dr. Hayali’s program offered features such as college prep, a focus on STEM and environmental education, home visits, student-centered school structure (tutoring and after-school activities), extended school day, and a small school environment, all of which were especially effective in that environment and would be beneficial in Rochester. With respect to the arts, Dr. Hayali supported—both financially and institutionally—the work we did to bring the students a comprehensive and holistic arts education program.

It is with complete confidence that I support the work of SANY and the approval of the CSARCS. Based on my experience with Dr. Hayali, and my observations of the Rochester educational community, I expect the city of Rochester will benefit greatly from this school. It is my sincerest hope that SANY is brought to Rochester, New York.

I am available for any questions, and am willing to help in any way to make this program a reality.

Best,

Melissa A. Lattuca
To whom it may concern,

I write to lend my support to Dr. Tolga Hayali, Superintendent of Science Academies of New York (SANY), and to the founding of the Citizenship & Science Academy of Rochester Charter School (CSARCS). As a small business owner and director of a performing arts studio in Rochester, I am always on the lookout for community and educational programs that widen the horizons of my, and all other, students in the Rochester area. I am especially interested in programs that spur educational and artistic achievement. Having had the opportunity to work with Dr. Hayali, I can unequivocally affirm that the CSARCS and Dr. Hayali would do just that for our community. At the Syracuse Academy of Science, I was able to enrich student’s learning by offering dance instruction in yearly workshops that encouraged students to express their learning in unique and different ways. This is just one of the many learning opportunities that Dr. Hayali provides all students.

I am especially impressed with the vision Dr. Hayali has in raising the level of excellence in education here in Rochester. Even more important is his objective to foster the creativity of their teachers. The proposed approach of the CSARCS is truly refreshing and exactly what this city needs. I am impressed by Dr. Hayali’s passion for education and am in full support for this amazing plan for a school which will give the families in Rochester a unique educational option for their children.

Given the above, it is my opinion that the CSARCS should be approved. I am happy to help facilitate this process in any way needed. Please feel free to contact me with any questions.

Best,

Jessica Odasz
TO: Science Academies of New York

FROM: Darryl Kittelberger

RE: Citizenship and Science Academy of Rochester

To Whom it May Concern,

I'm writing this letter of support for the Syracuse Academy of Science Charter School. I had the opportunity to sit down and speak with a representative of the school regarding their intent to bring their charter school program to Rochester, New York. I offer my support as someone who has lived in Rochester all their life and with a background in education. I am also a former Senior Selection Specialist (Retired) for the Rochester City School District with the responsibility of assisting and placing 36,000 children within the district in various schools. I have also had the opportunity of being the Recruiting Officer for two charter schools, the Renaissance Academy Charter School of the Arts and Vertus High School for boys in Rochester New York. As the chief recruiter for both charter school programs and the district, and my strong background in education in Rochester, I know the community and have always been strong advocate for the needs of education in our fair city. At this time, I strongly support the intent to bring S.A.S.C.S. charter school to Rochester N.Y. and would be glad to provide insight into the Rochester community and support their needs in student recruitment.

Thank you,

Mr. Kittelberger
Course: Guided Reading
Grades: K-4
Materials: Scholastic Leveled Library

Description:
This is a 60-minute period where students are split into homogeneous groups based on their levels of reading. During guided reading rotations, teachers work with a small group of students (up to 5) and read leveled texts, on an a-z gradient. Lower level texts are used for approximately one week, focusing on various decoding or comprehension strategies. Teachers may utilize the following models in their classrooms for the guided reading rotations.

Model A: There are up to four 15-minute rotations. Each group of students rotates to a teacher or co-teacher for guided reading practice at their level. The other three rotations include word work, technology, read to self/ read to someone, or writing. All work must be accountable and differentiated to meet student needs/interests. It may be considered to implement hands-on manipulatives for student engagement and interactive centers.

Model B: Student are assigned work for the day or week and while working, the teachers pull reading groups to the back table for guided reading practice. All work must be accountable and differentiated to meet student needs/interests. It may be considered to implement hands on manipulatives for student engagement and interactive centers.

Model C: There are three 20-minute rotations. Both the teacher and co-teacher take guided reading groups at the same time. Independent work could be rotated throughout the week.
Course: English Language Arts
Grades: K-4
Materials: Core Knowledge Language Arts (CKLA) Curriculum Materials

Description:
The Listening and Learning Strand consists of a series of read-alouds organized by Domains. The goal of the Listening and Learning Strand is for students to acquire comprehension through listening, building a rich vocabulary, and broad knowledge in history and science by being exposed to carefully selected, sequenced, and coherent read-alouds. Students continuously participate in a variety of comprehension activities to further develop their comprehension skills. While analyzing texts, students must identify the author’s purpose and tone. Plot, setting, characters, and setting also identified well as text connections.

The Skills Strand teaches the mechanics of reading. Students are taught systematic and explicit phonics instruction as their primary tool for decoding written English. Students are taught to apply phonics skills in order to sound out and read new words. They learn how to integrate prior knowledge as well as use context in the text in order to read unfamiliar words. By the end of grade 2, students have learned all of the sound-spelling correspondences in the English language and are able to decode written material they encounter. In addition to phonics, students also are taught spelling, grammar, and writing during the Skills Strand.

Course: English Language Arts
Grades: 5-6
Materials: New York State English Language Arts Modules

Description:
While students develop their knowledge in reading comprehension through reading a balance of fiction and non-fiction texts, 5th and 6th grade students have a greater emphasis on non-fiction texts, learning about perspective (how we see the world through from various angles), tone, and mood of a text. In grades 5 and 6, students continue to develop comprehension strategies: finding main idea, simplify and summarize a text, restating, evaluating and applying what they read to local events, making text to world connections. In this course, students develop greater connections between two or more texts. Student writing is embedded into the curriculum and includes: informational guides, research, and analysis of a text. Students will integrate the skills learned in grammar, spelling and reading to compose well-organized and coherent writing for specific purposes and audiences. Students will be engaged in the editing and revision process as they organize and integrate information from a variety of sources such as books, internet and etc.
Kindergarten mathematics is a year-long course where students will represent, relate, and operate whole numbers within 10. They will develop an understanding and apply a knowledge and sense of numbers, shapes, and space. Specifically, students will be able to solve one-step problems with whole numbers, using addition and subtraction. Students will measure length, volume, weight, temperature, and time by using appropriate measuring instruments. Students will use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results. Students will identify, sort, classify, and compare related two-and three-dimensional shapes. Key areas of focus in kindergarten math include: know number names and count sequence, count to tell the number of objects, compare numbers, understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

First grade math is a mixture between utilizing hands on manipulatives combined with teacher modeling designed to expose students to a variety of mathematical concepts and numerical operations. Students develop an understanding of addition, subtraction and strategies for computing basic addition and subtraction within 20. Students demonstrate an understanding for number relationships through comparing with greater than, less than, and equal. Students utilize problem solving and fluency by solving one and two-step word problems. In this course, key concepts include: representing and solving addition and subtraction problems, extend counting sequences, and measure objects, temperature, and time.

Second grade math is a year-long course, where students expand their knowledge of place value, addition, and subtraction. Students develop an understanding of base-ten notation where they begin to solve problems with regrouping. Students build fluency with addition and subtraction through regular ongoing fluency drills. In second grade, students work with standard units of measure, describe and analyze shapes, and develop a sense of understanding with time and money. Key concepts include: addition and subtraction within 20, develop an understanding of equal groups, measure lengths in standard units, describe and analyze two-dimensional shapes, and understand the structure of rectangular arrays.
Course: Math  
Grade: 3  
Materials: New York State Math Modules

Third grade mathematics is a full year course, involving lecture, use of manipulatives, and hands on activities. Main areas of emphasis for the course are addition, subtraction, multiplication, division, number sense, measurement, fractions as numbers, and basic geometric concepts. Students will be able to compare and order whole numbers. Students will demonstrate number sense, expand on computational skills in addition and subtraction, and learn multiplication and division facts to 100. Students will compute with all four operations to solve one and two-step problems. Students will also calculate, compare, and convert length, area, and weight with customary and metric systems.

Course: Math  
Grade: 4  
Materials: New York State Math Modules

The fourth grade math class is a full year course, involving lecture, use of manipulatives, and hands on activities. Students will build upon their fluency by completing a variety of addition, subtraction, multiplication and division problems. Students will further develop their knowledge by multiplying and dividing multi-digit whole numbers. They will be able to solve one and two-step problems using whole numbers, fractions and common denominators. Students will create equivalent fractions and compare two given fractions using greater than or less than. Students will be asked to round and estimate whole numbers. Geometrical concepts are taught involving points, lines, segments, angles, and triangles. They will learn how to compare geometric figures using vocabulary that includes, parallel, perpendicular, similar, congruent and line of symmetry.

Course: Math  
Grade: 5  
Materials: New York State Math Modules

The fifth grade curriculum for Math provides students with the knowledge to develop fluency for addition, subtraction, multiplication, and division of fractions. Students in fifth grade solve multi-step problems involving all four math operations (addition, subtraction, multiplication, and division). Students are instructed to compare and order whole numbers, fractions and decimals using concrete materials, drawings and mathematical symbols. The course includes calculation, comparing and converting length, perimeter, area, weight/mass and volume within the customary and metric systems. Students will learn to compare geometric figures and determine their properties including parallel, perpendicular, similar, congruent and line symmetry. Students will collect, organize and analyze data using pictures, tallies, tables, charts, bar graphs, line graphs, and line plots Using a data set, determine mean, median, mode and range. Key components to this curriculum include: understanding place value system, perform
operations with multi-digit whole numbers (with decimals to hundredths), use equivalent fractions to estimate fraction computation, understand concept of volume.

Course: Math
Grade: 6
Materials: New York State Math Modules

Sixth grade mathematics requires students to connect ratio and rate to whole number multiplication and division, develop a complete understanding of ratio and rate to solve problems, extend their number sense to include rational numbers, negative numbers on a number line. Students will be asked to write, interpret, and use expressions and equations to represent authentic real-world problems. Key components include: multiplication and division of fractions, develop understanding of expressions and equations, solve one-variable equations and inequalities.

Course: Science
Grade: K-6
Materials: Science Fusion Textbooks

Kindergarten- 6 grade science is developed through a hands-on approach. Students will learn through observing, classifying, measuring, recognizing relationships, communicating, inferring, predicting, using variables, hypothesizing, making models, interpreting data, experimenting, problem solving and defining terms. For grades K-4, this is a semi-annual course, alternating quarterly. Students in grades 5 and 6 will take this course year round. The K-6 curriculum exposes students to life science, physical science, Earth science, and the human body.

Life science- Students also understand characteristics of living things in relationship to their environments. The dependence on each other for survival will be taught.

Physical Science- Students describe and compare characteristics of living things in relationship to the environment, identify and compare sources of energy, and identify observable forces in nature. Students will compare sources of energy. The students will compare physical properties of matter and identify observable forces.

Earth Science- Students identify components and describe diverse features of the Earth’s land, water, and atmospheric systems. Specifically, they will identify and describe patterns of weather and seasonal change. Students will be asked to identify components and describe the Earth’s features and seasonal changes. Knowledge of the Solar System including the plants, moon phases, orbits and seasons are demonstrated by the students in grades K-6.

Human Body-Students will observe by using their five senses. Students identify and describe the components of living things and their functions.

Scientific Inquiry- The K-6 science curriculum will provide students with the process of scientific inquiry and technological design to investigate questions, conduct experiments, and solve
problems. Students describe an observed event and develop questions on scientific topics. Students collect data and record data, compare observations of individual and group results. They will be exposed to the principles and processes of scientific inquiry and technological design. Students will describe an observed event, develop questions, collect data, and record data. In addition, students will arrange data into logical patterns and describe them. Beginning in grade 4, every student will partake in an annual science fair.

Course: Social Studies
Grades: K-4
Materials: HMH Social Studies Text & New York State K-12 Social Studies Framework

Description:
In K-4 social studies, students gain an understanding of culture, geography, citizenship, geography, economics, and history. This is developed through various skills, including: gather and interpret evidence, develop chronological reasoning, compare and contextualize, utilize geographic reasoning, understand economic and economic systems, and develop civic participation. Students gather and interpret information by asking questions, using evidence and artifacts to make meaning, identify the author or creator, identify opinions and arguments expressed by others, and create an understanding of the past by using primary and secondary sources. They develop chronological reasoning by retelling events from the past and recognize and identify patterns in their families and communities. Students compare and contextualize by identifying similarities and differences between home and school, home and community, between individual community and others. Elementary students develop geographic reasoning through asking questions about where places are located and why, looking at geographic representations, describe where things are located in relation to another. Students, in grades K-4, study economics and economic systems by identifying goods and services, defining scarcity, understand money and how it’s used in society. Civic participation is developed through demonstrating respect for others and their thoughts, ideas, and beliefs, even if they differ. Kindergarten students ....these concepts through development of understanding of “myself and others.” First grade students expand to my “family and other families.” Second grade students expand their understanding to my community compared to other communities. Third grade students extend learning to communities around the world. Fourth grade students begin diving deeply into the local history and government of New York State.

Course: Social Studies
Grades: 5-6
Materials: HMH Social Studies Text & New York State K-12 Social Studies Framework

Social Studies for intermediate grade cover world geography and history. In 5th grade, students focus on the western hemisphere. Students learn geography of the United State and early societies of the western hemisphere, European exploration, US history (13 colonies, government, and culture) as well as studying other countries in North and South America. Sixth grade students spend their year studying the Eastern Hemisphere. They study geography, first human civilization, early river civilizations, world religions, comparative classical civilizations
(Ancient Rome, Ancient Greece, Ancient China and Byzantine Empire). By the end of 6th grade, students should have a general concept and knowledge of a majority of the world.

**Course:** Coding  
**Grades:** K-6

**K-1 Description:** Students will receive 10 or more instructional hours of coding in each school year. During the course, students are practicing and learning on the Scratch Jr. coding platform. They will learn and practice basic commands such as movement, size, repetition, and inclusion of sounds.

**2-6 Description:** Students will receive 20 hours of coding instruction during the school year. Students utilize the Tinker platform and expand their coding abilities and build upon prior skills and knowledge. Students will learn new functions: conditionals, loops, video game design, along with new mouse and keyboard commands. Students will be able the time to build projects and conduct pre-coding activities. As students develop, they will expand their knowledge by integrating coding into cross-curricular activities.

**Course:** General Music  
**Grades:** K-6

**Description:** General Music is a year-long, general music course teaching the concepts of beat, rhythm, tone, melody, harmony, form, texture, and tonality. Students learn about the performing arts and music history, while studying various types of music from different cultures. Beginning in grade 3, students develop concepts in reading music and playing instruments.

**Course:** Physical Education  
**Grades:** K-6

**Description:** K-6 is a year-long course which meets two to three times per week. Students will receive 120 minutes of physical education weekly and will participate in a variety of health-enhancing physical activities. During physical education, social skills are being developed through the use of cooperative games. Students will begin to understand and develop various movement concepts involved in different individual and team sports. Emphasis will be placed on developing a positive attitude towards a lifetime of activity. Advanced skills include: using manipulatives, refined movement such as balance, strength, and coordination. Students develop sports skills and will understand concepts of health promotion and injury prevention through a series of sport-related demonstrations. Students will learn to concepts of making proper choices, with regards to spatial awareness, rules interpretations and cooperation with classmates is also emphasized.
Course: Art
Grades: K-6

Description:
Elementary Art is a yearlong course in which students will learn the basic elements of art (line, shape, color, texture, and value). Students will begin to learn about the Principles of Design (Pattern, Balance, Space, Variety, Repetition, Proportion) and understand how to incorporate these elements and principles into a work of art. During art, students develop their fine motor skills while they experiment with various types of media and materials to create art. Students will learn about a variety of artists and cultures.

Course: Intervention and Enrichment
Grade: K-6
Materials: TBD

During this time, students will work in homogeneous groups, within their classroom. Students, not working directly with the teacher, may be assigned to work on an online platform, such as Reading A-Z or Accelerated Math on work that has been pre-assigned by the classroom teacher. Students working with the teacher will be working on a specific strategy or skill that is aligned to grade-level learning standards. During this time, some students will be pulled for tiered intervention supports by math and reading intervention teachers.
Co-Teaching Models of instruction:

These models can change subject-subject and from classroom to classroom. If there is a co-teacher, certified in SPED, and students with needs, for part of the day the Alternative Teaching model must be used to meet IEP needs.

One Teach, One Assist. One person would keep primary responsibility for teaching while the other professional circulated through the room providing *unobtrusive assistance* to students as needed.

Parallel Teaching. On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.

Station Teaching. In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.

Alternative Teaching. In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.

Team Teaching. In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers’ styles.
Teacher Perspective

A teacher typically arrives at 7:30 to set up their classroom for the day. This includes writing the daily objective and agenda on the board and placing morning work on student desks. When students arrive, both teachers greet them at the classroom as they walk into their classrooms. Teachers give an authentic greeting and do a daily bag check for each child. When a student enters the room, they have school-provided breakfast and are given time first thing in the morning to eat and socialize with their teachers and classmates. Students also enter the classroom and complete a cumulative review (warm up activity) from prior learning. During this time, teachers take attendance and check-in with students to check their “pulse” collectively for the day.

Following the completion of breakfast and school-wide announcements, students rotate into their guided reading groups. Each group is organized based on students’ needs, and provides ample opportunity for teachers to provide specific and intentional reading instruction to each group. Teachers rotate to each group every 20 minutes for a total of three rotations. During this time, they guide students at their individual reading levels. Following the completion of said groups, teachers instruct students to organize their belongings and prepare to transition to their special areas.

Students are walked in line to their special area locations (either art, music, or PE) and teachers can then begin their planning period. During this time, teachers conduct important meetings, plan curriculum, reflect on instructional content for the day, and a number of other miscellaneous tasks. Teachers then return to the special areas and pick up their students to be transitioned promptly back to their classrooms.

As students re-enter the classroom, they are briefed on the agenda, objectives, and learning targets for the day. Then, the teacher engages students in content-specific instruction. First, is ELA in which teacher help students develop their ongoing skills in the English Language including: inference, summarize, and synthesize original writing pieces. As ELA comes to a close, students are given a short “brain break” to move their bodies and rest their minds. This break can be anything from a simple, timed, discussion break for students to a class-wide dance. Upon transition back to their seats, students then engage in their math intervention block. Math intervention, much like guided reading, is comprised of intentionally built groups centered around students’ specific needs. Each group has specific focus skills aligned with NYS standards. Teachers rotate to each group to provide support and direct instruction with said skills. Students then transition back into their original seats whereupon core math content is delivered to the class. Teachers apply a range of instructional techniques, strategies, and tools to engage students in math curriculum.
Upon the completion of math instruction, students begin their mid-day lunch and recess breaks. Teachers either guide students outside for supervised recess on the playground, or provide them with free time in the classroom (this is typically weather-dependent). Teachers then drop-off students in the cafeteria to receive lunch. Teachers then pick-up their students following lunch and transition them back to classrooms. Then, students engage in 20 minutes of DEAR (drop everything and read) time.

Science or Social Studies begins directly after the end of DEAR time, and teachers guide students through the exploration of scientific phenomena and application of science-related skills. Teachers introduce students to the concept of the day. For example, scientific method, ecological processes, and climatic specifics of unique biomes around the world. As science or social studies concludes, students are given time for afternoon snack (as provided by the school) and then pack-up for dismissal. Teachers dismiss students for their buses as they are called and monitor the hallways for students’ efficient and safe departure. Teachers then gather their things and clock-out if they do not have after-school responsibilities such as meetings, clubs, etc.

After school opportunities for teachers include home visits, clubs, and committees. For home visits, teachers travel in a group of three to visit student homes. This is most often completed during the fall or spring. The purpose of these home visits is to establish or reestablish a relationship between the students, teachers, and parents. Teachers who are in charge of school organized clubs, committees, and events meet after school on a weekly or monthly basis. There are several events that occur during the school year which require team collaboration. These events include: reading night, math night, literacy night, or the semi-annual school concert and art show.

**Student Perspective**

As students get off the bus, they are greeted by the administration team and school support staff. Students enter the building in a line and receive a daily breakfast to bring to their classroom. When students enter their classroom, the teachers are waiting by the door to say good morning. After a friendly hello, the teacher conducts a quick bag check and the student enters the classroom.

Once in the classroom, students unpack their bag, place personal belonging in their individual cubby and submit their homework. When they go to their seat, students begin eating breakfast and completing their morning work. Morning work consists of a message on the board or a review of prior learning. Students work independently until morning announcements are over. Once the announcements are over, students throw away their garbage from breakfast and begin guided reading rotations.

During guided reading rotations, students work independently and in small groups for 60 minutes. The skills they practice include word work, read to self, or writing activities. Student groups rotate, every 15-20 minutes, to work with a teacher in the classroom. When
working with the teachers, students read at their individual levels, working on a specific strategy. At risk students spend more time with teachers during this period to receive extra support.

After guided reading, students complete a quick brain break, where they stretch, dance, and rest their brains. For younger students, this takes place between every subject. Older students complete a few brain breaks per day. Once the brain break is over, students transition in less than a minute, to the next activity. Students are called to the front carpet for listening and learning instruction. This sixty minute ELA block focuses on reading comprehension. The teacher will conduct a read aloud and display correlating images on the smart board. Before the reading begins, the teacher sets the purpose for listening. The teacher tells the student what comprehension skill they will be using, he or she describes new vocabulary, and informs students of the expectations for the task and how they will be evaluated. While the teacher reads, he or she poses questions and asks students to think about their response and discuss with a neighbor before the teacher calls upon individual student to share.

After Listening and Learning, students take another quick brain break (4 minutes maximum) before transitioning to their skills group. During skills instruction, students are broken into groups of 12 across 6 teachers to work on phonics and decoding skills. This is explicit instruction to teach the foundation of reading for K-2. Older students work on grammar and spelling mechanics to read more challenging level texts. This is another 60-minute block of targeted instruction.

When this period is over, students are lined up to go to special area classes. Students can go to art, music, or PE. Students will receive two to three PE classes per week. They will attend art and music once to twice per week. Students walk in a quiet line to specials where they are accompanied by their classroom teacher. The students are greeted at the door by their specials teacher and are welcomed into the classroom. Students spend a minimum of 45 min per day in their special area class.

When students return from specials class, they enter the classroom at a voice level 0 and review the agenda for math. During math students are giving whole group instruction, using the “I Do, We Do, You Do” model. After a brief introduction and explanation of content, the students try a few problems on their own and self-assess to determine if they need more support by the teacher. During this time, two teachers are walking around the room supporting students with scaffolds. Some students are invited to a back table to get additional support from a classroom teacher.

After math, students line up to go to lunch and recess. Students get 22 minutes in the cafeteria and another 22 minutes for recess (either indoor or outdoor). When in the cafeteria, students take a seat at their assigned table. Students are called up by the teacher-monitors to get their lunch. Once students have their lunch, they remain seated and talk with their friends while they eat. There are always three to four adults in the cafeteria with the classes. Students raise their hand if they need to get anything, use the bathroom, or discard their trash. When
lunch is over, students are lined up for recess, where they typically go outside and play on a playground or run around playing tag. When weather isn’t cooperative, students go back to their classroom where they engage in cooperative play activities with board games and cards.

Once recess is over, students return back to the classroom for science or social studies instruction. The approach to learning is hands-on minds-on. Students conduct experiments, answer questions, have discussions, or use technology to learn and explore new concepts.

At this point in the day, students return to small groups for math intervention and enrichment. Students either complete problem solving activities, cumulative review activities, or receive support on current instruction. Support comes in the form of re-teach or pre-teach concepts. Students review fluency and problem solving skills with their peers and classroom teachers.

At the end of the day, students have WIN time. This stands for “what I need.” During this time, students may get extra help with assignments, they may study for upcoming tests or complete their homework. Students may read independently or engage in peer tutoring. What I need is a non-instructional period, for the last 15 minutes of the day, where teachers can support students in both academic skills and soft skills, like organization.

At 3:30, students who are picked up go to the cafeteria. There they wait at an assigned table for their parent/guardian/designee to sign them out and take them home. The student buses are called at 3:45. When a student’s bus is called, there is a verbal call on the announcements and visual on the smartboard for students to see and hear in the classroom. When their bus is called, students walk from their classroom to the bus. Students enter the bus and sit down waiting for departure.
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<th>Timeline</th>
<th>Standard Alignment</th>
<th>Task Analysis</th>
<th>Content Skills &amp; Knowledge (Vocabulary)</th>
<th>ISTE</th>
<th>Assessments</th>
<th>Real-world Applications</th>
<th>Enrichment</th>
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<tr>
<td>Introduction to science</td>
<td>2 weeks</td>
<td>1. Students will be able to engage with the scientific method in a science experiment. 2. Students will utilize science tools in a real life experiment.</td>
<td>Essential Question: What is the scientific method? What are science tools? How can we stay safe during a science experiment? What are science expectations?</td>
<td>Science Tools, Powerpoint</td>
<td>Written and performance assessment on science tools and scientific method.</td>
<td>Use a meter ruler to measure out a certain distance and then time other students running that distance using a stop watch.</td>
<td>Mini science experiments to help students learn the steps of the scientific method. 2. Students engage in “headbands” game to review unit vocabulary for tools and scientific method</td>
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<td>Forces and Interactions</td>
<td>4 weeks</td>
<td>3-PS2-1 1. Students will be able to conduct experiments to demonstrate how the application of various forces affects objects.</td>
<td>1. Research and information fluency using, Science Gizmos</td>
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<td>Examples: triple beam balance, ramps (various inclinations and objects (size/weight ball), seesaw, marble, bowl, tug of war (PE), marble rolling after applied pressure,</td>
<td>MOST/Wonder Works</td>
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<td>3-PS2-2 Make observations/measurements about an object’s motion to be able to predict the object’s future motion. Students will graph patterns of change.</td>
<td>Vocabulary: motion, pole, attract, repel, surface, force</td>
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<td>Example 1: predicting what will happen as you change the incline (change the angle of the ramp more/less steep). Example 2: motion of a child swinging on a swing. Example 3: predicting the motion of children on a see-saw</td>
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<td>3-PS2-3 1. Students will explain and understand electric and magnetic forces. Electric forces: static electricity with balloon/air, charged rod/paper. Magnetic forces: force between two permanent magnets, affect of a magnet's force when traveling through various materials (steel paperclips). Experiment cause and effect relationships between electric or magnetic objects and the effect of orientation on magnets</td>
<td>Essential question: How energy and matter interact to create motion? How does energy change</td>
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<td>Grade level assessment with 2 components: written and a performance task, teacher- observations, &amp; journal</td>
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<td>3-PS2-4 Application: Design a latch to keep a doorbox closed OR create a device to keep moving objects from touching</td>
<td>What objects do magnets affect? How is the concept of (magnet, force, motion) used in every day life?</td>
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<td>3ETS1.A*</td>
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<td>1. Students will be able to come up with their own solutions to a proposed problem, get together as a group and discuss which solution will be the best to use and then use that solution. The students will then discuss and write whether that specific solution worked (Why/Why not).</td>
<td>2. Creativity/Innovation</td>
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<td>3ETS1.B*</td>
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<td>2. When posed a question, students will be able to conduct their own research (Internet searches, market research, or field observations) before investigating a solution to the posed question. Students will then create a constructed response to share their research findings and answer the question.</td>
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<td>3ETS1.C*</td>
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<td>3. Students will be able to test various solutions to determine which one most efficiently solves the problem.</td>
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<td><strong>Weather and Climate</strong></td>
<td>3 Weeks</td>
<td>Students will be able to experiment with and record a thermometer to the nearest degree by changing temperatures, observe and record wind's speed and direction, describe type and amount of daily precipitation and effect on land, observe evaporation rate of water, and observe and describe effects of heavy winds and floods on earth's material both positively and negatively.</td>
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<td><strong>Life Cycles &amp; Traits</strong></td>
<td>4 Weeks</td>
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<td><strong>Interdependent relationships &amp; Ecosystems</strong></td>
<td>4 Weeks</td>
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**Vocabulary:** Salt Water, Fresh Water, Water vapor, evaporation, condensation, precipitation, water cycle, atmosphere, oxygen, weather, cirrus, cumulus, stratus, temperature, thermometer, temperature texture, precipitation, luster, evaporation, hardness, liquid degree, temperature, gas properly solid attribute, sleet.

**Essential Question:** What tools can be used to measure temperature? How can severe weather effect Earth? How can you reduce the impact of severe weather? What is the water cycle?

**Assessment:** With 2 parts, written and performance, teacher observation, and student journals.

**Examples:** thermometers, weather forecasts, rain gauges, wind vane, making predictions about the future weather.

**Visit Weather Station?**

**Going outside to apply the knowledge the students have learned?**

**Wegmans Park Field Trip or Beacon Lake: Investigate and record living and nonliving things**

**Planting/Gardening**

**Research Project:** Students choose a country to research the native flora and fauna and present findings to class. - Student Journals

**Zoo or The Wilds Field Trip with guided classification tour**

**Examples:** thermometers, weather forecasts, rain gauges, wind vane, making predictions about the future weather.
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<th>Lessons</th>
<th>Standards</th>
<th>ELA Strategies &amp; Skills</th>
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<tr>
<td>1 Fables &amp; Stories (14 Days)</td>
<td>14 Days for the unit 1 day</td>
<td>1A- The Boy Who cried Wolf</td>
<td>Retell the fable “The Boy Who Cried Wolf” including key details (RL.1.2)</td>
<td>Cause and Effect Story</td>
<td>Company, Prank, Shepherd, Started, Tended</td>
<td>On Stage</td>
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<td>1 day</td>
<td>2A- The Maid and the Milk Pail</td>
<td>Retell the fable “The Maid and the Milk Pail” including key details (RL.1.2)</td>
<td></td>
<td>First, we need to define cause and effect. Next, Students will first need to listen and identify the cause and effect from the story.</td>
<td>Balanced, Jealous, Milkmaid, Plumpest</td>
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<tr>
<td>Day</td>
<td>Title</td>
<td>Textual Content</td>
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<td>3A- The Goose and the Golden Egg</td>
<td>Retell the fable “The Goose and the Golden Eggs” including key details (RL.1.2). Identify the moral of the fable “The Goose and the Golden Eggs” (RL.1.2). Identify the literary term characters, and explain that term as it applies to the fable “The Goose and the Golden Eggs” (RL.1.3). Identify that the farmer in the fable “The Goose and the Golden Eggs” is greedy (RL.1.4). Explain that “The Goose and the Golden Eggs” is a fable because it was made up to teach a lesson (RL.1.5). Orally compare and contrast the milkmaid in “The Maid and the Milk Pail” with the farmer in “The Goose and the Golden Eggs” (RL.1.9). Revise the fable “The Goose and the Golden Eggs” orally or in writing by changing the ending (W.1.3). Write and illustrate a new ending to the fable “The Goose and the Golden Eggs” and discuss with one or more peers (W.1.5). Prior to listening to “The Goose and the Golden Eggs,” identify orally what they know and have learned about the fable “The Maid and the Milk Pail.” Identify new meanings for familiar words, such as rock, and apply them accurately. Delight Golden Goose Greedy Demonstrate familiarity with “The Goose and the Golden Eggs.” Identify character, plot, and setting as basic story elements. Describe the characters, plot, and setting of “The Goose and the Golden Eggs.” Identify fables as one type of fiction. Identify characteristics of fables: short, moral, personification. Explain in their own words the moral of “The Goose and the Golden Eggs.” A New Ending</td>
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<td>4- The Dog and the Manger</td>
<td>Author’s Purpose/ Analyze/ Evaluate. Budge manger oxen plow. Demonstrate familiarity with “The Dog in the Manger.” Identify characters, plot, and setting of “The Dog in the Manger.” Identify fables as a type of fiction.</td>
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<td>5- The Wolf in Sheep’s Clothing</td>
<td>Author’s Purpose/ Analyze/ Evaluate. Disguise fleece flock pretend provided. Demonstrate familiarity with “The Wolf in Sheep’s Clothing.” Identify character, plot, and setting. Identify fables as a type of fiction.</td>
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<td>6- The Fox and the Grapes</td>
<td>Author’s Purpose/ Analyze/ Evaluate. Bunh rpe juicy lunged pluck. Demonstrate familiarity with “The Fox and the Grapes.” Identify character, plot, and setting as basic story elements. Identify fables as a type of fiction.</td>
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<td>PP</td>
<td>Cause/Effect visualizing. First, we need to define cause and effect. Next, Students will first need to listen and identify the cause and effect from the story. Abandoned brood stream stubborn waste. Demonstrate familiarity with “The Little Half-Chick (Medio Pollito)” identify character, plot, and setting as basic story elements. Describe the characters, plot, and setting of “The Little Half-Chick (Medio Pollito)” identify folktales as one type of fiction.</td>
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<td>7- The Little Half-Chick (Medio Pollito)</td>
<td>Drawing the beginning, middle and end.</td>
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<td>Day</td>
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<td>Reading Comprehension Skill</td>
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<td>1 day</td>
<td>8- The Crowded, Noisy House</td>
<td>RL.1.2, W.1.8, SL.1.1c</td>
<td>Sequencing</td>
<td>First, we need to define sequencing and order of events. Next, students will listen and identify the sequence of events.</td>
<td>Demonstrates familiarity with &quot;The Crowded, Noisy House&quot; Identify character, plot, and setting as basic story elements Describe the characters, plot, and setting of &quot;The Crowded, Noisy House&quot; Identify folktales as one type of fiction</td>
<td></td>
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<tr>
<td>1 day</td>
<td>9- The Tale of Peter Rabbit</td>
<td>RL.1.3, W.1.3, W.1.6</td>
<td>Cause/effect visualizing</td>
<td>First, we need to define cause and effect. Next, students will first need to listen and identify the cause and effect from the story.</td>
<td>Demonstrates familiarity with &quot;The Tale of Peter Rabbit&quot; Identify character, plot, and setting as basic story elements Describe the characters, plot, and setting of &quot;The Tale of Peter Rabbit&quot; Identify folktales as one type of fiction</td>
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<tr>
<td>1 day</td>
<td>10- All Stories Are Anansi’s</td>
<td>RL.1.2, RL.1.5, SL.1.1c, L.1.5a</td>
<td>Author’s Purpose</td>
<td>acknowledge approached quarreling satisfied</td>
<td>Demonstrates familiarity with &quot;All Stories Are Anansi’s&quot; Identify character, plot, and setting as basic story elements Describe the characters, plot, and setting of &quot;All Stories Are Anansi’s&quot; Identify folktales as one type of fiction</td>
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<tr>
<td>1 day</td>
<td>1- Everybody has a body</td>
<td>RI.1.3, RI.1.7, W.1.8</td>
<td>Main Idea/Details/Visualizing</td>
<td>Explain that the human body is a network of systems</td>
<td>KWL Chart</td>
<td></td>
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<tr>
<td>1 day</td>
<td>2- The Body’s Framework</td>
<td>RI.1.3, W.1.8, SL.1.2, SL.1.5</td>
<td>Main Idea/Details/Visualizing</td>
<td>Identify the skeletal system Recall basic facts about the skeletal system</td>
<td>My body systems booklets</td>
<td></td>
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<tr>
<td>1 day</td>
<td>3- Marvelous Moving Muscles</td>
<td>RI.1.3, RI.1.7, W.1.8, SL.1.5, L.1.5a</td>
<td>Main Idea/Details/Visualizing</td>
<td>Identify the muscular system Recall basic facts about the muscular system Define the heart as a muscle that never stops working</td>
<td>My body systems booklets</td>
<td></td>
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<tr>
<td>1 day</td>
<td>4- Chew, Swallow, Squeeze, and Churn</td>
<td>RI.1.3, RI.1.7, W.1.8, SL.1.2, SL.1.5, L.1.5a</td>
<td>Main Idea/Details/Visualizing</td>
<td>Identify the digestive system Recall basic facts about the digestive system</td>
<td>My body systems booklets</td>
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<tr>
<td>1 day</td>
<td>5- The Body’s Superhighway</td>
<td>RI.1.7, W.1.8, SL.1.2, SL.1.5</td>
<td>Main Idea/Details/Visualizing</td>
<td>Identify the circulatory system Recall basic facts about the circulatory system Explain the importance of exercise and a balanced diet for bodily health</td>
<td>My body systems booklets</td>
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<tr>
<td>1 day</td>
<td>6- Control Central: The Brain</td>
<td>RI.1.3, W.1.8, SL.1.2, SL.1.5</td>
<td>Main Idea/Details/Visualizing</td>
<td>Identify the nervous system Recall basic facts about the nervous system Identify the brain as the body’s control center</td>
<td>My body systems booklets</td>
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<tr>
<td>1 day</td>
<td>7- Dr. Wellbody’s Heroes</td>
<td>RI.1.3, RI.1.7, RI.1.9, W.1.8</td>
<td>Compare/Contrast</td>
<td>Explain that germs can cause disease in the body Explain the importance of vaccination in preventing disease Identify Edward Jenner as the man who developed the first vaccine Identify Louis Pasteur as the man who discovered pasteurization</td>
<td>Somebody Wanted But So Then</td>
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</tr>
</tbody>
</table>

**Note:** The table includes only the first few rows for clarity; the full table is available in the original document.
<table>
<thead>
<tr>
<th>1 day</th>
<th>8- Five Keys to Health</th>
<th>RI.1.3</th>
<th>RI.1.7</th>
<th>L.1.5a</th>
<th>exercising healthy nutritious</th>
<th>Explain the importance of exercise, cleanliness, a balanced diet, and rest for bodily health</th>
<th>Collage of healthy foods</th>
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<tbody>
<tr>
<td>1 day</td>
<td>9- The Pyramid Pantry</td>
<td>W.1.8</td>
<td>SL.1.2</td>
<td>SL.1.5</td>
<td>balanced diet nutrients pyramid</td>
<td>Explain the importance of a balanced diet</td>
<td>MyPlate Magic</td>
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<td>Explain that the food pyramid is one way to depict a balanced diet</td>
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<td>Identify the component food groups in a balanced diet</td>
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<td>Explain the importance of vaccination in preventing disease</td>
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<td>1 day</td>
<td>10- What a Complicated Network</td>
<td>RI.1.3</td>
<td>Main Idea/Details/Visualizing</td>
<td>complicated</td>
<td>Explain that the human body is a network of systems</td>
<td>Explain that the body pyramid is one way to depict a balanced diet</td>
<td>Poetry On Stage</td>
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<td>Identify five body systems: skeletal, muscular, digestive, circulatory, and nervous systems</td>
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<td>Explain the importance of exercise, cleanliness, a balanced diet, and rest for bodily health</td>
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<td>Story Elements</td>
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<td>1 day</td>
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<td>Domain 2 Assessment</td>
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<td>1 day</td>
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<td>Story Elements</td>
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<tr>
<td>3 Different Lands, Similar Stories</td>
<td>14 days</td>
<td>1- Cinderella</td>
<td>R.I.4</td>
<td>SL.1.4</td>
<td>Sequence characters embraced splendor warning worthy</td>
<td>Explain that fictional stories come from the author's imagination</td>
<td>Story Elements</td>
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<td>Identify folktales as a type of fiction</td>
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<td></td>
<td>Explain that stories have a beginning, middle, and end</td>
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<td>Describe characters, plot, and setting</td>
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<tr>
<td>1 day</td>
<td>2- The Girl with the Red Slipper</td>
<td>RL.1.7</td>
<td>RL.1.9</td>
<td>W.1.3</td>
<td>SL.1.2</td>
<td>SL.1.4</td>
<td>SL.1.5</td>
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<td>Explain that people from different lands tell similar stories</td>
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<tr>
<td>1 day</td>
<td>3- Billy Beg</td>
<td>R.L.1.9</td>
<td>Compare/Contrast</td>
<td>concerned demanded monstrous plot</td>
<td>Describe the characters, plot, and setting</td>
<td>Venn Diagram</td>
<td></td>
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<tr>
<td>1 day</td>
<td>4- Tom Thumb</td>
<td>R.L.1.2</td>
<td>RL.1.4</td>
<td>SL.1.4</td>
<td>SL.1.6</td>
<td>Sequencing</td>
<td>avoid clever commotion folktales scampered</td>
</tr>
<tr>
<td>1 day</td>
<td>5- Thumbelina</td>
<td>R.L.1.2</td>
<td>R.L.1.4</td>
<td>R.L.1.7</td>
<td>R.L.1.9</td>
<td>Compare/Contrast</td>
<td>dwelling extravagance foreign fragrant scarcely</td>
</tr>
<tr>
<td>1 day</td>
<td>6- Issun Boshi</td>
<td>R.L.1.2</td>
<td>R.L.1.3</td>
<td>W.1.3</td>
<td>SL.1.4</td>
<td>Compare/Contrast</td>
<td>astonished crammed deeds dodging permission</td>
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<tr>
<td>1 day</td>
<td>PP</td>
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<td></td>
<td>Describe the characters, plot and setting</td>
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<tr>
<td>1 day</td>
<td>7- Little Red Riding Hood</td>
<td>RL.1.2</td>
<td>RL.1.7</td>
<td>W.1.3</td>
<td>SL.1.4</td>
<td>SL.1.5</td>
<td>Cause &amp; Effect</td>
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<tr>
<td>1 day</td>
<td>8- Hu Go Po</td>
<td>R.L.1.2 R.L.1.3</td>
<td>Compare/Contrast</td>
<td>R.L.1.2 R.L.1.3</td>
<td>alarmed cunning latch perplexed strict</td>
<td>Explain that fictional stories come from the author’s imagination Describe the characters, plot and setting</td>
<td>Venn Diagram</td>
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<td>1 day</td>
<td>9-Tselane</td>
<td>R.L.1.2 R.L.1.9</td>
<td>Cause &amp; Effect</td>
<td>R.L.1.2 R.L.1.9</td>
<td>curious darted fright intended roam</td>
<td>Explain that fictional stories come from the author’s imagination Describe the characters, plot and setting</td>
<td>This, That, Those, These</td>
</tr>
</tbody>
</table>

1 day

DR

DA

CA

Domain 3 Assessment
# Kindergarten Module 1 Overview

<table>
<thead>
<tr>
<th>Standards</th>
<th>Topics &amp; Objective</th>
<th>Vocabulary</th>
<th>Days</th>
</tr>
</thead>
</table>
| K.MD.3    | **Attributes of Two Related Objects**  
Lesson 1: Analyze to find two objects that are exactly the same or not exactly the same.  
Lesson 2: Analyze to find two similar objects—these are the same but....  
Lesson 3: Classify to find two objects that share a visual pattern, color, and use. | Same  
Different  
Similar  
Classify  
Group  
Pattern  
color | 3 |
| K.CC.4a  
K.CC.4b  
K.MD.3 | **Classify to Make Categories and Count**  
Lesson 4: Classify items into two pre-determined categories.  
Lesson 5: Classify items into three categories, determine the count in each, and reason about how the last number named determines the total.  
Lesson 6: Sort categories by count. Identify categories with 2, 3, and 4 within a given scenario. | Count  
Last  
total | 3 |
| K.CC.4a  
K.CC.4b  
K.CC.5  
K.OA.3  
K.MD.3 | **Numbers to 5 in Different Configurations, Math Drawings, and Expressions**  
Lesson 7: Sort by count in vertical columns and horizontal rows (linear configurations to 5). Match to numerals on cards.  
Lesson 8: Answer how many questions to 5 in linear configurations (5-group), with 4 in an array configuration. Compare ways to count five fingers.  
Lesson 9: Within linear and array dot configurations of numbers 3, 4, and 5, find hidden partners.  
Lesson 10: Within circular and scattered dot configurations of numbers 3, 4, and 5, find hidden partners.  
Lesson 11: Model decompositions of 3 with materials, drawings, and expressions. Represent the decomposition as 1 + 2 and 2 + 1. | Column  
Row  
One  
Two  
Three  
Four  
Five  
decompose | 5 |
| K.CC.3  
K.CC.4a  
K.CC.4b  
K.CC.5 | **The Concept of Zero and Working with Numbers 0–5**  
Lesson 12: Understand the meaning of zero. Write the numeral 0.  
Lesson 13: Order and write numerals 0–3 to answer how | Zero  
Order  
Write  
numeral | 5 |
many questions.

Lesson 14: Write numerals 1–3. Represent decompositions with materials, drawings, and equations, $3 = 2 + 1$ and $3 = 1 + 2$.

Lesson 15: Order and write numerals 4 and 5 to answer how many questions in categories; sort by count.

Lesson 16: Write numerals 1–5 in order. Answer and make drawings of decompositions with totals of 4 and 5 without equations.

<table>
<thead>
<tr>
<th>K.CC.3</th>
<th>K.CC.4a</th>
<th>K.CC.4b</th>
<th>K.CC.5</th>
<th>K.MD.3</th>
<th>E</th>
<th>Working with Numbers 6–8 in Different Configurations</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td></td>
<td>Lesson 17: Count 4–6 objects in vertical and horizontal linear configurations and array configurations. Match 6 objects to the numeral 6.</td>
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<td>Lesson 18: Count 4–6 objects in circular and scattered configurations. Count 6 items out of a larger set. Write numerals 1–6 in order.</td>
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<td>Lesson 19: Count 5–7 linking cubes in linear configurations. Match with numeral 7. Count on fingers from 1 to 7, and connect to 5-group images.</td>
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<td>Lesson 20: Reason about sets of 7 varied objects in circular and scattered configurations. Find a path through the scattered configuration. Write numeral 7. Ask, “How is your seven different than mine?”</td>
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<td>Lesson 22: Arrange and strategize to count 8 beans in circular (around a cup) and scattered configurations. Write numeral 8. Find a path through the scattered set, and compare paths with a partner.</td>
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<tr>
<th>K.CC.3</th>
<th>K.CC.4a</th>
<th>K.CC.4b</th>
<th>K.CC.5</th>
<th>F</th>
<th>Working with Numbers 9–10 in Different Configurations</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td>Lesson 23: Organize and count 9 varied geometric objects in linear and array (3 threes) configurations. Place objects on 5-group mat. Match with numeral 9.</td>
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<td>Lesson 24: Strategize to count 9 objects in circular and scattered configurations printed on paper. Write numeral 9. Represent a path through the scatter count with a pencil. Number each object.</td>
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<td>Lessons 25–26: Count 10 objects in linear and array configurations (2 fives). Match with numeral 10. Place on</td>
<td></td>
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</tbody>
</table>
the 5-group mat. Dialogue about 9 and 10. Write numeral 10.

Lesson 27: Count 10 objects, and move between all configurations.
Lesson 28: Act out result unknown story problems without equations.

<table>
<thead>
<tr>
<th>K.CC.4a</th>
<th>G</th>
<th>One More with Numbers 0–10</th>
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<tbody>
<tr>
<td>K.CC.4b</td>
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<td>K.CC.4c</td>
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<td>K.CC.2</td>
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<td>K.CC.5</td>
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Lesson 29: Order and match numeral and dot cards from 1 to 10. State 1 more than a given number.

Lesson 30: Make math stairs from 1 to 10 in cooperative groups.

Lesson 31: Arrange, analyze, and draw 1 more up to 10 in configurations other than towers.

Lesson 32: Arrange, analyze, and draw sequences of quantities of 1 more, beginning with numbers other than 1.

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<tr>
<th>K.CC.4a</th>
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<th>One Less with Numbers 0–10</th>
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<td>K.CC.4b</td>
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<td>K.CC.4c</td>
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<td>K.CC.5</td>
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</table>

Lesson 33: Order quantities from 10 to 1, and match numerals.

Lesson 34: Count down from 10 to 1, and state 1 less than a given number.

Lesson 35: Arrange number towers in order from 10 to 1, and describe the pattern.

Lesson 36: Arrange, analyze, and draw sequences of quantities that are 1 less in configurations other than towers.

Lesson 37: Culminating task Decide how to classify the objects in your bag into two groups. Count the number of objects in each group. Represent the greater number in various ways. Next, remove the card from your pack that shows the number of objects in the smaller group. Put your remaining cards in order from smallest to greatest. Your friends will have to figure out what card is missing when they visit your station!

<table>
<thead>
<tr>
<th>Vertical</th>
<th>Horizontal</th>
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<tbody>
<tr>
<td>Numeral</td>
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<tr>
<td>Count</td>
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<td>Eight</td>
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<td>Nine</td>
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<td>Ten</td>
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</table>

Assessment (3 days (Review, Assess, Reteach)
ATTACHMENT 3C: EXIT STANDARDS

By the end of Grade 4 students will be able to:

English Language Arts

• Develop reading fluency and comprehension
• Use a variety of strategies to create and develop meaning when reading, writing, listening, and speaking
• Express questions, thoughts, interpretations, and opinions related to material from print, non-print, and electronic source content
• Develop stories, essays, written responses and poems using the writing process

Mathematics

• Demonstrate number sense by counting, comparing, estimating, and using place-value concepts in whole numbers and fractions.
• Identify units of measure: length, capacity, weight, area, perimeter, and time
• Solve multi-step word problems using four operations.
• Collect, organize, and describe data.
• Demonstrate fluency in addition, subtraction, multiplication and division to 100.

Science

• Describe basic elements of physical science, earth science, and life science
• Describe why water is important for life and create a diagram of the water cycle
• Explain how matter has physical and chemical properties that can be changed
• Use scientific instruments correctly in gathering data

By the end of Grade 7 students will be able to:

English Language Arts

• Apply a variety of strategies to understand, explain, and evaluate material from print, non-print, and electronic sources to construct meaning. Communicate effectively in written and oral forms to describe, explain, persuade, and/or create meaning.
• Engage in basic research activities using a variety of materials from print, non-print, and electronic sources.
• Recognize the characteristics of the different literary genre.
• Read and respond to material from print, non-print, and electronic sources for learning and pleasure
Mathematics

- Solve open-ended problems with fractions, decimals, and integers
- Use statistical methods to describe, analyze, evaluate, and make decisions
- Demonstrate an understanding of variables, expressions, and equations
- Use ratio, proportion and percent to represent mathematical relationships

Science

- Communicate in a logical manner using written, verbal and portfolio methods.
- Conduct scientific investigations that involve the scientific method while identifying and controlling variables in experiments.
- Describe the major characteristics found in the kingdoms of living organisms.
- Explain how nature and human activities have changed the Earth

By the end of Grade 12 students will be able to:

English Language Arts

- Apply various strategies to construct, interpret, and evaluate complex text
- Demonstrate an understanding of the nature and use of different literary genres
- Communicate effectively as writers, listeners, and speakers
- Demonstrate resourcefulness and effective communication in a research activity using material from print, non-print, and electronic sources

Mathematics

- Interpret and define situations using variables, equations, tables, and graphs.
- Illustrate real-world phenomena with a variety of functions, verbal rules, equations and graphs.
- Use data analysis, statistics, and probability to draw inferences from charts, tables, and graphs that summarize data from real-world situations. Use technology to learn, explore and solve mathematical problems and concepts.

Science

- Describe how science has influenced cultures and societies.
- Demonstrate an understanding of the processes and forces that have shaped the structure and composition of the Earth and the Universe.
- Explain how all organisms in the biosphere are linked to each other and to their physical environment by the transfer of matter and energy
- Demonstrate how the Earth is a unique and dynamic member of the solar system
ATTACHMENT 4: STUDENT DISCIPLINE POLICY

The Citizenship and Science Academy of Rochester values a positive school culture. Every student has the right to an education in a safe orderly environment. At CSARochester, students should feel safe while taking advantage of educational opportunities. Students have the right to work in an environment free of disruptions. They will be able to express their ideas and expect courtesy, fairness, and respect from all members of the school community.

At CSARochester, the approach to student discipline includes two essential components: a well-established Student Code of Conduct and an integrated character education program. In order to maintain a positive school culture, student expectations have been established. All students are required to follow these basic expectations on school property and at every student event.

1. I will be respectful to all members of our school community
2. I will be prepared and ready to learn
3. I will keep myself and others safe
4. I will be responsible

CSARochester has established a well-designed Student Code of Conduct, which includes five sections: non-negotiable, guidelines for general conduct, positive recognition and rewards, minor infractions, and major infractions. Parent involvement is a crucial component of student discipline at CSARochester.

CSARochester has determined the following non-negotiable expectations for our students:

- Students are expected to arrive to school in proper uniform. Students who arrive to school out of Dress Code will be immediately sent to the office for parent contact and will be able to return to class when in proper uniform.
- Personal electronics are not allowed to be visible on any part of school grounds. There is no use of video recording or photos except under the direct supervision of a teacher, with approval from school administration. Elementary students are encouraged not to bring electronics to school. If necessary, electronics shall be kept turned off and secured in the student’s backpack for the duration of the school day. The school is not responsible to investigate or replace any lost or stolen electronic devices.
- The students are responsible for all items in their lockers/cubbies and any items lost or stolen. Students are not to share lockers/cubbies under any circumstances. Students are responsible for maintaining a clean and sanitary locker/cubby. The lockers/cubby are the property of SANY, therefore the administration has right to search all lockers/cubbies at any time if it is necessary or there is reasonable suspicion.
- Eating/drinking, outside of designated breakfast, snack and lunch times, is NOT allowed in any area of the building except cafeteria. Water in a clear plastic container is allowed.
• Reinstatement consists of a meeting with the suspended student, his/her parent/guardian, and school administrators. The meeting MUST occur prior to the student’s return to school.

CSARochester has defined acceptable student conduct based on respect for self, students, faculty, staff and property. Specifically, students must follow directions or requests of any school staff member the first time. Running, horseplay, and loud or boisterous conduct are considered to be unacceptable behaviors. Failure to observe school rules of conduct may lead to disciplinary actions.

At CSARochester, we rely on proactive, preventative supports to promote positive behaviors. Therefore, we have implemented Positive Behavior Interventions and Supports (PBIS). The fundamental purpose of PBIS is to create a learning environment, which is consistent, positive, predictable, and safe. Other key elements to PBIS include data-based decision making and a multi-tiered system of support. In all areas of the school setting, students will be given opportunities to earn positive points, through class DOJO or merits. All students have the opportunity to be recognized at monthly award ceremonies. Student recognition will be based off character traits, student efforts, and academic achievements. In addition, students may earn prizes, throughout the course of the school year, based on their accumulated DOJO and merit points.

If a student engages in conduct that is prohibited, he or she will be subject to disciplinary action. Minor infractions will be identified by DOJO or Demerit Points. Teachers, faculty, staff, and administration may issue a zero-point acknowledgement in DOJO or a specific Demerit to students who need reminders to be safe and be respectful. Students will have opportunities for redirections, reminders, and interventions before being issued a classroom consequence. Students will be issued an immediate zero-point acknowledgement or Demerit when they are exhibiting unsafe, minor behaviors and demonstrating disrespectful attitudes towards others. Our classroom teachers will also use a variety of management systems to address behavioral issues. These may include preferential seating, non-verbal reminders, verbal redirections, color-coded card chart systems and other tiered consequences. Below is a list of behaviors that are addressed at the classroom level. Repetitive minor infractions, across the school day, may result in student referral.

1. Unsafe behavior (i.e running in the hallway, throwing objects, etc...)
2. Disrespectful actions towards any member of our school community
3. Failure to follow a reasonable request
4. Disruption to the learning environment

In the event that CSARochesters’ positive behavior intervention and supports infrastructure and classroom management systems are insufficient to prevent disciplinary infraction, or a disciplinary infraction is serious enough to immediately warrant additional discipline, the student will receive a written referral and a school Behavioral Specialist or Dean of Students will be called upon to work with the student. Specific behaviors and consequences are outlined:
<table>
<thead>
<tr>
<th>Code Blue Infractions</th>
<th>Code Blue Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Being in a restricted or unauthorized area</td>
<td>• Lunch Detention</td>
</tr>
<tr>
<td>2. Conspiracy to harm others or cause damage to property</td>
<td>• Restorative Justice</td>
</tr>
<tr>
<td>3. Disrespectful attitudes toward teachers</td>
<td>• After School Detention</td>
</tr>
<tr>
<td>4. Excessive disruptions during class</td>
<td>• Multiple After School Detentions</td>
</tr>
<tr>
<td>5. Failure to follow school-wide rules</td>
<td>• Saturday Detentions 1-5 days</td>
</tr>
<tr>
<td>6. Leaving the class without permission</td>
<td>• AES placement 1-10 days</td>
</tr>
<tr>
<td>7. On-going disrespectful conduct</td>
<td>• 1-3 days out of school suspension</td>
</tr>
<tr>
<td>8. Profanity towards students</td>
<td>NOTE: Depending on severity and repetition; any of these</td>
</tr>
<tr>
<td>9. Public display of affection</td>
<td>consequences may be issued.</td>
</tr>
<tr>
<td>10. Refusing to follow teacher’s directions</td>
<td>• Lunch Detention</td>
</tr>
<tr>
<td>11. Use of another person’s password or online accounts</td>
<td>• Restorative Justice</td>
</tr>
<tr>
<td>12. Verbal confrontation with peers (heated argument)</td>
<td>• After School Detention</td>
</tr>
<tr>
<td>13. Academic dishonesty</td>
<td>• Multiple After School Detentions</td>
</tr>
<tr>
<td>14. Skipping class</td>
<td>• Saturday Detentions 1-5 days</td>
</tr>
<tr>
<td></td>
<td>• AES placement 1-10 days</td>
</tr>
<tr>
<td></td>
<td>• 1-3 days out of school suspension</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code Orange Infractions</th>
<th>Code Orange Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Inappropriate physical contact</td>
<td>• Multiple days of AES</td>
</tr>
<tr>
<td>2. Conduct that ignores the others’ health or safety</td>
<td>• Restorative Justice</td>
</tr>
<tr>
<td>3. Damage to school or private property (Parent pays cost</td>
<td>• Social Probation</td>
</tr>
<tr>
<td>of damage)</td>
<td>• Bus Suspension</td>
</tr>
<tr>
<td>4. Demonstrating disrespectful attitudes toward</td>
<td>• Bus Expulsion</td>
</tr>
<tr>
<td>administrators</td>
<td>• 1-3 days of OSS and or Multiple AES</td>
</tr>
<tr>
<td>5. Entering the school under the influence of drugs or</td>
<td>• 5 days OSS without hearing</td>
</tr>
<tr>
<td>alcohol</td>
<td>• 5 Days OSS with hearing</td>
</tr>
<tr>
<td>6. False activation of the fire alarm</td>
<td>• Expulsion</td>
</tr>
<tr>
<td>7. Fighting (on or off school grounds)</td>
<td>TERMS</td>
</tr>
<tr>
<td>8. Harassment with efforts to intimidate, bully or</td>
<td>1. A student who curses at any staff may not continue with his/</td>
</tr>
<tr>
<td>ridicule (in person or on social media)</td>
<td>her regular schedule for the day. He/she may be sent home or</td>
</tr>
<tr>
<td>9. Harassment with offensive expressions or gestures</td>
<td>placed in AES for the day.</td>
</tr>
<tr>
<td>10. Harassment with unwelcome sexual advances</td>
<td>2. A student who refuses to follow administrative instruction is</td>
</tr>
<tr>
<td>11. Inappropriate use of technology</td>
<td>immediately sent home for the day.</td>
</tr>
<tr>
<td>12. Infiltrating the SAS school database</td>
<td>3. Students will require a parent/guardian to attend subsequent</td>
</tr>
<tr>
<td>13. Leaving school grounds without permission</td>
<td>field trips and school-wide social events when they:</td>
</tr>
<tr>
<td>14. Offensive, sexually-oriented or threatening</td>
<td>a. are unsafe on a previous trip or event</td>
</tr>
<tr>
<td>messages, pictures or symbols</td>
<td>b. have received OSS prior to the trip or event</td>
</tr>
<tr>
<td>15. Physical attack on student</td>
<td>c. have received multiple referrals prior to the trip or event</td>
</tr>
<tr>
<td>16. Profanity towards staff in any format (verbal,</td>
<td>4. Parents and students must sign the code of conduct contract</td>
</tr>
<tr>
<td>written, online, etc.)</td>
<td>after the first fight.</td>
</tr>
<tr>
<td>17. Refusing or ignoring to follow administrator’s</td>
<td>5. Repetitive infractions end up with long-term suspension or</td>
</tr>
<tr>
<td>direction</td>
<td>expulsion.</td>
</tr>
<tr>
<td>18. Resistance toward school administrators, public</td>
<td>6. Depending on severity of the listed infraction and/or student’</td>
</tr>
<tr>
<td>safety officers, or security personnel</td>
<td>s disciplinary history, administrators issue any of the</td>
</tr>
<tr>
<td>19. Unauthorized possession of a prescription or over</td>
<td>listed consequences starting from AES to expulsion referral.</td>
</tr>
<tr>
<td>the counter medication</td>
<td></td>
</tr>
<tr>
<td>20. Verbally or physically challenging administrative</td>
<td></td>
</tr>
<tr>
<td>authority</td>
<td></td>
</tr>
<tr>
<td>21. Posting pictures or video of staff or students on</td>
<td></td>
</tr>
<tr>
<td>social media without permission.</td>
<td></td>
</tr>
<tr>
<td>22. Inappropriate contact to teachers</td>
<td></td>
</tr>
<tr>
<td>23. Bus referral</td>
<td></td>
</tr>
</tbody>
</table>
Some disciplinary infractions are so serious that they may subject a student to suspension and/or expulsion. These behaviors are identified as Code Red Infractions and are outlined below.

**Code Red Infractions**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Any sort of assault to a member of our community</td>
</tr>
<tr>
<td>2</td>
<td>Any threats to school personnel</td>
</tr>
<tr>
<td>3</td>
<td>Arson</td>
</tr>
<tr>
<td>4</td>
<td>Damage to school property which disrupts or impairs school business</td>
</tr>
<tr>
<td>5</td>
<td>Indecent assault</td>
</tr>
<tr>
<td>6</td>
<td>Indecent exposure</td>
</tr>
<tr>
<td>7</td>
<td>Involvement in, or threatened use of, a bomb or other explosive devices</td>
</tr>
<tr>
<td>8</td>
<td>Assaults with a weapon, or instrument capable of inflicting bodily harm, or potentially causing a dangerous situation</td>
</tr>
<tr>
<td>9</td>
<td>Possession of:</td>
</tr>
<tr>
<td></td>
<td>a. stabbing/cutting instrument</td>
</tr>
<tr>
<td></td>
<td>b. weapon (firearm, starter pistol, bb gun)</td>
</tr>
<tr>
<td></td>
<td>c. harmful biological or toxic substances</td>
</tr>
<tr>
<td></td>
<td>d. instrument that could bludgeon, cause concussion, or injury</td>
</tr>
<tr>
<td></td>
<td>e. other deadly weapon</td>
</tr>
<tr>
<td></td>
<td>f. tobacco, alcohol, illegal drugs, or related paraphernalia</td>
</tr>
<tr>
<td></td>
<td>g. e-cigarette and any substance</td>
</tr>
<tr>
<td>10</td>
<td>Possession of, or involvement in the planning, making, or use of, an explosive, incendiary or chemical device</td>
</tr>
<tr>
<td>11</td>
<td>Rape</td>
</tr>
<tr>
<td>12</td>
<td>Retaliation against any school affiliated personnel</td>
</tr>
<tr>
<td>13</td>
<td>Robbery/Extortion</td>
</tr>
<tr>
<td>14</td>
<td>Sale of controlled substances or possession with intent to deliver or distribute</td>
</tr>
<tr>
<td>15</td>
<td>Threats related to any other weapon, including biological or toxic substances</td>
</tr>
<tr>
<td>16</td>
<td>Threats to kill or seriously injure any member of our school community</td>
</tr>
<tr>
<td>17</td>
<td>Posting explicit pictures or video of staff or students on social media</td>
</tr>
</tbody>
</table>

**Code Red Consequence:**

Suspension, which may lead to a Superintendent’s Hearing, to determine a long-term suspension and/or a referral for Expulsion. Parents/guardians have the right to appeal the Superintendent’s Decision. Please contact your building’s administration for more information on this process.

Corporal punishment shall not be used as a disciplinary measure against any student. “Corporal punishment” includes the willful infliction of or willfully causing the infliction of physical pain on a student.

**Due Process:**

When suspension is a considered consequence, by the School Dean, parents will receive written notification of the suspension within 24 hours. The notification will include information regarding the incident in which their child was involved, reasons for suspension, the length of the suspension, and information about alternative education during the suspension. Parents and guardians have the right to attend a Dean’s conference prior to the suspension being imposed.
When a student has received a 5-day suspension, with a hearing, he or she will be assigned an impartial hearing officer to present evidence and have an opportunity to hear all versions of the incident. Parents/guardians have the right to appeal a Superintendent’s decision, in writing, to the school.

In the case where a student with disabilities is suspended, the special education coordinator will be informed. The student with disabilities will continue to receive services, in accordance with their IEP, for the duration of the suspension. A manifestation meeting will be scheduled, with the CSE committee, under the following circumstances:

- If the disposition results in the student being suspended from class for 10 consecutive days
- If the student has been removed from class for more than 10 aggregate days

Character Education Programming:

Citizenship and Science Academy of Rochester schools will engage in research-based character education programming. In this programming, students are taught life-skills necessary to become good citizens. These courses will have foundational instruction on bully-prevention with an emphasis on monthly character traits. Students will develop communication, decision-making and goal setting skills.

Student Code of Conduct:

## ATTACHMENT 4A: SAMPLE WEEKLY STUDENT SCHEDULE

### Sample Weekly Student Schedule for Grades K-4th

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Period</strong></td>
<td>Guided Reading Centers</td>
<td>Guided Reading Centers</td>
<td>Guided Reading Centers</td>
<td>Guided Reading Centers</td>
<td>Guided Reading Centers</td>
</tr>
<tr>
<td>8:00 – 8:50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2nd Period</strong></td>
<td>CKLA Listening and Learning</td>
<td>CKLA Listening and Learning</td>
<td>CKLA Listening and Learning</td>
<td>CKLA Listening and Learning</td>
<td>CKLA Listening and Learning</td>
</tr>
<tr>
<td>8:52 – 9:52</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3rd Period</strong></td>
<td>CKLA SKILLS</td>
<td>CKLA SKILLS</td>
<td>CKLA SKILLS</td>
<td>CKLA SKILLS</td>
<td>CKLA SKILLS</td>
</tr>
<tr>
<td>9:54 – 10:54</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4th Period</strong></td>
<td>Specials Block: Music</td>
<td>Specials Block: P.E.</td>
<td>Specials Block: Coding</td>
<td>Specials Block: Art</td>
<td>Specials Block: P.E.</td>
</tr>
<tr>
<td>10:56 – 11:46</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:48 – 12:28</td>
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</tr>
<tr>
<td><strong>5th Period</strong></td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>12:30 – 12:50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6th Period</strong></td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>12:52 – 1:42</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7th Period</strong></td>
<td>Intervention and Enrichment</td>
<td>Intervention and Enrichment</td>
<td>Intervention and Enrichment</td>
<td>Intervention and Enrichment</td>
<td>Intervention and Enrichment</td>
</tr>
<tr>
<td>1:44 – 2:34</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>8th Period</strong></td>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
</tr>
<tr>
<td>2:36 – 3:26</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3:26 – 3:46</td>
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<td></td>
</tr>
</tbody>
</table>

### Sample Weekly Student Schedule for Grades 5-8th

<table>
<thead>
<tr>
<th>5th Grade</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Period</strong></td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
</tr>
<tr>
<td>8:00 – 8:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2nd Period</strong></td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
</tr>
<tr>
<td>8:50 – 9:35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3rd Period</strong></td>
<td>Science 5</td>
<td>Science 5</td>
<td>Science 5</td>
<td>Science 5</td>
<td>Science 5</td>
</tr>
<tr>
<td>9:40 – 10:25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4th Period</strong></td>
<td>Math 5</td>
<td>Math 5</td>
<td>Math 5</td>
<td>Math 5</td>
<td>Math 5</td>
</tr>
<tr>
<td>10:30 – 11:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5th Period</strong></td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:20 – 12:05</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6th Period</strong></td>
<td>Math 5</td>
<td>Math 5</td>
<td>Math 5</td>
<td>Math 5</td>
<td>Math 5</td>
</tr>
<tr>
<td>12:10 – 12:55</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7th Period</strong></td>
<td>Social Studies 5</td>
<td>Social Studies 5</td>
<td>Social Studies 5</td>
<td>Social Studies 5</td>
<td>Social Studies 5</td>
</tr>
<tr>
<td>1:00 – 1:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8th Period</strong></td>
<td>Music 5</td>
<td>Computer 5</td>
<td>Art 5</td>
<td>Computer 5</td>
<td>Spanish 5</td>
</tr>
<tr>
<td>1:50 – 2:35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9th Period</strong></td>
<td>Music 5</td>
<td>Physical Education 5</td>
<td>Physical Education 5</td>
<td>Character Education 5</td>
<td>Physical Education 5</td>
</tr>
<tr>
<td>2:40 – 3:25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>After School</strong></td>
<td>Tutoring/Club</td>
<td>Tutoring/Club</td>
<td>Tutoring/Club</td>
<td>Tutoring/Club</td>
<td>Tutoring/Club</td>
</tr>
<tr>
<td>3:30 – 4:15</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
# Sample Weekly Student Schedule for Grades 9-12th

<table>
<thead>
<tr>
<th>Grade</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Reading &amp; Research</td>
<td>Reading &amp; Research</td>
<td>Reading &amp; Research</td>
<td>Reading &amp; Research</td>
<td>Reading &amp; Research</td>
</tr>
<tr>
<td>2nd</td>
<td>Algebra 1</td>
<td>Algebra 1</td>
<td>Algebra 1</td>
<td>Algebra 1</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>3rd</td>
<td>English 1</td>
<td>English 1</td>
<td>English 1</td>
<td>English 1</td>
<td>English 1</td>
</tr>
<tr>
<td>4th</td>
<td>Global History 1</td>
<td>Global History 1</td>
<td>Global History 1</td>
<td>Global History 1</td>
<td>Global History 1</td>
</tr>
<tr>
<td>5th</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>6th</td>
<td>Studio Art</td>
<td>Studio Art</td>
<td>Studio Art</td>
<td>Studio Art</td>
<td>Studio Art</td>
</tr>
<tr>
<td>7th</td>
<td>Earth Science</td>
<td>Earth Science</td>
<td>Earth Science</td>
<td>Earth Science</td>
<td>Earth Science</td>
</tr>
<tr>
<td>8th</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>9th</td>
<td>Spanish 9</td>
<td>Spanish 9</td>
<td>Spanish 9</td>
<td>Spanish 9</td>
<td>Spanish 9</td>
</tr>
<tr>
<td>After</td>
<td>Tutoring/Club</td>
<td>Tutoring/Club</td>
<td>Tutoring/Club</td>
<td>Tutoring/Club</td>
<td>Tutoring/Club</td>
</tr>
</tbody>
</table>

**Sample Weekly Student Schedule for Grades 9-12th**

### 9th Grade

<table>
<thead>
<tr>
<th>Period</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Period</td>
<td>Reading &amp; Research</td>
<td>Reading &amp; Research</td>
<td>Reading &amp; Research</td>
<td>Reading &amp; Research</td>
<td>Reading &amp; Research</td>
</tr>
<tr>
<td>2nd Period</td>
<td>Algebra 1</td>
<td>Algebra 1</td>
<td>Algebra 1</td>
<td>Algebra 1</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>3rd Period</td>
<td>English 1</td>
<td>English 1</td>
<td>English 1</td>
<td>English 1</td>
<td>English 1</td>
</tr>
<tr>
<td>4th Period</td>
<td>Global History 1</td>
<td>Global History 1</td>
<td>Global History 1</td>
<td>Global History 1</td>
<td>Global History 1</td>
</tr>
<tr>
<td>5th Period</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>6th Period</td>
<td>Studio Art</td>
<td>Studio Art</td>
<td>Studio Art</td>
<td>Studio Art</td>
<td>Studio Art</td>
</tr>
<tr>
<td>7th Period</td>
<td>Earth Science</td>
<td>Earth Science</td>
<td>Earth Science</td>
<td>Earth Science</td>
<td>Earth Science</td>
</tr>
<tr>
<td>8th Period</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>9th Period</td>
<td>Spanish 9</td>
<td>Spanish 9</td>
<td>Spanish 9</td>
<td>Spanish 9</td>
<td>Spanish 9</td>
</tr>
<tr>
<td>After School</td>
<td>Tutoring/Club</td>
<td>Tutoring/Club</td>
<td>Tutoring/Club</td>
<td>Tutoring/Club</td>
<td>Tutoring/Club</td>
</tr>
</tbody>
</table>
### Sample Weekly Teacher Schedule for Grades K-4th

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Period</strong>&lt;br&gt;<strong>8:00 – 8:50</strong>&lt;br&gt;Guided Reading Centers</td>
<td>Guided Reading Centers</td>
<td>Guided Reading Centers</td>
<td>Guided Reading Centers</td>
<td>Guided Reading Centers</td>
<td>Guided Reading Centers</td>
</tr>
<tr>
<td><strong>2nd Period</strong>&lt;br&gt;<strong>8:52 – 9:52</strong>&lt;br&gt;CKLA Listening and Learning</td>
<td>CKLA Listening and Learning</td>
<td>CKLA Listening and Learning</td>
<td>CKLA Listening and Learning</td>
<td>CKLA Listening and Learning</td>
<td>CKLA Listening and Learning</td>
</tr>
<tr>
<td><strong>3rd Period</strong>&lt;br&gt;<strong>9:54 – 10:54</strong>&lt;br&gt;CKLA SKILLS</td>
<td>CKLA SKILLS</td>
<td>CKLA SKILLS</td>
<td>CKLA SKILLS</td>
<td>CKLA SKILLS</td>
<td>CKLA SKILLS</td>
</tr>
<tr>
<td><strong>5th Period</strong>&lt;br&gt;<strong>11:58 – 12:28</strong>&lt;br&gt;Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td><strong>6th Period</strong>&lt;br&gt;<strong>12:30 – 12:50</strong>&lt;br&gt;Recess Supervision</td>
<td>Recess Supervision</td>
<td>Recess Supervision</td>
<td>Recess Supervision</td>
<td>Recess Supervision</td>
<td>Recess Supervision</td>
</tr>
<tr>
<td><strong>5th Grade</strong></td>
<td><strong>12:52 – 1:42</strong>&lt;br&gt;Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td><strong>6th Period</strong>&lt;br&gt;<strong>1:44 – 2:34</strong>&lt;br&gt;Intervention and Enrichment</td>
<td>Intervention and Enrichment</td>
<td>Intervention and Enrichment</td>
<td>Intervention and Enrichment</td>
<td>Intervention and Enrichment</td>
<td>Intervention and Enrichment</td>
</tr>
<tr>
<td><strong>7th Period</strong>&lt;br&gt;<strong>2:36 – 3:26</strong>&lt;br&gt;Science/Social Studies</td>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
</tr>
</tbody>
</table>

### Sample Weekly Teacher Schedule for Grades 5-12th

<table>
<thead>
<tr>
<th>5th Grade</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Period</strong>&lt;br&gt;<strong>8:00 – 8:45</strong>&lt;br&gt;English 5</td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
</tr>
<tr>
<td><strong>2nd Period</strong>&lt;br&gt;<strong>8:50 – 9:35</strong>&lt;br&gt;English 5</td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
</tr>
<tr>
<td><strong>3rd Period</strong>&lt;br&gt;<strong>9:40 – 10:25</strong>&lt;br&gt;English 5</td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
</tr>
<tr>
<td><strong>4th Period</strong>&lt;br&gt;<strong>10:30 – 11:15</strong>&lt;br&gt;Individual Prep</td>
<td>Individual Prep</td>
<td>Individual Prep</td>
<td>Individual Prep</td>
<td>Individual Prep</td>
<td>Individual Prep</td>
</tr>
<tr>
<td><strong>5th Period</strong>&lt;br&gt;<strong>11:20 – 12:05</strong>&lt;br&gt;Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td><strong>6th Period</strong>&lt;br&gt;<strong>12:10 – 12:55</strong>&lt;br&gt;Individual Prep</td>
<td>Individual Prep</td>
<td>Individual Prep</td>
<td>Individual Prep</td>
<td>Individual Prep</td>
<td>Individual Prep</td>
</tr>
<tr>
<td><strong>7th Period</strong>&lt;br&gt;<strong>1:00 – 1:45</strong>&lt;br&gt;English 5</td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
</tr>
<tr>
<td><strong>8th Period</strong>&lt;br&gt;<strong>1:50 – 2:35</strong>&lt;br&gt;English 5</td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
</tr>
<tr>
<td><strong>9th Period</strong>&lt;br&gt;<strong>2:40 – 3:25</strong>&lt;br&gt;English 5</td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
<td>English 5</td>
</tr>
<tr>
<td><strong>After School</strong>&lt;br&gt;<strong>3:30 – 4:15</strong>&lt;br&gt;PD/Department Meeting</td>
<td>Tutoring/Club</td>
<td>Common Prep</td>
<td>Tutoring/Club</td>
<td>Tutoring/Club</td>
<td>Tutoring/Club</td>
</tr>
</tbody>
</table>
## Citizenship & Science Academy of Rochester 2020-21 Academic Calendar

### August 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>New Years Day (No School)</td>
</tr>
<tr>
<td>3</td>
<td>Administrators report to work</td>
</tr>
<tr>
<td>4-28</td>
<td>Summer Institute, New</td>
</tr>
<tr>
<td>16</td>
<td>Martin Luther King Jr. Day (No School)</td>
</tr>
<tr>
<td>23</td>
<td>Summer Institute, All Staff</td>
</tr>
<tr>
<td>30</td>
<td>Staff Development</td>
</tr>
</tbody>
</table>

### September 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher Institute, All Staff Report</td>
</tr>
<tr>
<td>19-21</td>
<td>Summer Institute, New</td>
</tr>
</tbody>
</table>

### October 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Progress Reports (PTC)</td>
</tr>
</tbody>
</table>

### November 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thanksgiving Recess (No School)</td>
</tr>
<tr>
<td>14</td>
<td>Progress Reports Sent Home with Students</td>
</tr>
</tbody>
</table>

### December 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Staff Development (Terra) (No School)</td>
</tr>
<tr>
<td>23-31</td>
<td>Winter Recess (No School)</td>
</tr>
</tbody>
</table>

### January 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>New Years Day (No School)</td>
</tr>
<tr>
<td>18</td>
<td>Martin Luther King Jr. Day (No School)</td>
</tr>
</tbody>
</table>

### February 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>First Day of School</td>
</tr>
<tr>
<td>12</td>
<td>Marking Period 2 - Ends</td>
</tr>
</tbody>
</table>

### March 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Staff Development (No School)</td>
</tr>
</tbody>
</table>

### April 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>23-31</td>
<td>Spring Recess (No School)</td>
</tr>
<tr>
<td>30</td>
<td>Marking Period 3 - Ends</td>
</tr>
</tbody>
</table>

### May 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Memorial Day (No School)</td>
</tr>
<tr>
<td>25</td>
<td>Last Day of Classes</td>
</tr>
</tbody>
</table>

### June 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Marking Period 4 - Ends</td>
</tr>
</tbody>
</table>

### Total Contingency Snow Days

- 16

Total = 185 Days

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WE ARE BUILDING SUCCESS, ONE ATOM AT A TIME.
Table 1: Applicant Group Additions and Deletions

Last updated: 05/04/2019

Have you made any changes (additions or deletions) to the applicant group after the submission of the LOI?

No

Changes to Applicant Group Information

<table>
<thead>
<tr>
<th>Name/Phone/Email Address</th>
<th>Current Employment</th>
<th>Relevant Experience/Skills and Role on Applicant Group</th>
<th>Proposed Role in School (e.g., trustee, employee, none)</th>
<th>Proposed Position on Board (Officer, Trustee, Constituent Rep)</th>
<th>Change (Add or Remove?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td></td>
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<tr>
<td>2</td>
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<td>15</td>
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</tbody>
</table>
New Applicant Group Member History

Has the newly added member(s) of the current applicant group ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity’s decision; and provide a concise description of significant modifications made in this application (if applicable).

(No response)
Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as lead applicants and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Fehmi Damkaci

Proposed Charter School Name: Citizenship and Science Academy of Rochester Charter School

E-Mail Address: [Redacted]
Home Telephone: [Redacted]
Home Address: [Redacted]
Business Telephone: [Redacted]
Business Address: [Redacted]
Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school’s Board of Trustees. This documentation is for identify verification only.

   X Résumé Attached

   X Copy of Diploma, Transcript or Supporting Documentation Attached

   If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   *I am the Board president of the SANY Charter Schools, which is the education corporation of the network. As a board we have decided to put the attached new application to replicate our success in other Central New York cities.*

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.

   X I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board’s by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board’s by-laws and all proposed policies at the time of its submission for review.

   X I affirm.
5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I am full professor and the current chair of the chemistry department of SUNY Oswego. I served at multiple leadership positions at the college, Associate Dean of Graduate Studies and Research and co-chair of General Education Task Force. I received Public Leadership and Policy development Certificate from Syracuse University. I also received Management and Leadership Development Certificate from Harvard University. In addition to my college level teaching, I also have 3 years of middle school and high school science and chemistry teaching experience. I involved as a founding board member and board president for three schools, Pioneer Academy, Utica Academy, and Syracuse Academy of Science and Citizenship, which have been operational since their approval. I have attended several conferences and workshops regarding charter oversight, replication, and leadership.

I led several multi million dollar grant programs at college to improve the retention rates of underrepresented student groups and studied extensively on the issues of the need for remediation at college. I created and led science and math bridge camps for incoming student populations to make them ready for their first year at college.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I will be a founding board member and the lead application for the proposed school. I will serve as its Board President and will oversee the school’s educational leadership, organizational structure, financial stability, and successful replication quality of the school. In addition, due to my experience with college freshman programs I will also lead the school programs to make students ready for their college.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Fehmi Damkaci
Printed Name

Signature

04/02/2019
Date
Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   X I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   X 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).

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

    X This does not apply to me.   Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    Board President

12. 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.

13. 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.

   X This does not apply to me.   Yes. (Include description here):
Conflict of Interest - Proposed Board of Trustees Only

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

   I / we do not know any such persons. X Yes.
   If your answer is yes, please indicate the precise nature of your relationship here:

   Currently I am serving on the board of SANY Charter Schools. I know board members professionally through our relations on the board. My wife knows them through me again through our professional relations.

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

   I / we do not know any such persons. X Yes.
   If yes, please indicate the precise nature of your relationship here:

   Currently I am serving on the board of SANY Charter Schools. I know Superintendent and other employees which will also worked for the proposed school. My wife knows them through me through our professional relations.

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

   X 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:

17. 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.

   Yes.
   X 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.

18. 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.

Yes.

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

I / we have no such interest.

19. 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 will be conducted.

Yes.

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

I / we do not anticipate conducting any such business.

20. 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.

X None  Yes

21. 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.

According to our policy, each board member needs to disclose their conflict of interests on an annual basis and must be abstained from any decisions involving their interests. If a board member did not disclose and allow such transaction happen, I will let board have a discussion with school’s attorney to look into the case before making any decision.

22. 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 the previous items 16-23, you may so indicate.

X This does not apply to me, my spouse or other family members.

Yes.
23. 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 urban environment for today’s competitive world. It is helping them develop with 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. In addition the school will instill values of environmental consciousness and community service to make its students productive and protective citizens.

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

It is very important to reach all of the students and help them to grow so that they will become ready for their next step in life, such as college. The school provides monthly academic assessment, which is reported to board, to follow each student’s progress during the year and design individual educational plan through RTI to make each student successful and achieve their best. The school provides several extra curricular activities and field trips to enhance its in-class educational programs and provide additional opportunities to our students, which are mostly from economically disadvantaged families.

25. Please indicate what you believe to be the characteristics of a successful charter school. 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.

Characteristics of a successful schools are: 1- Having effective teaching staff, 2-having effective policies, 3- having effective and active board to lead the school, 4-having effective and enforced financial policies, 5- having programs leading student progress within a grade and from grade to grade as well as students move into college, 6- having effective engagement with parents and community

Specific step to make the school successful: 1- Assessing the needs of the school correctly and providing solutions for those needs; 2- hiring the best teachers and administrators to ensure highest quality in school 3- creating strong community relations and attaining strong community support; 4- revising existing policies and creating new policies as needed; 5- monitoring school's success quarterly via using various assessment tools and approval of necessary actions in a timely manner to address issues; 6- making sure that the school is financially sound and safe and financial policies are in effect by employing external and internal auditors.
STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Fehmi Damkaci, 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

4/2/2019
Date
Article I
NAME
The name of the Corporation is the Science Academies of New York Charter Schools (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 Science Academies of New York Charter Schools. 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:
1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. 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;
5. 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;
6. 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;
7. 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;
8. 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;

9. 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:

1. 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.

2. Eligibility: The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.

3. 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.

4. 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.

5. 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 Science Academies of New York Charter Schools, 1409 West Genesee St. Syracuse NY 13204, 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:

1. 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.
2. 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:

1. 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.

2. Action Require Majority of Entire Board: (1) disposition of all, or substantially all of the corporate assets (2/3 vote [N-PCL § 510(a)(2)]); (2) a change in the number of directors (majority of the entire board [N-PCL § 702(b)(1)]); (4) filling a vacancy on the Board (majority of the entire board [N-PCL § 705]); (5) the designation of executive and other committees (majority of the entire board [N-PCL § 712]; (7) approval of a related party transaction (majority of those present, excluding any interested member(s)); (6) fixing salaries of officers (majority of the entire board [N-PCL § 715(f)]); (8) amending the certificate of incorporation (majority of the entire board [N-PCL § 802[a][2]]; and (9) a petition to dissolve the corporation (majority of the entire board [N-PCL § 1102[a][1]).

3. Board Participation by Other Means. Trustees may participate in any Board meeting by use of video-conferencing or similar equipment to the extent permitted by Article 7 of the Public Officers Law (the Open Meetings Law), provided all Trustees participating in any such meeting can simultaneously hear and observe one another and members of the public can attend, listen and observe at any site at which a Trustee can participate.
C. Committees:

1. **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 Committees. A majority of the entire Board is required to create a board committee, including an Executive Committee. A Board Standing Committee will consist of not less than three Trustees, who shall serve at the pleasure of the Chair of the Board.

2. **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 those matters delineated in Not-For-Profit Corporation Law § 712(a).

3. **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:

1. **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.

2. **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:
   a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
   b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
   c. 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.

3. **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. Nothing herein shall authorize the board, or those acting on its behalf, to invest the corporation’s money, assets or funds in any manner proscribed by the New York State Constitution and/or any other law.
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.

1. 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.

2. 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.

3. 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.

4. 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:
1. **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.
2. **Eligibility:** A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
3. **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 Science Academies of New York Charter Schools 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 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 Science Academies of New York Charter Schools, 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: _________________
SANY Charter School's Code of Ethics.

Code of Ethics

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

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

A. Statutory Conflicts of Interest

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

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

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

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

1. A firm, partnership, or association in which he or she is a member or employee;
2. A for-profit corporation in which he or she is an officer, director, or employee;
3. A for-profit corporation in which he or she, directly or indirectly, owns or controls five percent (5%) or more of the stock; or
4. A contract between the School and his or her spouse, minor child, or dependents, except for an employment contract between the School, a spouse, minor child, or dependent of a Trustee authorized by Section 800(3) of the General Municipal Law or Section 3016 of the Education Law.
Each individual shall disclose to the Board any personal interest which he or she may have in any matter pending before the Board and shall refrain from participation in any decision on such matter.

B. Code of Ethics

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

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

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

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

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

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

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

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

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

C. Distribution of Code of Ethics

The Superintendent shall cause a copy of this Code of Ethics to be distributed to every Trustee and every officer and employee of each School. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment. In addition, the Superintendent shall ensure that a copy of Article 18 of the General Municipal Law is posted in the School’s Main Office in a place conspicuous to its officers and employees.

D. Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board’s Code of Ethics and its accompanying regulations may be fined, suspended, or removed from office or employment, as the case may be, in the manner provided by law.
A. Comprehensive Management Organization Information:

1. **Name of the Comprehensive Management Organization:**
   Science Academies of New York (SANY) Charter Schools

2. **Role of the Comprehensive Management Organization:**
   SANY Charter School is an education cooperation with one board operates three charter schools: Syracuse Academy of Science, Syracuse Academy of Science and Citizenship, and Utica Academy of Science Charter Schools.

3. **State of incorporation:**
   New York

4. **State(s) in which the Comprehensive Management Organization(s) operates:**
   New York

5. **Year founded:**
   Syracuse Academy of Science (SAS) Charter School was founded in 2003, Utica Academy of Science (UAS) Charter School was founded in 2013 and Syracuse Academy of Science and Citizenship (SASC) Charter School was founded in 2017. All these schools merged under SANY Charter Schools education cooperation in 2017.

6. **The contact name, address, phone number, and email address for each member of the Comprehensive Management Organization leadership team:**
   Dr. Tolga Hayali, SANY District Office, 1409 W. Genesee St., Syracuse NY, 13204; 315-671-5470; hayali@sany.org

B. Comprehensive Management Organization History and Growth Plan:

1. **Describe the Comprehensive Management Organization’s mission, strategic vision, and desired impact.**

   **Mission:** Science Academies of New York (SANY) Charter Schools 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.

   **Strategic Vision:** SANY Charter Schools will have 100 percent graduation rate and college acceptance with above national average first-year college retention rate. SANY Charter Schools will 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.

   **Desired Impact:** SANY Charter Schools replicates its charter schools which will be fiscally, organizationally and educationally efficient using its years of experience. Our schools will provide to parents in the served community a high quality education option in a safe,
conducive and positive learning environment for their children. SANY ensures that its schools have a similar academic model through which students’ academic and social/emotional growth can be monitored and assessed. SANY education cooperation will create efficiencies in operations and finance, which ultimately translate into more resources for teaching and learning (both in terms of dollars and staff time).

2. Provide a brief overview of the organization’s history. List all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools operated by the organization and provide explanations. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school operated by the organization. Provide details as to how such deficiencies were resolved.

SANY’s first charter school SAS is in its 4th charter term since 2003, UAS is in its 2nd charter term, SASC is in its 1st charter term. All of our schools have received full-five-year charter renewal terms, and have been in good standing academically and fiscally. We have always been in full compliance with the NY State charter framework. SANY Charter Schools have never received revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of its schools operated by the organization.

3. List and describe all schools currently operated by the Comprehensive Management Organization.

   a. Syracuse Academy of Science serves 975 students in grades K-12, with 77% free & reduced lunch student population;
   b. Syracuse Academy of Science and Citizenship serves 244 students in grades K-3, with 83% free & reduced lunch student population;
   c. Utica Academy of Science serves 546 students in grades K-1 and grades 6-12, with 81% free & reduced lunch student population.

4. List and describe all future schools the Comprehensive Management Organization plans to operate (excluding the school described in the current RFP application).

SANY Board of Trustees held a strategic meeting to discuss the growth plans for SANY schools in May 2018. In that meeting, the Board decided to expand its SANY school model to new communities in the Central New York region to create equity and educate more students. In light of this goal, SANY decided to apply for two schools (one in Rochester and one in Buffalo) in this application cycle. If the proposed charters are granted, after starting those charters, SANY Board will re-evaluate its capacity to apply for new charter schools. If SANY Board concludes that SANY schools have capacity to expand further without an adverse effect on its current schools’ success, the Board will consider applying for new charter schools in Upstate NY, including some in rural areas, based on the need assessment and guidance of NYSED Charter School office.
All the new schools will start with the same key design elements in grades K-2 and gradually grows to become comprehensive K-12 College preparatory Charter School by adding one grade each year.

5. Describe the Comprehensive Management Organization’s five-year growth plan for developing new schools in New York and other states. Discuss any plans for developing new schools within the local community, state and region, including other states if applicable. Include the following information, regardless of school location:

- **Proposed years of opening:**
  2020-2021 school year in both Rochester and Buffalo. After these schools will be in operation successfully for a year or two, SANY education cooperation will consider to replicate its schools in other cities of Upstate New York.

- **Number and types of schools (divisions, grade levels served):**
  Two K-12 schools, one in Rochester and one in Buffalo. SANY will apply two to three new charter schools serving in Upstate NY area such as Binghamton, Albany or Regional schools which will serve multiple school districts. Our replication model for all future schools is to start with grades K-2 and grow by adding one grade level each year to become a K-12 school with the same key design elements.

- **Any pending applications:**
  There is no pending application.

- **All currently targeted markets/communities and criteria for selecting them:**
  SANY Charter Schools are using the following criteria when targeting the new communities for replicating its schools: Low academic proficiency scores, graduation rates, college admission rates, attendance rates, and high MLL/ELL population.

- **Projected enrollment:**
  SANY Charter Schools replication model’s enrollment plan for its each future schools is to start with grades K-2 enrolling 171 students in its first year. Second year the charter school will become K-3 enrolling 246 students. After that, each year we will enroll 75 students each grade level to become a comprehensive K-12 school with a total enrollment of 975 students.

6. Provide a rationale for the proposed five-year growth plan; for example, how the organization determined the appropriate pace and scope of the proposed growth and why the organization is well-positioned to implement the growth plan. Outline specific timelines for building or deploying organizational capacity to support the additional school(s).

SANY Charter Schools is well-positioned to implement its conservative and quality focused growth plan since it has been building capacity in the following areas for years:
A. Organizational Capacity
   a. SANY Charter Schools’ Board of Trustees consists of board members who have experience in various areas such as finance, law, real estate and K-12 and college education. Its members have years of experience on charter school performance, compliance and policy development, and education law. The board has two replication experience last five years.
   b. SANY District office serves as a back office in a cost sharing format by providing human resources, auditing, finance, payroll, purchasing, inventory, social media, assessments, graphic design and marketing, communication.
   c. SANY Charter Schools implemented a dual leadership model by hiring an operations manager as school leader who is responsible for only operations in all school building. This model allows school deans to dedicate their time 100% on effective teaching and learning to achieve high student growth and proficiency while operation managers focus on daily operational duties. School deans are meeting in professional learning communities at their respective grade levels to improve SANY educational model. Operations managers are also meeting to improve the SANY operational model in a regular basis.
   d. SANY Charter Schools have been working with experienced Educational coaches to provide academic support to the school leaders and academic staff. Their support helps teachers to grow and improve their instructional skills.
   e. SANY Charter Schools have a model that reviews each school’s fidelity to SANY model by using a rubric to assess school deans and operations managers performance twice a year. SANY District Office regularly monitors each schools’ student achievement and growth data.

B. Leadership Capacity
   a. SANY Charter Schools have been grooming its existing staff members who have leadership capacity by giving them leadership roles to prepare them to future leadership positions. We are providing trainings on SANY educational and operational model to future leaders.
   b. SANY Charter Schools implemented an apprenticeship model which is to hire school leaders before opening new schools as assistant leaders to train them in SANY models.

C. Financial Capacity
   a. In case that the start-up funds are not provided to new schools on a timely manner, SANY Charter Schools have a reserve fund to support new schools.
   b. SANY Charter Schools have the financial capacity to hire the apprentice instructional leaders as assistant leaders to work in the current operating schools to replicate the instructional model in the new schools.

D. Partnership with Friend of SANY
   a. SANY Charter Schools created a partnership with its friend organization Terra Science and Education corporation which is a 501.C.3 non-profit organization to find,
invest, renovate, and manage school sites in the cities where charter schools will be proposed. Terra offers rent rates lower than real-estate market with 20 to 30 percent additional reduced rate during school’s for two operation years.

b. Terra Science and Education corporation offers funds to SANY Charter Schools’ students and staff as achievement awards and its schools as capacity building grants.

7. **Specifically identify the key risks associated with this growth plan and describe the steps the organization is taking to mitigate these risks.** Respondents should demonstrate an understanding of the challenges of replication in general and as they relate specifically to their organization's growth plans. The response should detail specific risks and explain how the organization will minimize the impact of each of these risks, and ideally provide contingency plans for them.

**Facility:** School districts outside of New York City usually does not provide any educational space for co-sharing or facility aid for charter schools. Therefore, new schools need to secure their own school buildings and finance it. Although it is always a challenge to find and finance school buildings, SANY Charter Schools are partnering with its friend organization to overcome this challenge. Terra Science and Education (501.C.3 non-profit organization) acquires and renovates the facility to serve the schools need in the most conducive environment to its urban children. SANY Charter Schools will always have a rent versus purchase analysis before renting its facilities.

**Human Capital:** Recruiting highly qualified dedicated teacher has become an increasing challenge for the last six years for all school districts. Finding highly qualified and certified elementary school teachers are relevantly easier than finding middle and high school subject area teachers. SANY charter schools will serve up to grades K-6 during its first charter school term. Therefore, hiring teachers will not be real challenge for new schools. SANY Charter Schools will offer competitive salary to its teachers. SANY Charter Schools will also provide supportive safe and conducive teaching environment with New York State Teacher retirement and health benefits to attract and retain the human capital talent.

8. **Discuss lessons learned during any past replication efforts.** For example, identify challenges encountered and how the organization addressed them, as well as how the organization would minimize such challenges for the proposed schools.

a. Our replication model has been prioritized “quality” in the operating school vs. replicating new schools to increase “quantity”. SANY Charter Schools realized that a well-established educational model is more crucial than trying to replicate its schools. Thus, SANY Charter Schools growth model is conservative and focused on more building the capacity for future schools.

b. A school leader who had no SANY or Charter School experience faced many challenges to establish the SANY educational model in the new school site. Therefore, SANY Charter Schools learned to grow its own leaders within the system. This also provides another incentive to our young and hungry potential to stay and contribute in our urban charter schools.
c. In order to retain highly qualified and dedicated staff, we have learned that it is important to provide competitive salary with benefits to retain effective teachers. We will start in the new charter schools with competitive salary and benefits compared to the home school district.

d. Replication has always a risk of implementing the SANY model successfully in new school sites. In order to prevent this, SANY Charter Schools developed a district office to provide support to its schools. Each school receive same services such as finance, data reporting, human resource, technology from the district office personnel. SANY Charter Schools adopted dual leadership model to ensure that well trained educational leaders can focus on SANY academic model while operations managers deal with daily operational works. District office developed benchmarks to oversee the performance of school’s academic dean and operations managers to make sure that SANY model is implemented in its fidelity.

9. List any schools that were previously approved by this or another authorizer, but which failed to open or did not open on time and explain the reasons for the failure or delay.

None of the SANY Charter Schools have ever failed to open or didn’t open on time.

10. Complete the following table to delineate decision-making responsibilities between the school and organization as they relate to key functions:

<table>
<thead>
<tr>
<th>Function</th>
<th>Network/Management Organization Decision-Making</th>
<th>School Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Goals</td>
<td>The network oversees school goals in alignment with the NYSED Performance Framework.</td>
<td>School deans and teachers set up individualized student, grade level and all students, including subgroups, academic goals.</td>
</tr>
<tr>
<td>Curriculum</td>
<td>The network develops curriculum with collaboration of school deans and teachers in alignment with NYSED standards.</td>
<td>The school deans oversee the district approved curriculum implementation by the teachers.</td>
</tr>
<tr>
<td>Professional Development</td>
<td>The network develops the PD for the common needs of all schools and teachers such as educational technology, use of data management, classroom management, review of employee handbook.</td>
<td>The school deans provide job-embedded professional development opportunities that is directly related to their instructional growth goals. Teachers are encouraged to provide PD opportunities for their own professional growth.</td>
</tr>
<tr>
<td><strong>Data Management and Interim Assessments</strong></td>
<td>The network selects interim assessments, assessment schedules and data management tools for all of its schools</td>
<td>School deans implement the assessments, analyze the assessment results, makes programmatic adjustments with teachers and provide feedback to the network.</td>
</tr>
<tr>
<td><strong>Promotion Criteria</strong></td>
<td>The network makes the decision</td>
<td>School deans implement the network’s promotion criteria and provides feedback by the end of the year.</td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td>The network determines the main cultural framework that is implemented in all schools</td>
<td>The school deans implement the network’s culture to create a common culture with the autonomy to adjust according to the student body and the community they serve.</td>
</tr>
<tr>
<td><strong>Budgeting, Finance, and Accounting</strong></td>
<td>The network makes the budget, finance and accounting decisions.</td>
<td>The operations managers implement the school budget. School deans and operations managers provide feedback for the current year’s budget revisions and preparation of following year’s budget.</td>
</tr>
<tr>
<td><strong>Student Recruitment</strong></td>
<td>The network creates print material, social media and web content, communication and marketing tools.</td>
<td>School deans and operation managers host open houses, school tours, and community meetings.</td>
</tr>
<tr>
<td><strong>School Staff Recruitment and Hiring</strong></td>
<td>The network plans the HR strategy for recruitment and hiring</td>
<td>The school deans determine the instructional staff needs. School deans conduct interviews of candidates and make a recommendation for hiring to Superintendent</td>
</tr>
<tr>
<td><strong>H/R Services</strong></td>
<td>The school network provides HR services through its district office such as payroll, benefits, and contracts.</td>
<td>Operations Managers in each school deals with general HR issues and collect paperwork required in hiring process.</td>
</tr>
<tr>
<td><strong>Development/ Fundraising</strong></td>
<td>The network oversees the strategy, compliance and reporting of funds raised.</td>
<td>Schools are responsible of grant writing in collaboration with the district office, community and club-based fundraisers, including collecting student-activity funds.</td>
</tr>
<tr>
<td><strong>Community Relations</strong></td>
<td>The network is responsible for community relations by establishing</td>
<td>Schools develop community relations through outreach, attending local</td>
</tr>
<tr>
<td>Information Technology</td>
<td>The network oversees all information and instructional technology strategy, services and training through its district office.</td>
<td>Operations Managers in each school oversee facility management.</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>Facilities Management</td>
<td>The network selects school sites and pursues grants to enhance the facilities.</td>
<td>Operations managers receive quotes for procurements for their schools.</td>
</tr>
<tr>
<td>Vendor Management/Procurement</td>
<td>The network does procurements for all schools through its district office.</td>
<td>Operations managers are responsible for coordinating student transportation and nursing services with school districts and breakfast and lunch services with the contracted food company.</td>
</tr>
<tr>
<td>Other operational services, if applicable</td>
<td>The network is responsible for selecting food service provider for its schools.</td>
<td>Operations managers are responsible for coordinating student transportation and nursing services with school districts and breakfast and lunch services with the contracted food company.</td>
</tr>
</tbody>
</table>

C. Performance of Existing Schools:

1. Provide an overview of prior performance across all schools ever operated by the Comprehensive Management Organization, including closed schools and schools that moved away from the organization.

There have only been three schools (Utica Academy of Science, Syracuse Academy of Science, and Syracuse Academy of Science and Citizenship) and they always have been in good standing, based on NYSED standards. All schools received five-year full-term charters based on the NYSED performance framework.

2. Discuss if all charter schools currently being operated meet or exceed all NYSED Performance Framework standards paying special attention to Benchmark 1 and Benchmark 9. If these standards are not being met discuss why and what strategies are being implemented to address these deficiencies.

SANY schools have always met Benchmark 1 and Benchmark 9. For Benchmark 9, SANY uses the weighted lottery provided by NYSED for MLL/ELL population.
3. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's academic performance.

Utica Academy of Science and Syracuse Academy of Science have more than 90% cohort graduation rate, and their grades 3-8 state proficiency scores in Math and ELA are better than those of their home school districts.

4. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's academic performance and efforts to improve it.

SANY always look for improvement and to exceed state averages in all categories. SANY has no low-performing schools.

D. Market Analysis and Selection of Target Communities:

1. Describe how the target communities in New York State were identified and selected as attractive markets to the Comprehensive Management Organization. If the existing portfolio does not include schools in New York, provide the rationale for entering New York.

Our target is within the urban districts where most of the students are classified as economically disadvantaged and includes high MLL/ELL population with low proficiency scores across Upstate New York.

2. Discuss the Comprehensive Management Organization's competition for students and staff in the target communities, assess student demand, and describe the organization's competitive advantages.

   a. Grass-root representatives and founding board members in the communities
   b. Dedicated staff at district office to implement Intensive recruitment strategies in targeted communities.
   c. Providing distinct programmatic services to the parents such as monthly field trips, college going environment, STEM curriculum, civic and community service opportunities.

As a SANY school, an advantage is that we offer a lead teacher and a co-teacher in every classroom in addition to special education and ENL teachers. We offer monthly field trips for all students. SANY opened a second K-4 elementary school in Syracuse based on community demand.
ATTACHMENT A: BY-LAWS

Article I
NAME
The name of the Corporation is the Science Academies of New York Charter Schools (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 Science Academies of New York Charter Schools. 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:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. 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;
5. 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;
6. 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;
7. 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;
8. 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;
9. 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:

1. 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.
2. Eligibility: The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.
3. 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.
4. 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.
5. 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 Science Academies of New York Charter Schools, 1409 West Genesee St. Syracuse NY 13204, 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:

1. 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.
2. 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:

1. 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.

2. Action Require Majority of Entire Board: (1) disposition of all, or substantially all of the corporate assets (2/3 vote [N-PCL § 510(a)(2)]); (2) a change in the number of directors (majority of the entire board [N-PCL § 702(b)(1)]); (4) filling a vacancy on the Board (majority of the entire board [N-PCL § 705]); (5) the designation of executive and other committees (majority of the entire board [N-PCL § 712]); (7) approval of a related party transaction (majority of those present, excluding any interested member(s)); (6) fixing salaries of officers (majority of the entire board [N-PCL § 715(f)]); (8) amending the certificate of incorporation (majority of the entire board [N-PCL § 802[a][2]]); and (9) a petition to dissolve the corporation (majority of the entire board [N-PCL § 1102[a][1]].

3. Board Participation by Other Means. Trustees may participate in any Board meeting by use of video-conferencing or similar equipment to the extent permitted by Article 7 of the Public Officers Law (the Open Meetings Law), provided all Trustees participating in any such meeting can simultaneously hear and observe one another and members of the public can attend, listen and observe at any site at which a Trustee can participate.
C. Committees:

1. **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 Committees. A majority of the entire Board is required to create a board committee, including an Executive Committee. A Board Standing Committee will consist of not less than three Trustees, who shall serve at the pleasure of the Chair of the Board.

2. **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 those matters delineated in Not-For-Profit Corporation Law § 712(a).

3. **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:

1. **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.

2. **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:
   
a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;

   b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

   c. 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.

3. **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. Nothing herein shall authorize the board, or those acting on its behalf, to invest the corporation’s money, assets or funds in any manner proscribed by the New York State Constitution and/or any other law.
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.

1. 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.

2. 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.

3. 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.

4. 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:
1. 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.
2. Eligibility: A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
3. 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 Science Academies of New York Charter Schools 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 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 Science Academies of New York Charter Schools, 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: ___________________
Current Year Board Meeting Dates

- July 10, 2018
- August 14, 2018
- September 11, 2018
- October 16, 2018
- November 13, 2018
- December 11, 2018
- January 8, 2019
- February 12, 2019
- March 12, 2019
- April 9, 2019
- May 14, 2019
- June 18, 2019

Proposed School Board Meeting Dates

- July 14, 2020
- August 11, 2020
- September 15, 2020
- October 13, 2020
- November 10, 2020
- December 8, 2020
- January 12, 2021
- February 9, 2021
- March 9, 2021
- April 13, 2021
- May 11, 2021
- June 15, 2021
A solid line arrow indicates the reporting relationship. The arrow points to each staff’s supervisor. Supervisors will be held accountable by the person they report to for the performance of all of their direct reports. Arrows with dashed lines indicate constant communication with no supervisory responsibility.
**Table 1: Applicant Group Information**

Created: 04/03/2019 • Last updated: 04/04/2019

**Must include a minimum of 5 members proposed as Trustees**

**Applicant Group Information**

<table>
<thead>
<tr>
<th></th>
<th>Name/Phone/Email Address</th>
<th>Current Employment</th>
<th>Relevant Experience/Skills and Role on Applicant Group</th>
<th>Proposed Role in School (e.g., trustee, employee, none)</th>
<th>Proposed Position on Board (Officer, Trustee, Constituent Rep)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dr. Fehmi</td>
<td>Full Professor and Chair of Department of Chemistry, SUNY Oswego</td>
<td>K-12 charter school implementation and governance; high and middle school and college level teaching and leadership. Role: Leadership, educational programs, financial operations, overall design, and application.</td>
<td>Trustee</td>
<td>President</td>
</tr>
<tr>
<td>2</td>
<td>Jawwaad Rasheed J.D.</td>
<td>Oneida County Family Court Magistrate</td>
<td>K-12 charter school governance and implementation, non-profit youth organizations and community leader, legal council and attorney. Role: Legal matters and college prep programs a</td>
<td>Trustee</td>
<td>Trustee</td>
</tr>
<tr>
<td>3</td>
<td>Dr. Coskun Cetinkaya</td>
<td>Full Professor, Electrical and Computer Engineering</td>
<td>K-12 charter school implementation and governance; STEM Education; educational leadership. Role:</td>
<td>Trustee</td>
<td>Treasurer</td>
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</tr>
<tr>
<td>1</td>
<td>SUNY Polytechnic Institute</td>
<td>Financial matters, STEM Education and College Prep Programs and college relations.</td>
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</tr>
<tr>
<td>2</td>
<td>Dr. Murat Baysal, Assistant Professor and Chair of Department of Mechanical Engineering Technology, Morrisville State College</td>
<td>K-12 charter school implementation and governance; STEM education. Role: STEM Education and College Prep Programs and relations</td>
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<tr>
<td>3</td>
<td>Channel Turnquest, Licensed Real Estate Salesperson</td>
<td>K-12 charter school governance, non-profit youth organizations and community leader, real-estate. Role: Community outreach and real-estate</td>
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<tr>
<td>4</td>
<td>Linda Spencer, Retired Charter School Administrator</td>
<td>K-12 administrator and teacher, charter school management. Role: Curriculum, staff development, school climate.</td>
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<td>5</td>
<td>Lindsay Cray, Senior Director of Outdoor Program, Girl Scouts of Western NY</td>
<td>K-12 teacher and college educator, Rochester based educational non-profit leadership. Role: Community engagement and outreach</td>
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<tr>
<td>6</td>
<td>Marilyn Dominick,</td>
<td>K-12 administrator and teacher.</td>
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<tr>
<td></td>
<td>Retired Superintendent</td>
<td>Role: Curriculum, staff development, leadership development</td>
<td>Consultant</td>
<td>None</td>
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<tr>
<td>9</td>
<td>Dr. Tolga Hayali, SANY Charter Schools Superintendent</td>
<td>K-12 administrator and teacher, charter school management. Role: Leadership, Curriculum, Finance, community engagement and outreach</td>
<td>Superintendent</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
**Application History**

Identify whether any member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application (if applicable).

Dr. Fehmi Damkaci: a) Board President for Pioneer Charter School of Science applied in 2006, to Massachusetts Department of Education Charter School Office and approved; b) Board President for Utica Academy of Science Charter School applied in 2012 to NYSED Charter School Office and approved; c) Board president for Syracuse Academy of Science and Citizenship Charter School applied in 2016 to NYSED Charter School Office and approved.

Jawwaad Rasheed: Board Trustee for Syracuse Academy of Science and Citizenship Charter School applied in 2016 to NYSED Charter School Office and approved.

Chanel Turnquest: Board Trustee for Syracuse Academy of Science and Citizenship Charter School applied in 2016 to NYSED Charter School Office and approved.

Dr. Coskun Cetinkaya: a) Board President for Harmony Science Academy Houston Chater School applied in 1999 to Texas Education Agency and approved; b) Board President for Harmony Science Academy Austin applied in 1999 to Texas Education Agency and approved; c) Board President for Frontier School of Science Charter School, Missouri, Kansas applied in 2008 to University of Missouri-Kansas City Charter School Division and approved.

Dr. Murat Baysal: Board Trustee for Syracuse Academy of Science and Citizenship Charter School applied in 2016 to NYSED Charter School Office and approved.

Marilyn Domenick: Board Trustee for Syracuse Academy of Science and Citizenship Charter School applied in 2016 to NYSED Charter School Office and approved.

Tolga Hayali: Founding Member or Syracuse Academy of Science and Citizenship Charter School applied in 2016 to NYSED Charter School Office and approved.
<table>
<thead>
<tr>
<th>Date(s) of Outreach (mm/dd/yy)</th>
<th>Target Stakeholder Group</th>
<th>Description of the Outreach</th>
<th>Location of Outreach</th>
<th>Input Obtained</th>
<th>Action Taken on Input</th>
<th>Number of Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/04/2019</td>
<td>Ajamu Kitwana, the VP and Executive Director of ESL Charitable Foundation. Ajamu is a graduate of the well-regarded Betty Shabazz International Charter School in Chicago. He also is a board chair for ROC the Future</td>
<td>Phone conversation, introducing the Citizenship and Science Academy of Rochester Charter School</td>
<td></td>
<td>Supportive of quality education for all children. Developing transparent relationship.</td>
<td>Possible transparent partnership through ROC the Future and Children’s Agenda</td>
<td>2</td>
</tr>
<tr>
<td>03/26/2019</td>
<td>Jennifer Leonard, Simeon Banister, and Chris Dandino, respectively, the President/CEO, VP of Community Programs, and Director of Greater Rochester After-School Alliance of Rochester Area Community Foundation. The Community Foundation is also convener of ROC the Future and provides</td>
<td>Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School</td>
<td>500 East Avenue Rochester (Rochester Community Foundatio n)</td>
<td>Learned more about the After School Alliances and looking forward visiting some of the schools already implementing strong after school program. Need for high quality schools</td>
<td>Possible developing a partnership with the Greater Rochester After-School Alliance of Rochester Area Community Foundation.</td>
<td>5</td>
</tr>
<tr>
<td>Date</td>
<td>Name</td>
<td>Event Description</td>
<td>Location</td>
<td>Notes</td>
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<tr>
<td>03/28/2019</td>
<td>Malik Evans, a former president of Rochester Board of Education and current city councilman and Program Manager at ESL Federal Credit Union.</td>
<td>Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School</td>
<td>Rochester City Hall</td>
<td>Need for high quality schools to serve inner city Rochester area youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03/28/2019</td>
<td>Baye Muhammad Commissioner of Neighborhood and Business Development and former SASCS parent (3 of his children graduated from SASCS)</td>
<td>Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School</td>
<td>Rochester City Hall</td>
<td>Strongly encouraged SANY Charter School to replicate in the Rochester City area He will help with the building sites if needed and he gave his full support as a reference for the new Charter school proposal in Rochester</td>
<td></td>
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</tr>
<tr>
<td>03/20/2019</td>
<td>Joseph Robach, member of the NY Senate, representing the 56th District</td>
<td>Face-to-face Meeting conversation with his office staff, introducing the Citizenship and Science Academy of Rochester Charter School</td>
<td>Albany state Legislator's Offices</td>
<td>It was the budget time and we left the proposed school materials. Need for quality education within Rochester area was shared Continue to develop relationship and seek possible opportunities to apply for funding</td>
<td></td>
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</tr>
<tr>
<td>03/20/2019</td>
<td>Assemblywoman Jamie Romeo and Justin Wilcox Monroe County</td>
<td>Face-to-face Meeting conversation with her office staff and Justin Wilcox, introducing the Citizenship</td>
<td>Albany state Legislator's Offices</td>
<td>In contact with her staff and looking for a local visit appointment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2019 Board of Regents Replicator Charter School Application
<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Event Description</th>
<th>Role</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/28/2019</td>
<td>Michael Boller, biology professor, director of the sustainability program, and coordinator for the Center for Sustainability at St. John Fisher College.</td>
<td>Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School</td>
<td>Michael Boller, biology professor, director of the sustainability program, and coordinator for the Center for Sustainability at St. John Fisher College.</td>
<td>Developing possible environmental science and awareness programs between St. John Fisher and CSARochester</td>
</tr>
<tr>
<td>3/28/2019</td>
<td>Glenn Cerosaletti, the Assistant Dean of Students and Director of the Rochester Center for Community Leadership at the</td>
<td>Phone Conversation introducing the Citizenship and Science Academy of Rochester Charter School</td>
<td>Glenn Cerosaletti, the Assistant Dean of Students and Director of the Rochester Center for Community Leadership at the</td>
<td>There is a need in Rochester area for quality schools. No Support Letter currently.</td>
</tr>
<tr>
<td>Date</td>
<td>Name and Title</td>
<td>Meeting Type and Details</td>
<td>Location</td>
<td>Summary</td>
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<tr>
<td>03/26/2019</td>
<td>Kit Mayberry, VP for Strategic Planning &amp; Special Initiatives at RIT</td>
<td>Face-to-face Meeting, introducing the Citizenship and Science Academy of Rochester Charter School</td>
<td>RIT</td>
<td>Dr. Mayberry shared one of the best practices they developed with Prep Charter Schools and might be a possibility to extend it. Support Letter was provided. Possible partnership in exposing children to RIT college courses</td>
</tr>
<tr>
<td>03/26/2019</td>
<td>Jackie Campbell, Alliance Director, Children's Agenda</td>
<td>Face-to-face Meeting, introducing the Citizenship and Science Academy of Rochester Charter School</td>
<td>Children's Agenda Office, Downtown Rochester</td>
<td>The need in Rochester area for quality education.</td>
</tr>
<tr>
<td>04/04/2019</td>
<td>James Hall, Dean of University Studies Division/Executive Director of the School of Individualized Study at RIT</td>
<td>Face-to-face Meeting, introducing the Citizenship and Science Academy of Rochester Charter School</td>
<td>RIT</td>
<td>Supportive of quality education and provided wealth of knowledge that will lead to great successful partnerships and opportunities for the Rochester urban youth. Preparing meetings for possible R.I.T educators to develop programs and partnerships as well as connecting with community organization, Leaders and professors. DR. James Hall suggested.</td>
</tr>
<tr>
<td>04/04/2019</td>
<td>Dave Munson, the relatively new president of Rochester Institute of Technology.</td>
<td>Face-to-face Meeting, introducing the Citizenship and Science Academy of Rochester Charter School with SANY Alumni who attends R.I.T computer engineering</td>
<td>RIT</td>
<td>Supportive of Public Education and looking forward for future developments</td>
</tr>
<tr>
<td>Date</td>
<td>Name and Affiliation</td>
<td>Meeting Type</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>04/04/2019</td>
<td>Wanda Perez, the founding principal of Academy of Health Sciences Charter School, which is set to open this fall</td>
<td>Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School</td>
<td>Academy of Health Science</td>
<td>Set up a day and time for meeting</td>
</tr>
<tr>
<td>03/19/2019</td>
<td>Robert Colby – former Monroe County Legislator, Farmer and 2500 acres</td>
<td>Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School</td>
<td>His office at Colby street, Spencerport</td>
<td>Possible partnership with his farm through fieldtrips, hands-on-minds on learning</td>
</tr>
<tr>
<td>03/19/2019</td>
<td>Paul Clark and Elaine Spaull Center for Youth in Rochester</td>
<td>Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School</td>
<td>The center of youth service</td>
<td>Developing partnership program with Center for youth not just in Rochester possibly in Syracuse as well.</td>
</tr>
<tr>
<td>04/28/2019</td>
<td>Public outreach / community meeting</td>
<td>Explaining the CSARochester Charter School to the community after the press release</td>
<td>Rochester Science Museum</td>
<td>Shared information of possible opportunities not only in regards to partnership but also possible employment opportunities</td>
</tr>
<tr>
<td>03/11/2019</td>
<td>Lindsay Cray</td>
<td>Senior Director of Outdoor Program at Girls Scout at western New York</td>
<td>Her House</td>
<td>Become one of the founding member as well as future Board member</td>
</tr>
<tr>
<td>Date</td>
<td>Name</td>
<td>Role/Task</td>
<td>Contact Method</td>
<td>Summary</td>
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<tr>
<td>03/18/2019</td>
<td>Holli Budd</td>
<td>Executive Director, and Kristen Barclay -- respectively, the, Senior Program Officer of the Farash Foundation in Rochester</td>
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<td>Representatives from the Farash Foundation in Rochester, NY</td>
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<td>Farash Foundation, 255 East Avenue Rochester, New York 14604</td>
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<td>Need for high quality schools and they are supporting such schools to serve the inner city youth in Rochester area</td>
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<td>Helped by providing a wealth of information</td>
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<td>Provided Support letter</td>
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<td>Spoke with the individuals and organizations mentioned throughout the meeting</td>
</tr>
<tr>
<td>03/07/2019</td>
<td>Joel T. Helfrich, PhD</td>
<td>Board Chair, Rochester River Foundation &amp; proposed Rochester River School</td>
<td></td>
<td>Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School</td>
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<td>Equal Grounds Coffee House, South Ave.</td>
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<td>Need for high quality schools and they are supporting such schools to serve the inner city youth in Rochester area</td>
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<td>Helped by providing a wealth of information</td>
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<td>Provided Support letter</td>
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<td>Connected and met with many Leaders and community organizations in Rochester area via his great support as well as working on possible locations within the city</td>
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<tr>
<td>04/05/2019</td>
<td>James Taylor</td>
<td>CEO of Taylor Construction</td>
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<td>introducing the Citizenship and Science Academy of Rochester Charter School</td>
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<td>Need for high quality schools and possible working relationship with local businesses</td>
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<td>04/05/2019</td>
<td>Melissa ODasz</td>
<td>Current Teacher in a Rochester area Charter School and former SANY employee</td>
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<td>Support for the Proposed CSARochester Charter school</td>
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<td>04/05/2019</td>
<td>Rochester Community</td>
<td>Survey – online and hard copy</td>
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<td>Commuity meetings and social media (Facebook,</td>
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<td>About 220 surveys showed interest in proposed Charter schools to one-on-one attention, fieldtrips, community service, extended after school and weekend programs,</td>
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<td>03/22/2019</td>
<td>Press release to local newspapers and tv stations in Rochester area</td>
<td>Rochester Business Journal and Syracuse.com posted article in regards to the proposed CSARochester Charter School</td>
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<td>Instagram, Twitter)</td>
<td>college visits and college dual enrollment, emphasis on diversity</td>
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</table>
Proposed Citizenship & Science Academy of Rochester (CSARCS) is a member of SANY Schools.

Public Charter School
Starting in Grades K-2

Information Session

THURSDAY
28 March

LOCATION
Rochester Museum & Science Center
5:00 - 7:30 P.M.

Data Reports

Click here for

Click here for

Click here for
**Key Elements to Success at SANY**

⭐ **College Preparation**
Aligned in with the school’s mission to graduate college-ready and civic-minded students, SANY emphasizes high-quality instruction and curriculum—offering programs during and after school, as well as in the summer—that have been developed to provide every student the opportunity to attend college. [More](#)

🌟 **Focused on STEM and Environment**
In all K-12 levels, SANY promotes real-world problem-solving & exploration in science and mathematics, with interactive engagement & collaborative problem-solving opportunities, field trips to environmentally friendly locations & science museums, and regular use of technology: computer laboratories, Smartboards, iPads, and Chromebooks. [More](#)

👩‍🏫 **Student Centered School Structure**
SANY schools offer a small, safe, nurturing environment to students. SANY schools create a family atmosphere in which all staff members know each other and their students, which provides a safe and controlled environment. [More](#)

👩‍👧‍👦 **Parental Involvement and home visits**
Student success and performance is affected not only by teachers but also by parents and environment. Therefore, parental involvement is a significant part of our school’s strategic goals. [More](#)

🌐 **Glocal Education**
SANY schools have a celebratory atmosphere and promote positive attitudes through quarterly recognitions and rewards for academic efforts and citizenship, evidenced through certificates, gift certificates, and invitations to an annual Donor’s List Dinner for students and their families. [More](#)

🔗 **Performance based accountability**
SANY schools must achieve academic and organizational excellence through outstanding instructional quality, as part of their key design elements, to remain a viable educational alternative in the community. [More](#)
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 citizenship, math, and science focused college preparatory school (grades K-12) in Rochester, NY.

1. Do you think the level of education provided by the schools in your area needs improvement?
   □ Yes       □ No

2. Would you like your child's school to have extended hours at a small setting?
   □ Yes       □ No

3. Would you like your child's school to focus more on college preparation, particularly with a math and science focused curriculum?
   □ Yes       □ No

4. Do you think there is need for more emphasis on diversity and global/international awareness in schools?
   □ Yes       □ No

5. Would you consider sending your child/children to the proposed Charter School?
   □ Yes       □ No

6. Tell us about what is needed in your child's district educational program.
   □ More after school programs   □ Field trips
   □ College visits             □ Community service
   □ Other: arts

7. How many children do you have entering Grades K-2 in September 2020?
   □ One       □ Two       □ Three     □ Other: ____________

8. General Comment Regarding Need and Structure of the New School:
   ________________________________

First and Last Name: ________________________________

City: Rochester
Good Afternoon Mr. Macaluso,

I am writing to you on behalf of SANY Superintendent, Dr. Tolga Hayli, in regards to the proposed Citizenship & Science Academy of Rochester Charter School, and the first information session to be held on March 28.

Proposed: Citizenship and Science Academy of Rochester Charter School
Science Academies of New York Charter Schools (serving children in Syracuse and Utica) announced today that an application will be submitted to New York State for a new charter school in the City of Rochester which will be called Citizenship & Science Academy of Rochester Charter School (CASRCS).

The CASR Charter School, which would open for the 2020-21 school year serving 168 students in grades k-2 with an emphasis on serving English Language Learners in a college-bound, STEM setting.

Public information sessions will be held at the Rochester Museum & Science Center, located at 657 East Ave, Rochester, NY 14607 on the following date and time; the public is encouraged to attend.

Information Session at 5:00 p.m. on March 28, 2019

To learn more about the proposed Citizenship and Science Academy in Rochester Charter School please visit www.casrochester.org.

Additional Information

In 10 years, CASR Charter School would become a k-12 school with the following features: College Prep, focus on STEM and environmental education, home visits, student-centered school structure (tutoring and afterschool activities, extended school day and year, small school environment), global education (teaching to think globally and acting locally by character education, mentorship program, community service, international trips and activities, and various citizenship programs), and performance-based accountability.

Over the past several years the Syracuse and Utica Academy of Science Charter Schools have had a cohort graduation rate of more than 90% with more than 95% of those graduates receiving College Acceptances from several Universities and Colleges. According to the National Clearinghouse Data, more than 70% of the Alumni who went to college successfully finished their freshman year and moved on as a sophomore.

- According to NYSED 2016-2017 data, Rochester has the lowest graduation rate of any of the New York State urban districts, at 46%. The graduation rate for English Language Learners (ELL) was 20% in 2017. Approximately 75 languages are represented among families in the district. There is a need to provide alternative public education to parents of this historically low-performing student group. CSARCS will give priority to these students to provide them with a college-preparatory educational experience while meeting their unique cultural and social needs.

SASCS has been recognized as one of the best public high schools in the nation two years in a row by U.S. News & World Report and has consistently maintained a waiting list in excess of 1,400 students.

About Science Academies of New York (SANY) Charter Schools

There are three Charter School serving under the SANY umbrella, Syracuse and Utica Academy of Science Charter School (SASCS), and Syracuse Academy of Science and Citizenship Charter School which all
are nonprofit, tuition-free, public, k-12, college preparatory charter school in Central New York. The schools prepare students for college, career and citizenship through a STEM-based curriculum. SANY seeks to graduate students who can think critically and creatively; who are committed to a lifetime of learning and civic involvement; and who are conscious of local, global and environmental issues.

--

Caitlin MacSeamus
Graphic Designer
Science Academies of New York - SANY at www.sany.org

District Office:
1409 West Genesee St. Syracuse, NY 13204

Our Schools:
Syracuse Academy of Science at www.sascs.org
Syracuse Academy of Science and Citizenship at www.sasccs.org
Utica Academy of Science at www.uascs.org

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SANY_RochesterCharterSchool_MediaRelease.docx
157K
Are you interested in your child learning in a small nurturing classroom environment?

We are proposing a free public charter school certified by the New York State Board of Regents with an emphasis on college readiness and volunteerism.

Alongside our rigorous STEM-based curriculum, students will be given the opportunity to learn and grow into involved, caring citizens with a keen sense of social awareness and community responsibility.

The Citizenship and Science Academy of Rochester Charter School, will begin by serving Grades K-2 in September 2020. Does our school sound like the right fit for your student?

If so, complete our survey online at csarochester.org to express your interest in our school or scan the QR code on this letter to let you know you want your child to join our community of scholars today!

INFORMATION SESSION

Want to see our success for yourself? Come to our next information session. Meeting will be held at the Rochester Museum & Science Center from 5:00-7:30 p.m.

Want to learn more? CSAROCHESTER.ORG

Scan to load survey

@csarochester

@csa_rochester

THURSDAY

28 March

WANT TO LEARN MORE? CSAROCHESTER.ORG
Syracuse organization proposes charter school in Rochester

A Syracuse charter school organization will be in town Thursday to drum up support for expansion to Rochester. Science Academies of New York, or SANY, will host an information session March 28 at the Rochester Museum & Science Center for parents and others interested in learning more about the charter school. "We wanted to share—since we have ... Complete access to news articles on rbjerg.net is available to Rochester Business Journal's subscribers who are logged in. Subscribers may login at the login tab below. Others may join our audience with a subscription today.
Syracuse charter school operator may expand in Rochester

Posted Mar 28, 2019

In this file photo, Syracuse Academy of Science students attend their graduation ceremony at the Landmark Theater. Scott Schild
| sschild@syracuse.com Scott Schild  | sschild@syracuse.com |

By James T. Mulder | jmoulder@syracuse.com

SYRACUSE, NY – A Syracuse charter school operator wants to expand into Rochester.

Science Academies of New York, which operates the Syracuse Academy of Science and the Syracuse Academy of Science and Citizenship, will seek state permission to open a charter school in Rochester in 2020, initially serving 168 students in grades kindergarten through second grade.

The proposed Citizenship & Science Academy of Rochester Charter School would eventually become a K-12 school over 10 years, according to Tolga Hayati, superintendent of Science Academies of New York. The nonprofit also operates a charter school in Utica.

Hayati said his organization wants to replicate in Rochester what it’s doing in Syracuse.

The proposed Rochester school will focus on serving English language learners in a college-bound setting focused on science, technology, engineering and math.

Charter schools are free, independent public schools funded by school districts and the state that operate under a contract known as a “charter.” They are exempt from some of the regulations governing typical public schools. The state passed a law in 1998 allowing charter schools as a way to improve learning and offer parents and students more choices. Charter schools in New York are authorized by either the Board of Regents or SUNY.

Syracuse has four charter schools and two others have been proposed here.
The Syracuse Academy of Science Charter School was founded in 2003 by Syracuse University faculty. It launched the Utica school in 2013 and opened the Syracuse Academy of Science and Citizenship in 2017.

Syracuse may get 2 more charter schools as district sweats over costs

Syracuse will have six charter schools if state approves two proposed independent high schools.

NY creates use-of-force database to track police actions

Note to readers: if you purchase something through one of our affiliate links we may earn a commission.
Citizenship and Science Academy of Rochester Charter School

Would you like to see a new STEM-focused college-preparatory charter school in Rochester? If so, please fill out our survey for the proposed Citizenship and Science Academy of Rochester Charter School to demonstrate your support:

http://www.csarochester.org/index.php/survey

Do you want to learn more about our successful model for yourself? Join us for our first information session. The meeting will be held Thursday, March 28, at the Rochester Museum & Science Center from 5:00 - 7:30 p.m.

We look forward to seeing you there!

Page Transparency
Facebook is releasing information to help users better understand the purposes of a post. See actions taken by the people who manage and post content.

Page created - March 6, 2019

1 like
CSA Rochester
The Citizenship and Science Academy of Rochester is a proposed public charter school.
#CSARAtons
#CSAR
www.csarochester.org/index.php/survey
CSA Rochester
@csarochester

Proposed Citizenship and Science Academy of Rochester Charter School

Rochester, NY
csarochester.org
Joined March 2019

Photos and videos

Tweets
2
Followers
2

CSA Rochester @csarochester  ·  Mar 6
Would you like to see a new STEM-focused college-preparatory charter school in Rochester? If so, please fill out our survey for the proposed Citizenship and Science Academy of Rochester Charter School to demonstrate your support.

csarochester.org/indices.php

CSA Rochester @csarochester  ·  Mar 22
Do you want to learn more about our successful model for yourself? Join us for our first Information session. The meeting will be held Thursday, March 28, at the Rochester Museum & Science Center from 5:00 - 7:30 p.m.

We look forward to seeing you there!
The Citizenship and Science Academy of Rochester is a proposed charter school. Are you interested in your child attending a STEM-focused college-preparatory school, for free? Take our survey to show your support!
<table>
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Total Results: 17,389 People, 89,378 Total, 5.14 Per Person, 268 Link Clicks
3 April 2019

To Whom It May Concern:

I write in support of the proposed Citizenship and Science Academy of Rochester Public Charter School (CSA Rochester) in Rochester, NY. As a long-time resident of the city of Rochester and an officer of the Rochester Institute of Technology, I am fully aware of the need for a school like CSA. In the several years that RIT has been working with charter schools, we have learned just how critical educational choice is to Rochester families.

Because CSA Rochester will replicate the very successful Science Academy of NY Public Charter Schools in Syracuse and Utica, I am confident that this new school will hit the ground running. Their slow growth approach to developing the school is exactly right and will culminate in a K-12 school that will include the following:
- College prep perspective
- STEM and Environmental education
- Home visits
- Tutoring and after-school activities
- Extended day

I particularly like their concept of glocal education (think globally, act locally), which stresses character education, mentorship, volunteering, and community service. Additionally, they are one of the few charter schools of which I am aware that offer international experiences to their students.

The test and college results of the Syracuse and Utica SANY schools are impressive, as is their overall teaching philosophy. Teachers will be granted a fair amount of flexibility in their class content, while adhering to those principles and techniques that have proven successful in the other SANY schools.

In short, I have no reservations about the addition of the CSA Rochester to the Rochester educational environment and applaud its founders and supporters for their foresight and commitment.

Very truly yours,

Katherine J. Mayberry, Ph.D.
Vice President for Strategic Planning
Rochester Institute of Technology

cc: Anna Hall
 Northeast Charter Schools Network
April 3, 2019

Saint John Fisher College Sustainability Program

Letter of Support

The St. John Fisher College Sustainability Program supports the proposed Citizen & Science Academy of Rochester. We see the proposed charter school as one that would bring much needed sustainability concepts to the center of attention at the K-12 school. We define sustainability as working toward all people having the ability to thrive within a healthy, peaceful, and prosperous world. The STEM focus will provide crucial skills and knowledge. The academy’s goal of creating caring citizens, social awareness, and community responsibility is perfectly aligned with our program mission. Together, the school will contribute to a competent and productive citizenry that will be better prepared to face our future challenges.

The school’s focus on STEM education is one that would support the needs of the Sustainability Program. STEM fields are integral to the development and implementation of a sustainable future and an important foundation for students in our program. Likewise, the STEM focus is something that can be supported at the College. Our laboratory facilities are used by a number of school groups and we have generated field experiences for K-12 groups at local parks and on campus. I can envision programs that would expose the Academy’s students to our student and faculty research across our scope of departments.

The citizenship focus is also central to our mission. The Academy’s emphasis on community responsibility aligns with the environmental stewardship, environmental justice, and community support pillars of our efforts. A sustainable society is one that has engaged and responsible citizens; the proposed Academy would help create that. Our program, and other programs on campus engaged in community service, will be able to support and engage the Academy through service learning projects, service opportunities, and collaborations with other community partners.

We look forward to working with the Academy to support students from the City of Rochester the opportunity to develop the crucial skills and knowledge to help make our sustainable future. I see potential for providing both support to the proposed Academy, in the form of service learning projects for my college students and opportunities for the K-12 students through partnerships and on our campus.

This letter of support comes from both the Sustainability Program as well as me personally.

Sincerely,

Michael L. Boller, Ph.D.
Associate Professor, Biology
Director, Sustainability Program
Coordinator, Center for Sustainability
St. John Fisher College
April 3, 2019

To Whom It May Concern,

I am writing to express my support for the replication of a Citizenship and Science Academy (CSA Rochester) in Rochester, N.Y. As one of the largest private charitable foundations focused on education in the City of Rochester, the Farash Foundation is interested in the growth of high performing schools and believes that replication is one of the key strategies that will lead to an increase in quality seats. Specifically, the Foundation believes CSARochester will benefit to the children, families, and community for the following reasons:

- It is our understanding that CSARochester replication will draw on their expertise and learnings from the nationally recognized Science Academy of New York (SANY) Public Charter Schools in Syracuse and Utica, N.Y. As you know, the only network of high-performing charter schools currently in Rochester is Uncommon, and the Foundation believes bringing another high-performing school network is a key lever in improving school quality across the city.

- As one of the lowest performing urban districts in the country, it is critical for our students and families to know that high quality school options exist. The lack of quality choice, particularly for our ELL students, is acute. It is our understanding that CSARochester will give priority to these students to provide them with a college-preparatory educational experience while meeting their unique cultural and social needs.

- Of particular interest to the Foundation is the long-term plan for CSARochester to become a K-12 school. There is a need for K-12 pipeline schools, and specifically those with the following features: college prep, focus on STEM and environmental education, home visits, student-centered school structure (tutoring and after-school activities, extended school day, small school environment), glocal education (thinking globally and acting locally), and a belief in and adherence to performance-based accountability.

The Farash Foundation supports the approval of the Citizenship and Science Academy Charter School in Rochester to serve students in our community and believe the school’s mission is aligned with the types of high-quality school options our children need.

Sincerely,

Isobel Goldman
Director of Grants and Programs
Farash Foundation
March 27, 2019

To Whom It May Concern,

I am writing to express my support for the approval of the proposed Citizenship and Science Academy of Rochester Public Charter School (CSARochester) in Rochester, NY. I am a resident of The Greater Rochester Area and I am confident that CSARochester will be an incredible asset to the Rochester Community. CSARochester will be of great benefit to the children, families, and local community for the following reasons:

• CSARochester Public Charter School is a replication of the already successful and nationally recognized Science Academy of New York (SANY) Public Charter Schools in Syracuse and Utica, NY serving three charter schools in six buildings of almost 1,800 urban area children.

• According to NYSED 2016-2017 data, the City of Rochester’s student minority population is 89%, including students identifying as Black/African American, Hispanic/Latino, Asian, Native American, or other. Rochester has the lowest graduation rate of any of the New York State urban districts at 46%. The graduation rate for English Language Learners (ELL) was 20% in 2017. Approximately 75 languages are represented among families in the district. There is a need for alternative public educational choices for parents of these historically low-performing student group. CSARochester will give priority to these students to provide them with a college-preparatory educational experience while meeting their unique cultural and social needs.

• After 10 years, CSARochester will become a K-12 school with the following features: college prep, focus on STEM and environmental education, home visits, student-centered school structure (tutoring and after-school activities, extended school day, small school environment), global education (thinking globally and acting locally through character education, mentorship programs, volunteering and community service, national / international trips and activities, and various citizenship programs), and performance-based accountability. In Syracuse and Utica, the Science Academies of New York (SANY www.sany.org) have more than 1,400 students on its waiting list.

• The School of Citizenship and Science in Rochester will initially be open to grades K-2, enabling early intervention for language needs, therefore providing the necessary building blocks to prevent gaps in learning stemming from language proficiency concerns. The school will complete its K-12 plan when 2020’s second graders become high school seniors in 2029.

• SANY enrolls students from economically disadvantaged backgrounds, students with disabilities, and ELL students to provide a diverse and a positive learning environment. SANY schools promote Culturally Responsive Teaching and Learning for children. The staff of SANY was involved in sharing their practices in a recently published book by Columbia University Teachers College– School of Promise for Multilingual Students.

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

Sincerely,

Lindsay Cray
Senior Director Outdoor Program
Rochester Service Center

Girl Scouting builds girls of courage, confidence and character, who make the world a better place.
T0: Dr. Tolga Hayali, SANY Superintendent

From: Joseph J. Marinelli, Ph.D., Director, Finger Lakes STEM Hub

RE: Support of Citizen and Science Academy of Rochester Public Charter School

Date: 4/3/19

The Finger Lakes STEM Hub supports the application of CSARochester. This school will be a great asset to our efforts in Rochester to promote quality STEM education and career exploration activities for youth. The Finger Lakes STEM Hub, working with all our partners and 125 network members, will serve as a catalyst to collaborate and assist the school in these efforts.

The Hub is a network of K-12 and college educators, youth development community organizations and STEM businesses whose mission is to bring diverse partners together. We are affiliated with SUNY’s Empire State STEM Learning Network. CSARochester, as a network member, will be able to participate in monthly networking Roundtables, participate in and benefit from the Hub’s recognition of quality STEM programs in our 8 county region, participate in professional development for its staff sponsored by the Hub, attend its regional fall forums on STEM topics, use its mobile friendly website and google group to access clearinghouse information and resources, and be able to participate in grants received by the Hub.

SANY and our Hub will demonstrate a commitment to connecting youth with the world of STEM. Examples of what already occurs here include visits by students and teachers to STEM industries and makerspaces, participation in local and regional science and engineering fairs, hands on exhibits at the Rochester Museum and Science Center, and inviting STEM professionals (e.g. Rochester Engineering Society) into schools to inspire students to consider STEM careers.

We support approval CSARochester and stand ready to assist.

flxstem.director@gmail.com

585-704-4659
April 3, 2019

To Whom It May Concern:

I am writing in support of the charter application for Citizenship & Science Academy of Rochester Charter School.

As someone who has been working to improve educational opportunities for children in the City of Rochester, I believe that well-run charter schools offer a direct way to improve the educational landscape here in parallel with efforts being made to improve the struggling Rochester City School District. Therefore, I am an enthusiastic supporter of opening additional charter schools here, so long as they have a proven academic and operational school model and good leadership.

I have only recently been made aware of the proposed school, but have met with Tolga Hayali and discussed his plans. I will be visiting one of his schools in Syracuse next week, but in the meantime have examined the website for the Syracuse schools and researched their results. It appears that these schools perform well and provide a proven model that can be replicated in Rochester. It appears they have a strong leadership team and, with Syracuse only an hour away, replication and management of the school should be straightforward.

E3 Rochester administers the common enrollment system for Rochester's charter schools. Applications are up significantly this year over last, with large wait lists likely at the K-2 grade levels, indicating strong demand for more good charter schools. The Citizenship & Science Academy of Rochester Charter School looks like a welcome addition. I support its application.

Sincerely,

Bryan D. Hickman
Executive Director, E3 Rochester Inc.
Chairman, Vertus Charter School
April 2, 2019

To Whom It May Concern,

I support approval for the proposed Citizenship and Science Academy of Rochester Public Charter School (CSARochester) in Rochester, NY. As founding Director of the internationally-affiliated science and engineering fair serving Rochester, Monroe County and eight other Finger Lakes counties, I believe strongly that CSARochester will be an outstanding asset to the Greater Rochester Area, given my personal commitment to this community. Ying Tri Region Science and Engineering Fair, the nonprofit I direct, has been an affiliate of the Rochester Engineering Society, and is a Silver Partner of the Finger Lakes STEM Hub. I represent Terra Science and Education in relation to its sponsorship of the Rochester Museum and Science Center.

As an educator myself and a nonprofit consultant deeply engaged in the Rochester area, I am confident that the school’s children and their families will benefit greatly for the following reasons:

- CSARochester will replicate for Rochester the already successful and nationally recognized Science Academies of New York (SANY www.sany.org) Public Charter Schools in Syracuse and Utica, NY. Its three charter schools in six buildings now serve almost 1800 urban area children.

- NYSED 2016-2017 data documents that the population of the City of Rochester includes 89% non-white people; those students identify as Black/African American, Hispanic/Latino, Asian, Native American, or other. Rochester has the lowest graduation rate - 46% - of any of the New York State urban districts. My work consistently focuses on meeting the needs of these students; CSARochester will be a powerful partner for that effort.

- For English Language Learners (ELL), the city’s graduation rate in 2017 was 20%. Approximately 75 languages are represented among families in the district. By providing the option of alternative public education to parents of this historically low-performing student group, this situation can be addressed. CSARochester will give priority to these students to provide them with a college-preparatory educational experience while meeting their unique cultural and social needs.

- Over the course of ten years, CSARochester will become a K-12 school with the following features: college preparation, focus on
STEM and environmental education, home visits, student-centered school structure (tutoring and after-school activities, extended school day, small school environment), global education (thinking globally and acting locally through character education, mentorship programs, volunteering and community service, national/international trips and activities, and various citizenship programs), and performance-based accountability. It is a measure of the Syracuse and Utica schools' success that SANY has over 1,400 students on its waiting list.

- CSARochester will initially accept grades K-2, enabling early intervention for language needs. This provides the necessary building blocks to prevent gaps in learning due to language proficiency concerns. The school will complete its K-12 plan when 2020's second graders become high school seniors in 2029.

- In addition to enrollment focused on ELL students, CSARochester will serve students from economically disadvantaged families and students with disabilities. Through its diverse and a positive conducive learning environment, SANY schools will promote Culturally Responsive Teaching and Learning for their children. SANY staff people recently shared their practices in *School of Promise for Multilingual Students*, a text published by Columbia University Teachers College.

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

Respectfully,

Mary Eileen Wood, M.S.
M. E. Wood and Associates
To Whom It May Concern,

I am writing to express my support for the approval of the proposed Citizenship and Science Academy of Rochester Public Charter School (CSARochester) in Rochester, NY. I am a resident of Rochester, and I am confident that CSARochester will be an incredible asset to the Rochester and be of great benefit to the children, families, and local community for the following reasons:

- CSARochester Public Charter School is a replication of the already successful and nationally recognized Science Academy of New York (SANY) Public Charter Schools in Syracuse and Utica, NY serving three charter schools in six buildings of almost 1800 urban area children.

- According to NYSED 2016-2017 data, the City of Rochester’s minority population is 89%, with students identifying as Black/African American, Hispanic/Latino, Asian, Native American, or other. Rochester has the lowest graduation rate of any of the New York State urban districts, at 46%. The graduation rate for English Language Learners (ELL) was 20% in 2017. Approximately 75 languages are represented among families in the district. There is a need to provide alternative public education to parents of this historically low-performing student group. CSACS will give priority to these students to provide them with a college-preparatory educational experience while meeting their unique cultural and social needs.

- After 10 years, SCAS-B will become a K-12 school with the following features: college prep, focus on STEM and environmental education, home visits, student-centered school structure (tutoring and after-school activities, extended school day, small school environment), local education (thinking globally and acting locally through character education, mentorship programs, volunteering and community service, national / international trips and activities, and various citizenship programs), and performance-based accountability. In Syracuse and Utica, the Science Academies of New York (SANY [www.sany.org](http://www.sany.org)) have more than 1,400 students on its waiting list.

- The School of Citizenship and Science in Rochester will initially be open to grades K-2, enabling early intervention for language needs, therefore providing the necessary building blocks to prevent gaps in learning stemming from language proficiency concerns. The school will complete its K-12 plan when 2020’s second graders become high school seniors in 2029.
The builders.

- In addition to enrolling all students especially from economically disadvantaged, students with disabilities, as well as ELL students to provide a diverse and a positive conducive learning environment, SANY schools, are promoting Culturally Responsive Teaching and Learning to their children. The staff of SANY was involved in sharing their practices in a recently published book by Columbia University Teachers School of Promise for Multilingual Students.

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

Sincerely,

James D. Taylor (CEO)  
Name (print full name)  
Signature  
04/05/2019  
Date

Street Address  
Phone (optional)
To Whom It May Concern,

I am writing to express my support for the approval of the proposed Citizenship and Science Academy of Rochester Public Charter School (CSARochester) in Rochester, NY. I am a resident of The Greater Rochester Area, and I am confident that CSARochester will be an incredible asset to the Rochester Community and be of great benefit to the children, families, and local community for the following reasons:

* CSARochester Public Charter School is a replication of the already successful and nationally recognized Science Academy of New York (SANY) Public Charter Schools in Syracuse and Utica, NY serving three charter schools in six buildings of almost 1800 urban area children.

* According to NYSED 2016-2017 data, the City of Rochester’s student minority population is 89%, with students identifying as Black/African American, Hispanic/Latino, Asian, Native American, or other. Rochester has the lowest graduation rate of any of the New York State urban districts, at 46%. The graduation rate for English Language Learners (ELL) was 20% in 2017. Approximately 75 languages are represented among families in the district. There is a need to provide alternative public education to parents of this historically low-performing student group. CSACS will give priority to these students to provide them with a college-preparatory educational experience while meeting their unique cultural and social needs.

* After 10 years, SCAS-B will become a K-12 school with the following features: college prep, focus on STEM and environmental education, home visits, student-centered school structure (tutoring and after-school activities, extended school day, small school environment), glocal education (thinking globally and acting locally through character education, mentorship programs, volunteering and community service, national/international trips and activities, and various citizenship programs), and performance-based accountability. In Syracuse and Utica, the Science Academies of New York (SANY www.sany.org) have more than 1,400 students on its waiting list.

* The School of Citizenship and Science in Rochester will initially be open to grades K-2, enabling early intervention for language needs, therefore providing the necessary building blocks to prevent gaps in learning stemming from language proficiency concerns. The school will complete its K-12 plan when 2020’s second graders become high school seniors in 2029.

* SANY enrolls students from economically disadvantaged backgrounds, students with disabilities, and ELL students to provide a diverse and a positive learning environment. SANY schools promote Culturally Responsive Teaching and Learning to children. The staff of SANY was involved in sharing their practices in a recently published book by Columbia University Teachers College– School of Promise for Multilingual Students.
I support the approval of the Citizenship and Science Academy Charter School in Rochester to serve students in our community. I value the school’s mission and would be extremely happy to see this as a school of choice in our community.

Sincerely,

Elaine Spauld

3/27/19

Name (print full name)   Signature   Date
Colby Homestead Farms, Inc.

Established in 1802

To Whom It May Concern,

I am writing to express my support for the approval of the proposed Citizenship and Science Academy of Rochester Public Charter School (CSA Rochester) in Rochester, NY. I am a resident of Monroe County, and I am confident that CSA Rochester will be a great benefit to the children, families, and local community for the following reasons:

As a local Agricultural Business owner and past Monroe County Legislator, I know of the ever increasing use of technology in the field of agriculture and in the conventional and organic production of food. There are numerous opportunities in the job market for high tech and rewarding careers in the agricultural industry. Having a school that is focused on STEM and environmental education provides the foundation for students considering careers in the field of agriculture at all levels.

I am also pledging my support to this school for the purpose of educational visits to my farm so that Elementary students can gain an understanding and appreciation of agriculture in New York State and so that Middle and High School students can see the relevance and application of courses taken at CSA Rochester, like Computer Science, Biology, Environmental Science, and others.

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

Sincerely,

Robert Colby

March 18, 2019
ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as lead applicants and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Chanel M. Turnquest
Proposed Charter School Name: Citizenship & Science Academy of Rochester Charter School

E-Mail Address: _______________________
Home Telephone: _______________________
Home Address: _______________________
Business Telephone: _______________________
Business Address: _______________________

1
Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. Note: Individuals are not required to have degrees or education credentials to serve on a charter school’s Board of Trustees. This documentation is for identify verification only.

☐ Résumé Attached

☐ Copy of Diploma, Transcript or Supporting Documentation Attached
☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.
I have served on this board for the past 2 years.

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 affirm that you have read and understand the charter school application, the charter school board’s by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board’s by-laws and all proposed policies at the time of its submission for review.

☐ I affirm.
Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table. As a Licensed Real Estate Salesperson with over 20 years experience in the real estate industry, I am able to offer my expertise regarding the expansion of SANY. Also, as a former parent of a SANY student and an actively engaged community member, I am able to share different points of view in discussions so final decisions are unbiased.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
   I assist with the governing of the school and financial approval of budgets, mediating parent issues, which are far and few between, and the overall operation of the school.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Nothing that I know of.

Chanel M. Turnquest

Printed Name

Signature

4/2/19

Date
Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Member

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

This is an opportunity for me to give back to my community.

13. 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 previously served on the Syracuse City School District Foundation in which we raised money for grants for the students. I currently serve as a board member for the Everson Museum Members Council. Our goal is to raise awareness of the Everson Museum in the community and fundraising.
Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:

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

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

☐ Yes.
☒ 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.

18. 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.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we have no such interest.
19. 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 will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I/we do not anticipate conducting any such business.

20. 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

21. 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 notify the chairman of the board, so he can correct this issue.

22. 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 the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy - Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy. SANY students are encouraged to meet high academic standards. SANY students are also supported to be global and glocal socially conscious leaders of tomorrow.
24. Please explain your understanding of the educational program of the charter school. The academic construct of SANY promotes high academic standards. Not only are our students expected to take state exams, but also the STAR assessments monthly. The board of trustees is studying the monthly progress of the students of SANY, comparing scores from state and local Star assessments to see what improvements need to be made academically. Some of the college classes are incentivized. Students are rewarded for their progress. Teachers are rewarded for their efforts assisting students to achieve high state exam scores. The SANY educational program is about academic excellence.

25. Please indicate what you believe to be the characteristics of a successful charter school. 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. Dedicated staff and teachers and a good organizational structure. Also, the administrators must be open to different ideas and always looking for ways to enhance and improve student development.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Chanel M. Turnquest__________________________ (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

4/2/19
Date
Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as lead applicants and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: __Coskun Cetinkaya_______________________

Proposed Charter School Name: _Citizenship and Science Academy of Rochester_
Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. Note: Individuals are not required to have degrees or education credentials to serve on a charter school’s Board of Trustees. This documentation is for identity verification only.

☑ Résumé Attached
☑ Copy of Diploma, Transcript or Supporting Documentation Attached
☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

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 affirm that you have read and understand the charter school application, the charter school board’s by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board’s by-laws and all proposed policies at the time of its submission for review.

☑ I affirm.
Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

7. Please provide any other information that you feel is pertinent to the Department’s review of your background.

_Coskun Cetinkaya ________________________________
Printed Name

Signature

4/1/2019

Date
Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

☐ Treasurer

12. Please explain why you wish to serve on the board.
I have higher education background as well as served on two charter schools board before. I like contributed education of young Americans.

13. 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):
   b. Board president, Millennium Education Foundation, Kansas City, Missouri (2008-2012)
   c. Board Member, SANY Charter Schools, 2018-present
Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:

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

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

☐ Yes.
☒ 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.

18. 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.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
19. 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 will be conducted.

☐ I / we have no such interest.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.

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

20. 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

21. 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 will interfere and resolve the issue. If not resolved, I would ask them to resign.

22. 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 the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.

☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy. SANY charter schools are committed to provide excellent education to their students and focus on math, science and technology.

I am a full professor in Electrical and Computer Engineering. So, my educational background fits with schools' mission.

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

SANY charter schools follow the requirements of NY education Department. Furthermore, these schools focus on math, science and technology.
25. Please indicate what you believe to be the characteristics of a successful charter school. 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.

I believe that every successful school should have a continuous development plan in which schools set educational goals and objectives for upcoming school year and set activities to support these goals and objectives. Throughout the year, schools will execute the plan and collect data. At the end of the school year, the board member and schools' leadership will evaluate the data and identify strength and weaknesses. Based on the data, the board revises the continuous development plan for next year.
STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Coskun Cetinkaya (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

4/1/2019
Date
ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as lead applicants and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Jawwaad A. Rasheed
Proposed Charter School Name:
Citizenship & Science Academy of Rochester Charter School

E-Mail Address:
Home Telephone:
Home Address:
Business Telephone:
Business Address:

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 above will be redacted.
Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. Note: Individuals are not required to have degrees or education credentials to serve on a charter school’s Board of Trustees. This documentation is for identification verification only.

☐ Résumé Attached

☐ Copy of Diploma, Transcript or Supporting Documentation Attached
☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. As a co-director of an inner-city youth organization known as the Junior Frontiers of the Mohawk Valley in Syracuse, NY, I became aware of the charter school via members of my youth program who were students at the charter school. As part of the requirements to be in the Junior Frontiers, the youth in the club are required to discuss the effectiveness of their high school’s education curriculum. I was impressed with reviews of Syracuse Academy of Science given by students who attended the school. I later met one of the administrators of the charter school and also was impressed with his educational philosophy and dedication to the students. We had many discussions concerning the status of education in Central New York and we had common ground on various approaches to improving the educational level of inner-city students. I became interested in the Board of Directors and was offered a position thereon.

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 affirm that you have read and understand the charter school application, the charter school board’s by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board’s by-laws and all proposed policies at the time of its submission for review.

☐ I affirm.
5. Please provide a personal statement regarding the experience and skills that you bring to the table. Besides my active involvement in community service and youth education through Junior Volunteers of the Mohawk Valley, I hold a degree in law. I will bring my experience in community relations and youth education, and my knowledge of state and federal regulations to the new charter school.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
   I will make sure to stay informed of the laws, issues, policies, and best practices that impact the charter school. I will take significant steps to ensure that I understand the obstacles faced by the students attending the charter school, and I will be a part of the resolution process devised to help the charter school meet these challenges. I will at all times look out for the best interest of the charter school, as long as it continues to fulfill its stated mission. I will be diligent and ever on guard that the Board continues to keep the charter true to its mission and in compliance with state and federal regulations.

7. Please provide any other information that you feel is pertinent to the Department’s review of your background.

Jawwaad Rasheed

Printed Name

Signature

4-2-2019

Date
8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Member

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

I have been blessed to have what many would call a solid and fortunate education. As an Ivy League college graduate who went to a top-ten law school, I know the value of education and how it can change lives. I have a passion for providing opportunity to students and a commitment to helping them explore ways to achieve their academic best. I strongly believe that we need to have various methods of educating our young people and the one-size-fits-all approach of the vast majority of our public school districts have neither the flexibility nor inclination to find ways to reach all young people. I believe that the charter school system is our best way to find and provide innovative and successful methodologies to reach students for whom perhaps the current educational system just doesn’t work. I look forward to the challenges of working with others who have zeal and passion for finding ways to improve the educational levels of our students, and thus the very fabric of our youths’ lives.
13. 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 have been a Board of Trustees member of the Syracuse Academy of Science and the Utica Academy of Science since 2014, and the Syracuse Academy of Science and Citizenship since 2017.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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, Chanel Turnquest, Linda Spencer, Murat Baysal and Coskun Cetinkaya currently serve with me on the Boards of Syracuse Academy of Science Charter School (SASCS), Utica Academy of Science Charter School (UASCS) and Syracuse Academy of Science and Citizenship (SASCCS).

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

☐ I / we do not know any such persons. ☑ Yes.
If yes, please indicate the precise nature of your relationship here:
Tolga Hayali is Superintendent of SASCS, UASCS, and SASCCS schools for which I currently serve as a BOT member.

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

☐ Yes.
☐ 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.
18. 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.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we have no such interest.

19. 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 will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business.

20. 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

21. 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.

If I were to believe a member of the Board is involved in working for their own benefit or the benefit of others associated with him or her, I would first bring it to their attention that I find it to be a conflict of interest and suggest that they bring this issue to the Board of Trustees. If they fail to bring it to the Board, I would bring it to the Board. If I do not think the Board has addressed the matter satisfactorily, I would bring the issue to the NY State Board of Regents.

22. 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 the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.
Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school’s mission and/or philosophy. I believe the mission of the charter school is to expand and improve academic learning and achievement for all students, especially the students who are at risk of academic failure and high-school dropout. I also think the mission is to find different ways or methods of reaching students who in recent past have been hard to open up educational opportunities.

24. Please explain your understanding of the educational program of the charter school. The educational program of the charter school is college preparatory, with an emphasis on providing underprivileged and disadvantaged youth with the tools, skills, and knowledge necessary to successfully get into college and to successfully complete college.

25. Please indicate what you believe to be the characteristics of a successful charter school. 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. I believe the number one characteristic of a successful charter school is to begin with the emphasis on the student. Each and every decision made about the procedure, policies, and practices of the charter school should begin with “what is best for the student.” As important as teachers, administrators and parents are, we need a school where the success of the student is the primary focus and the only issue driving the engine of the school. I believe the charter school has the ability to focus on the student for the onset and can keep the focus on what the student needs to be academically successful.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Jawwaad Rasheed, 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]

4-2-2019

Date
ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as lead applicants and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Linda M. Spencer

Proposed Charter School Name: Citizenship and Science Academy of Rochester

E-Mail Address: 

Home Telephone: 

Home Address: 

Business Telephone: 

Business Address: 

1
Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. Note: Individuals are not required to have degrees or education credentials to serve on a charter school’s Board of Trustees. This documentation is for identification verification only.

☑ Résumé Attached

☑ Copy of Diploma, Transcript or Supporting Documentation Attached
☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I was one of the administrators who started SASCS in 2003. I am also current board member of SANY schools.

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 affirm that you have read and understand the charter school application, the charter school board’s by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board’s by-laws and all proposed policies at the time of its submission for review.

☑ I affirm.
Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

Have 42 years of experience serving in K-12 education setting in both teaching and administration role. Since I was also the one who started the Syracuse Academy of Science Charter School in 2003, I am very well aware of the mission and goals. I can help and support the SANY Charter Schools in that direction.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I was one of the original administrative team starting SASCs in 2003. I am supporting the schools connecting with the people I know as well as developing the curriculum, educational and school climate programs. I am and will be serving on the education committee for the Board.

7. Please provide any other information that you feel is pertinent to the Department’s review of your background.

______________________________
Printed Name

______________________________
Signature

______________________________
Date
8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

________________________________________________________
________________________________________________________

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

I am currently serving as a member of SANY schools' board of trustees.

13. 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):

SANY
Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:

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

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

☐ Yes.
☒ 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.

18. 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.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we have no such interest.
19. 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 will be conducted.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. 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

21. 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 bring it to the attention of the board president.

22. 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 the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy - Proposed Board of Trustees Only

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

Provide an additional option to education for the students and the parents of the city.

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

The educational programs at charter school are sound and offer additional opportunities that students hardly find at city schools.
25. Please indicate what you believe to be the characteristics of a successful charter school. 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.

Dedicated educators, strong curriculum and assessment systems, challenging opportunities beyond the minimum that city schools offer are some of the characteristics of successful charter schools. SANY schools are already running very successful programs so the new schools should replicate the programs in place.
STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, ________________________________________________________________________________________(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

4-2-19
Date
NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to
include those individuals formerly identified as lead applicants and those participating in
the planning of the application to establish the proposed charter school; those who will
comprise the initial board of trustees; and those who will become school
employees—anyone who is involved in the development of the Letter of Intent and the
Full Application. All members, including prospective board members, must provide the
background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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. To properly evaluate proposed board members, please provide full and
complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to
undergo a criminal background check via a fingerprint scan arranged by and at the
expense of the State Education Department. The inability or unwillingness of any
member of the applicant group to promptly undergo the required criminal
background check via fingerprint scans within the timeframe requested in
advance of the Board of Regents meeting shall be grounds for terminating an
application or denying a charter recommendation.

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Marilyn J. Dominick

Proposed Charter School Name: Citizenship and Science Academy of Rochester Charter School

E-Mail Address: 

Home Telephone: 

Home Address: 

Business Telephone: 

Business Address: 

____
Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school’s Board of Trustees. This documentation is for identification verification only.

   ❑ Résumé Attached

   ❑ Copy of Diploma, Transcript or Supporting Documentation Attached

   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   See attached document.

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 affirm that you have read and understand the charter school application, the charter school board’s by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board’s by-laws and all proposed policies at the time of its submission for review.

   ☑ I affirm.
Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

7. Please provide any other information that you feel is pertinent to the Department’s review of your background.

Marilyn J. Dominick  
Printed Name  

Marilyn J. Dominick  
Signature  

4/3/19  
Date
Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as lead applicants and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Mehmet Murat Baysal

Proposed Charter School Name: Citizenship and Science Academy of Rochester

E-Mail Address: ________________________________

Home Telephone: ______________________________

Home Address: ________________________________

Business Telephone: ____________________________

Business Address: ______________________________

1
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 above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals **are not required** to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identity verification only.

☐ Résumé Attached

☐ Copy of Diploma, Transcript or Supporting Documentation Attached

☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   *I am an existing member of BOT in SANY Charter Schools.*

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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☐ I affirm.
Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

__________________________
Printed Name

__________________________
Signature

__________________________
Date
8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

☐ afirm.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

- Member

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

- I became to know SASCS community when I was a parent of two SASCS students and coaching for engineering, robotics and rocketry clubs. Then I have been offered an opportunity to serve in the board of trustees of SASCS.; I have been serving and giving back to the community since I care about students and especially encouraging them for college preparedness and STEM fields including manufacturing industry.

13. 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):

- Vice President and Secretary in BoT of Science Academies of New York Charter Schools
Conflict of Interest - Proposed Board of Trustees Only

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

☑ 1/ we do not know any such persons. ☐ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

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

☑ 1/ we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

☐ Yes.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☑ 1/ we do not know any such persons.

18. 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.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☑ 1/ we have no such interest.

19. 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 will be conducted.
☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☑ / we do not anticipate conducting any such business.

20. 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

21. 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 do my duty to inform the Board Chair and ultimately State Ed Dept. if the situation is warranted. After thorough investigation, if evidence is supported the misconduct or unethical behavior, the member would be relieved of their duties immediately.

22. 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 the previous items 16-23, you may so indicate.

☐ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school’s mission and/or philosophy.

- I understand that the charter schools mission is providing support, challenges and opportunities for its students, by providing the necessary skills and knowledge in STEM to enable students preparing them for college, career, and citizenship.

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

- Education program of the charter school focused on citizenship and STEM supported with applied science and engineering clubs and activities.

25. Please indicate what you believe to be the characteristics of a successful charter school. 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.

- It is essential to motivate students to aim high and help them understand necessity and importance of being track on their goals. It is also essential to have
family and community engagement for successful school. It is also crucial to have a learning environment by focusing on teacher professional development.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, __________M. Murat Baysal___________________________ (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

04/02/2019
NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as lead applicants and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: __Tolga Hayali________________________________________

Proposed Charter School Name: __Citizenship and Science Academy of
Rochester Charter School

E-Mail Address:
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 above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. Note: Individuals are not required to have degrees or education credentials to serve on a charter school’s Board of Trustees. This documentation is for identify verification only.

X Résumé Attached

X Copy of Diploma, Transcript or Supporting Documentation Attached

☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I am the Superintendent of the SANY Charter Schools and during our strategic meetings we all decided to apply and replicate a similar charter school has already been established in Rochester City. We were encouraged and invited by the Rochester community leaders for a couple years.

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.

x I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board’s by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board’s by-laws and all proposed policies at the time of its submission for review.

x I affirm.
5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have been with SANY since 2008, developing a transparent relationship with the local school district and seeking ways to collaborate and create awareness that urban charter-school education is not about competition with public schools, but a public choice for urban youth and their families. Partnering with local community organizations, colleges, associations, and foundations has been a great asset in closing the opportunity gap we see in the education of inner-city children. While we have been working together on developing great relationships, human capital still is our first priority in providing a high-quality education. An important area in which I spend a lot of time is finding ways to support our staff with meaningful Professional Development and coaching, so that all of our staff will be great teachers and leaders.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

7. I will be supervising the implementation and growth of the proposed charter schools so that the replication process can be successful. I have been connecting with local community leaders, educators, activists, and others to invite them to visit our schools in Syracuse so they can see the proposed schools in action. This approach enables us to garner more support, since one picture tells more than a thousand words.

8. Please provide any other information that you feel is pertinent to the Department’s review of your background.

I finished my undergraduate teaching degree in Chemistry teaching. My master’s degree and C.A.S in School Counseling from SUNY Oswego, another master’s degree in Public Administration from the Maxwell School of Citizenship at Syracuse University; and my Doctorate in Educational Leadership Management and Policy from Seton Hall University. I have worked in K-12 education more than 23 years, including teaching and diverse administration positions. For the past 10 years I have seen Syracuse Academy of Science grow from a single building serving approximately 330 students in grades 7-12 to the current SANY Charter Schools network of three charters and six buildings in two cities, servicing a total of nearly 1800 students—a number that will increase to more than 2000 students in 2019-2020.

Tolga Hayeli
Printed Name

04/03/2019
Date

Signature
ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as lead applicants and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Lindsay Cray
Proposed Charter School Name: Citizenship and Science Academy of Rochester
E-Mail Address: 
Home Telephone: 
Home Address: 
Business Telephone: 
Business Address: 
Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school’s Board of Trustees. This documentation is for identification verification only.

   X Résumé Attached

   ☑ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. **Superintendent of Schools, Tolga Hayali**

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.

   X I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board’s by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board’s by-laws and all proposed policies at the time of its submission for review.

   X I affirm.
Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have extensive experience in Experiential Education (K12-Adult), STEM, PBL, NGSS Curriculum Design, Team-building/Leadership Strategy, Outdoor Recreation and Athletics, Program Innovation & Evaluation and Youth Empowerment Programming. I also co-founded and was the executive Director of A Rochester-based nonprofit offering expeditionary learning and STEM education for urban youth and families called earth works Institute. I also built sustained partnerships with major organizations such as the YMCA, Girl Scouts, the Center for Youth and Rochester City Recreation to serve approximately 2,200 youth annually in 34 regional programs.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

Develop and built sustainable partnerships with major organizations within Rochester area. Advice to the Citizenship and Science Academy of Rochester Charter School in Experiential Education, outdoor recreation, social emotional learning and growth, serve in the Rochester community outreach to connect the school and the children we will serve with the community.

7. Please provide any other information that you feel is pertinent to the Department’s review of your background.

_______________________________
Lindsay Cray
Printed Name

_______________________________
Signature

_______________________________
3/27/2019
Date
Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   X I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   X 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).

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

   X This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    Member

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

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

13. 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.

   X This does not apply to me. ☐ Yes. (Include description here):
Conflict of Interest - Proposed Board of Trustees Only

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

X I / we do not know any such persons. ☐ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

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

X I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

X 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:

17. 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.

☐ Yes.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
X I / we do not know any such persons.

18. 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.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
X I / we have no such interest.
19. 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 will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
X I / we do not anticipate conducting any such business.

20. 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.

X None  ☐ Yes

21. 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 notify the administration or the state immediately for review.

22. 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 the previous items 16-23, you may so indicate.

X This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy - Proposed Board of Trustees Only

23. Please explain your understanding of the charter school’s mission and/or philosophy.

After 10 years, CSARochester will become a K-12 school with the following features: college prep, focus on STEM and environmental education, home visits, student-centered school structure (tutoring and after-school activities, extended school day, small school environment), glocal education (thinking globally and acting locally through character education, mentorship programs, volunteering and community service, national / international trips and activities, and various citizenship programs), and performance-based accountability. In Syracuse and Utica, the Science Academies of New York (SANY www.sany.org) have more than 1,400 students on its waiting list.
24. Please explain your understanding of the educational program of the charter school.

According to NYSED 2016-2017 data, the City of Rochester’s student minority population is 89%, including students identifying as Black/African American, Hispanic/Latino, Asian, Native American, or other. Rochester has the lowest graduation rate of any of the New York State urban districts at 46%. The graduation rate for English Language Learners (ELL) was 20% in 2017. Approximately 75 languages are represented among families in the district. There is a need for alternative public educational choices for parents of these historically low-performing student group. CSARochester will give priority to these students to provide them with a college-preparatory educational experience while meeting their unique cultural and social needs.

SANY enrolls students from economically disadvantaged backgrounds, students with disabilities, and ELL students to provide a diverse and a positive learning environment. SANY schools promote Culturally Responsive Teaching and Learning for children. The staff of SANY was involved in sharing their practices in a recently published book by Columbia University Teachers College– School of Promise for Multilingual Students.

25. Please indicate what you believe to be the characteristics of a successful charter school. 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.

1. Quality
A school that nurtures and grows enthusiastic and confident learners is one of the most important measures for how parents, teachers, and students evaluate charter schools. Being a charter school is not a guarantee of success any more than is being a traditional public school. Successful students need caring, experienced teachers and a rich and engaging curriculum.

2. Equity
High expectations for every student and the resources needed to be successful are what parents, teachers and students expect inside charter classrooms. That means if a student is an English language learner or has special needs, their needs are met and they’re made to feel welcome. Expectations and consequences for student behavior must be openly communicated and fair for all. And charter schools must equitably enroll all groups of students instead of subtly or overtly screening out some who are less advantaged.

3. Accountability
Charter schools must operate in a manner that is accountable to the communities they serve. They need to be monitored effectively by their authorizers, the entities given the responsibility and power to oversee their operations. Charter schools must meet or exceed any student performance targets applied to all other taxpayer-funded schools, or else be subject to the same consequences as the traditional sector. They should be audited annually, with the results posted publicly.
4. Transparency
As taxpayer funded schools, charter schools need to operate openly in the ways we rightly expect of traditional public schools. Charter schools should either establish elected, instead of appointed, governing boards, or comply with the open meeting laws that include parents and the public in traditional sector decisions. They should be required to disclose the amounts and duration of large charitable contributions that provide some charter schools with short-term large resource advantages. Ownership of property purchased with taxpayer support to open charter schools should be transferred to the local school district when a charter school is closed, instead of allowing private entities to reap windfalls from these subsidies intended to benefit students.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Lindsay Cray (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

3/27/2019
Date
ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as lead applicants and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Chanel M. Turnquest
Proposed Charter School Name:
Citizenship & Science Academy of Rochester Charter School

E-Mail Address:

Home Telephone:

Home Address:

Business Telephone:

Business Address:
Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school’s Board of Trustees. This documentation is for identify verification only.

- Résumé Attached

- Copy of Diploma, Transcript or Supporting Documentation Attached
  - [ ] If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. **I have served on this board for the past 2 years.**

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 affirm that you have read and understand the charter school application, the charter school board’s by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board’s by-laws and all proposed policies at the time of its submission for review.

- [ ] I affirm.
Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table. As a Licensed Real Estate Salesperson with over 20 years experience in the real estate industry, I am able to offer my expertise regarding the expansion of SANY. Also, as a former parent of a SANY student and an actively engaged community member, I am able to share different points of view in discussions so final decisions are unbiased.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
   I assist with the governing of the school and financial approval of budgets, mediating parent issues, which are far and few between, and the overall operation of the school.

7. Please provide any other information that you feel is pertinent to the Department’s review of your background.

Nothing that I know of.

Chanel M. Turnquest

Printed Name

Signature

4/2/19

Date
Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Member

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

This is an opportunity for me to give back to my community.

13. 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 previously served on the Syracuse City School District Foundation in which we raised money for grants for the students. I currently serve as a board member for the Everson Museum Members Council. Our goal is to raise awareness of the Everson Museum in the community and fundraising.
Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:

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

☐ I/we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

☐ Yes.
☒ 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.

18. 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.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I/we have no such interest.
19. 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 will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I/we do not anticipate conducting any such business.

20. 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

21. 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 notify the chairman of the board, so he can correct this issue.

22. 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 the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy. SANY students are encouraged to meet high academic standards. SANY students are also supported to be global and glocal socially conscious leaders of tomorrow.
24. Please explain your understanding of the educational program of the charter school. The academic construct of SANY promotes high academic standards. Not only are our students expected to take state exams, but also the STAR assessments monthly. The board of trustees is studying the monthly progress of the students of SANY, comparing scores from state and local Star assessments to see what improvements need to be made academically. Some of the college classes are incentivized. Students are rewarded for their progress. Teachers are rewarded for their efforts assisting students to achieve high state exam scores. The SANY educational program is about academic excellence.

25. Please indicate what you believe to be the characteristics of a successful charter school. 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. Dedicated staff and teachers and a good organizational structure. Also, the administrators must be open to different ideas and always looking for ways to enhance and improve student development.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Chanel M. Turnquest_________________________ (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
Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as lead applicants and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Fehmi Damkaci

Proposed Charter School Name: Citizenship and Science Academy of Rochester Charter School

E-Mail
Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school’s Board of Trustees. This documentation is for identify verification only.

   X Résumé Attached

   X Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I am the Board president of the SANY Charter Schools, which is the education corporation of the network. As a board we have decided to put the attached new application to replicate our success in other Central New York cities.

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.

   X I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board’s by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board’s by-laws and all proposed policies at the time of its submission for review.

   X I affirm.
Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I am full professor and the current chair of the chemistry department of SUNY Oswego. I served at multiple leadership positions at the college, Associate Dean of Graduate Studies and Research and co-chair of General Education Task Force. I received Public Leadership and Policy development Certificate from Syracuse University. I also received Management and Leadership Development Certificate from Harvard University. In addition to my college level teaching, I also have 3 years of middle school and high school science and chemistry teaching experience. I involved as a founding board member and board president for three schools, Pioneer Academy, Utica Academy, and Syracuse Academy of Science and Citizenship, which have been operational since their approval. I have attended several conferences and workshops regarding charter oversight, replication, and leadership.

I led several multi million dollar grant programs at college to improve the retention rates of underrepresented student groups and studied extensively on the issues of the need for remediation at college. I created and led science and math bridge camps for incoming student populations to make them ready for their first year at college.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I will be a founding board member and the lead application for the proposed school. I will serve as its Board President and will oversee the school's educational leadership, organizational structure, financial stability, and successful replication quality of the school. In addition, due to my experience with college freshman programs I will also lead the school programs to make students ready for their college.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Fehmi Damkaci
Printed Name

Signature

04/02/2019
Date
Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

X I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

X 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).

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

X This does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Board President

12. 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.

13. 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.

X This does not apply to me. Yes. (Include description here):
Conflict of Interest - Proposed Board of Trustees Only

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

I / we do not know any such persons. X Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

Currently I am serving on the board of SANY Charter Schools. I know board members professionally through our relations on the board. My wife knows them through me again through our professional relations.

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

I / we do not know any such persons. X Yes.
If yes, please indicate the precise nature of your relationship here:

Currently I am serving on the board of SANY Charter Schools. I know Superintendent and other employees which will also worked for the proposed school. My wife knows them through me through our professional relations.

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

X 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:

17. 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.

Yes.
X 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.

18. 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.

Yes.

X Not applicable because the School will not contract with a management company or charter management organization.
I / we have no such interest.

19. 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 will be conducted.

Yes.

X Not applicable because the School will not contract with a management company or charter management organization.
I / we do not anticipate conducting any such business.

20. 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.

X None  Yes

21. 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.

According to our policy, each board member needs to disclose their conflict of interests on an annual basis and must be abstained from any decisions involving their interests. If a board member did not disclose and allow such transaction happen, I will let board have a discussion with school's attorney to look into the case before making any decision.

22. 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 the previous items 16-23, you may so indicate.

X This does not apply to me, my spouse or other family members.
Yes.
23. 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 urban environment for today’s competitive world. It is helping them develop with 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. In addition the school will instill values of environmental consciousness and community service to make its students productive and protective citizens.

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

It is very important to reach all of the students and help them to grow so that they will become ready for their next step in life, such as college. The school provides monthly academic assessment, which is reported to board, to follow each student’s progress during the year and design individual educational plan through RTI to make each student successful and achieve their best. The school provides several extra curricular activities and field trips to enhance its in-class educational programs and provide additional opportunities to our students, which are mostly from economically disadvantaged families.

25. Please indicate what you believe to be the characteristics of a successful charter school. 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.

Characteristics of a successful schools are: 1- Having effective teaching staff, 2-having effective policies, 3- having effective and active board to lead the school, 4-having effective and enforced financial policies, 5- having programs leading student progress within a grade and from grade to grade as well as students move into college, 6- having effective engagement with parents and community

Specific step to make the school successful: 1- Assessing the needs of the school correctly and providing solutions for those needs; 2- hiring the best teachers and administrators to ensure highest quality in school 3- creating strong community relations and attaining strong community support; 4- revising existing policies and creating new policies as needed; 5- monitoring school's success quarterly via using various assessment tools and approval of necessary actions in a timely manner to address issues; 6- making sure that the school is financially sound and safe and financial policies are in effect by employing external and internal auditors.
STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Fehmi Damkaci, 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

4/2/2019

Date