Application: Citizenship and Science Academy of Rochester Charter School

Bekir Duz - duz@sany.org
New Charter School Applications

Basic Letter of Intent Information

Completed Apr 3 2020

Instructions

Please complete the Basic Contact and Application form.

2020 PHASE I: Letter of Intent

Basic Contact and Application Information

New Applicant groups and Existing Education Corporations interested in submitting an application to establish Regents-authorized charter schools are asked to complete this brief information sheet. The Department will use this information to plan and coordinate peer review panels with appropriate expertise to evaluate all application materials.

Please indicate whether your applicant group is applying as a New Operator (that does not operate a Regents-authorized charter school or any charter schools currently) or whether your applicant group is an Existing Education Corporation (which operates one or more Regents-authorized charter schools).

Existing Ed Corp (operating one or more Regents-authorized charter schools)

Name of Existing Education Corporation

	Name of Existing Education Corporation	Number of Charter Schools Existing Ed Corp Currently Operates
	Science Academies of New York (SANY) Charter Schools	3

Proposed Charter School Name(s)

(Please write out the full name of the proposed new charter school(s), and include the words "charter" and "school" in the name).

	Name of Proposed School(s)	Grades Served Over Charter Term (K-5, .6-8, 9-12, etc.)	Max # of Students Served Over Charter Term
	Citizenship and Science Academy of Rochester Charter School	K-6	525

Please enter the name of the proposed Board Chair (or current Board Chair for existing schools) and the name of the Public/Media Contact person, including mailing address, phone number, and email address.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address
Proposed/Current Board Chair	Dr. Fehmi Damkaci	[redacted]	[redacted]
Public/Media Contact Person	Dr. Tolga Hayali	[redacted]	[redacted]

Applications will only be accepted for applicant groups seeking to implement one or more of the following priority school designs that align with New York State's Approved ESSA Plan and the strategic priorities of the Board of Regents:

Responses Selected:

• Replications of existing high-quality school models that have a track record of significant educational benefit to students at-risk

List of Key Design Elements

List the key design elements (which are those features of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and critical or integral to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems. **Approved schools will be accountable for implementation of the key design elements included in their charter.**

1	College Preparation
2	Focus on STEM and Environmental Education
3	Glocal Education
4	Student-Centered School Structure
5	Parental Involvement and Home Visits
6	Performance-Based Accountability
7	(No response)

If available, please provide the URL to the website established for the proposed school(s).

www.csarochester.org

Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(Refer to the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	N/A
Partner Organization 1	N/A
Partner Organization 2	N/A

Proposed Board Chair Signature

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).



Date

Apr 3 2020

Thank you for completing this form.

Letter of Intent (6 pages excluding attachments)

Completed Apr 3 2020

Instructions

Upload only the 6 page Letter of Intent (signed by the proposed board chair) in response to the evaluation criteria. Do NOT exceed

the 6 page limit. Attachments are uploaded separately.

LoI_CSARochester_April_3_2020

Filename: LoI_CSARochester_April_3_2020.pdf **Size:** 389.8 kB

Table 1: Applicant Group Information

Completed Apr 3 2020

Applicant Instructions

Ia. Applicant Group Members: Using **Table 1**, provide the name, contact information, current employment, the current or prospective role, and the relevant experience, skills, and/or qualifications in the proposed school for all members of the applicant group, which includes the initial proposed board of trustees and any known proposed school employees. Table 1 is a fillable table within the portal.

Table 1: Applicant Group Information

Must include a minimum of 5 members proposed as Trustees

Applicant Group Information

The term "applicant group" includes those actively participating in the planning of the application to establish the proposed charter school; those individuals who will comprise the initial board of trustees; and those individuals (if any) who will become school employees. (Employees cannot are not permitted to serve on the Board of Trustees of Regents-authorized charter schools, including as ex-officio members).

	Name/Phone/Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)
	Dr. Fehmi Damkaci, [redacted]	Full Professor and Chair of	K-12 charter school implementation and governance; high and middle school and college level		

1	[redacted],	Department of Chemistry, SUNY Oswego	teaching and leadership. Role:Leadership, educational programs, financial operations, overall design, and application.	Trustee	President
2	Jawwaad Rasheed J.D., [redacted]	Oneida County Family Court Magistrate	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.	Trustee	Trustee
3	Dr. Coskun Cetinkaya, [redacted]	Full Professor, Electrical and Computer Engineering SUNY Polytechnic Institute	K-12 charter school implementation and governance; STEM Education; educational leadership. Role: Financial matters, STEM Education and College Prep	Trustee	Treasurer

			Programs and college relations.		
4	Dr. Murat Baysal, [redacted]	Assistant Professor and Chair of Department of Mechanical Engineering Technology, Morrisville State College	K-12 charter school implementation and governance; STEM education. Role: STEM Education and College Prep Programs and relations	Trustee	Vice President/Secretary
5	Channel Turnquest, [redacted]	Licensed Real Estate Salesperson	K-12 charter school governance, non-profit youth organizations and community leader, realestate. Role: Community outreach and real- estate	Trustee	Trustee
6	Linda Spencer, [redacted]	Retired Charter School Administrator	K-12 administrator and teacher, charter school management. Role: Curriculum, staff development, school climate.	Trustee	Trustee
			K-12 teacher and college		

7	Lindsay Cray, [redacted]	Senior Director of Outdoor Program, Girl Scouts of Western NY	educator, Rochester based educational nonprofit leadership. Role: Community engagement and outreach	Trustee	Trustee
8	Marilyn Dominick, [redacted]	Retired Superintendent	K-12 administrator and teacher. Role: Curriculum, staff development, leadership development	Consultant	None
9	Dr. Tolga Hayali, [redacted]	SANY Charter Schools Superintendent	K-12 administrator and teacher, charter school management. Role: Leadership, Curriculum, Finance, community engagement and outreach	Superintendent	None
10	Ian Mortimer, [redacted]	Vice President of Rochester Institute of Technology (RIT)	Higher education administrator, Rochester based college leadership. Role: Community engagement and outreach	None	None

11					
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21					
22					
23					
24					
25					

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; d) Applied for CSARochester in 2019 to NYSED Charter School Office and denied; e) Applied for CSABuffalo in 2019 to NYSED Charter School Office and denied.

Jawwaad Rasheed: Board Trustee for Syracuse Academy of Science and Citizenship Charter School applied in 2016 to NYSED Charter School Office and approved; Applied for CSARochester in 2019 to NYSED Charter School Office and denied; Applied for CSABuffalo in 2019 to NYSED Charter School Office and denied.

Chanel Turnquest: Board Trustee for Syracuse Academy of Science and Citizenship Charter School applied in 2016 to NYSED Charter School Office and approved; Applied for CSARochester in 2019 to NYSED Charter School Office and denied; Applied for CSABuffalo in 2019 to NYSED Charter School Office and denied.

Dr. Coskun Cetinkaya: a) Board President for Harmony Science Academy Houston Charter 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; d) Applied for CSARochester in 2019 to NYSED Charter School Office and denied; e) Applied for CSABuffalo in 2019 to NYSED Charter School Office and denied.

Dr. Murat Baysal: Board Trustee for Syracuse Academy of Science and Citizenship Charter School applied in 2016 to NYSED Charter School Office and approved; Applied for CSARochester in 2019 to NYSED Charter School Office and denied; Applied for CSABuffalo in 2019 to NYSED Charter School Office and denied.

Marilyn Dominick: Founding Member for Syracuse Academy of Science and Citizenship Charter School applied in 2016 to NYSED Charter School Office and approved; Applied for CSARochester in 2019 to NYSED Charter School Office and denied; Applied for CSABuffalo in 2019 to NYSED Charter School Office and denied.

Tolga Hayali: Founding Member for Syracuse Academy of Science and Citizenship Charter School applied in 2016 to NYSED Charter School Office and approved; Applied for CSARochester in 2019 to NYSED Charter School Office and denied; Applied for CSABuffalo in 2019 to NYSED Charter School Office and denied.

Linda Spencer: Board of Trustees for CSARochester Applied in 2019 to NYSED Charter School Office and denied; Board of Trustees for CSABuffalo Applied in 2019 to NYSED Charter School Office and denied.

Lindsay Cray: Board of Trustees for CSARochester Applied in 2019 to NYSED Charter School Office and

denied; Board of Trustees for CSABuffalo Applied in 2019 to NYSED Charter School Office and denied.

Table 2: Public Outreach Information

Completed Apr 3 2020

Instructions

Please click here Table 2: Public Outreach to download a blank MS Word version of Table 2. Complete and upload as a .PDF document when complete.

Table2-CSARochester-1920

Filename: Table2 CSARochester 1920.pdf **Size:** 207.3 kB

Attachment 2a: Initial Samples of Public Outreach

Completed Apr 3 2020

Instructions

Provide **ONE** sample of evidence from **each** of the following categories that supports the applicant group's outreach attempts:

1. The group has informed the community about the proposed charter school, including the intended location, the target student population, the grades to be served, and a description of the educational program(s) to be offered;

2. Stakeholders in the community were given the opportunity to provide input into the design of the proposed charter school; and

3. At least one public meeting with stakeholders in the community in the school district in which the proposed charter school is to be located. Reasonable public notice should be provided to community stakeholders.

Samples of evidence may include but are not limited to: a public meeting flyer with sign-in sheet and signatures; minutes of discussions with community parents, stakeholders or organizations and feedback obtained; public awareness campaign materials (emails, social media postings, media, etc.) with documented results; and/or surveys distributed with statistical analysis. For a more complete list of sample evidence, refer to the Public Outreach section of the Full Application. **Please DO NOT submit any signed petitions; keep all petitions for your own records.**

Please be aware that the Board of Regents will not consider an application if the applicant group does not sufficiently demonstrate that the extensive public outreach process described above has been conducted. Since public outreach activities are expected to be ongoing throughout the application review process, additional information about public outreach activities is expected in the Full Application and at the capacity interview with additional input provided throughout the NYSED public comment period.

CSA-Rochester-Support-Documents-1920

Filename: CSA Rochester Support Documents 1920.pdf **Size:** 27.9 MB

Attachment 5a for each Applicant Group Member

Completed Apr 3 2020

Instructions

Please submit one combined .PDF file containing the documentation (Attachment 5a) for all members of the Applicant Group - five of which must must identified as proposed members of the initial board of trustees. If this is what you choose to do, follow these steps:

STEP 1: Collect, save and combine the required documentation for each member into a single .PDF file.

STEP 2: Upload the single combined .PDF file into the portal.

Alternatively, an applicant group may submit an individual Attachment 5a file for **each** member of the Applicant Group - five of which must must identified as proposed members of the initial board of trustees. To upload a file for **each** applicant group, follow these steps:

STEP 1: Create folders on your hard drive for each member of the Applicant Group listed on Table 1. (i.e., Vickie_Smith, Marcia_Jones, Artemio_Rodriguez, etc.)
STEP 2: Upload a single .PDF file for the the first member, then the second member, then the third, and so on. Repeat this step as many times as needed, not to exceed 25 individual files.

For each member, please submit the following documentation:

a. Submit an Applicant and Proposed School Trustee Background Information Sheet which incorporates the Signed Statement of Intent and Signed Statement of Assurance.
b. A Resumé or Curriculum Vitae
c. A Copy of Diploma or Transcript from Highest Degree Granting Institution. If an individual cannot provide such documentation, please submit a signed and notarized letter stating the highest level

of education obtained and the reason why the documentation cannot be provided.

Note: Individuals are not required to have any of the education credentials to serve on a charter school's Board of Trustees. To the extent available, such documentation is used for identity verification.

Lindsay-Cray

Filename: Lindsay Cray.pdf **Size:** 1.3 MB

Marilyn-Dominic

Filename: Marilyn Dominic.pdf **Size:** 419.1 kB

Jawwaad-Rasheed

Filename: Jawwaad Rasheed.pdf **Size:** 4.0 MB

Chanel-Turnquest

Filename: Chanel Turnquest.pdf **Size:** 403.0 kB

Linda-Spencer

Filename: Linda Spencer.pdf **Size:** 359.6 kB

Murat-Baysal

Filename: Murat Baysal.pdf **Size:** 1.1 MB

Tolga-Hayali

Filename: Tolga Hayali.pdf **Size:** 1.9 MB

Coskun-Cetinkaya

Filename: Coskun Cetinkaya.pdf **Size:** 851.1 kB

Fehmi-Damkaci

Filename: Fehmi Damkaci.pdf **Size:** 1.1 MB

Ian-Mortimer

Filename: Ian Mortimer.pdf **Size:** 83.7 kB

Full Application Cover Page

Completed May 20 2020

Applicant Instructions
Complete the Full Application Cover Page as a form within the portal (which matches the table on page 30 of the 2019 RFP Standard Version or page 31 of the 2019 RFP Replicator Version.

FULL APPLICATION COVER PAGE

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 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?

1.	Syracuse Academy of Science Charter School
2.	Utica Academy of Science Charter School
3.	Syracuse Academy of Science and Citizenship Charter School
4.	(No response)
5.	(No response)
6.	(No response)
7.	(No response)
8.	(No response)
9.	(No response)
10.	(No response)

2. If applicable, what is (are) the name(s) of the proposed Partner Organization(s)?

(No response)

3. Proposed Board Chair and Public Contact information

	Proposed Board Chair Name	Email Address	Phone Number
	Dr. Fehmi Damkaci	[redacted]	[redacted]

	Public Contact Name	Email Address	Phone Number
	Dr. Tolga Hayali	[redacted]	[redacted]

4. District/Community School District of Location

	Proposed District of Location
	Rochester CSD

5. Charter schools authorized by the Board of Regents in June or November 2020 should plan to open for instruction in 2021. 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, 2026 of the 5th year of operation.

Start date of initial term (1st day of school)

Sep 7 2021

End date of initial charter term

06/30/2026

6. Projected Enrollment Table Over the Charter Term

(Leave unused cells blank)

Grades	Ages	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
K	5	75	75	75	75	75
1st	6	48	75	75	75	75
2nd	7	48	48	75	75	75
3rd	8		48	75	75	75
4th	9			75	75	75
5th	10				75	75
6th	11					75
7th						
8th						
9th						
10th						
11th						
12th						
Ungraded						
Total		171.0	246.0	375.0	450.0	525.0

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.

Priority School Designs Aligned with Regents Strategic Priorities

Responses Selected:

Replications of existing high-quality school models that have a track record of providing a significant educational benefit to at-risk students.

Key Design Elements (Please provide a brief descriptive name or phrase for each key design element - sufficient for the reviewer to have a clear understanding. Fuller descriptions should be presented in the narrative).

1	College Preparatory: Ensure all students are college-ready starting from elementary schools.
2	Focus on STEM and Environmental Education: Promote STEM focused curriculum, interactive STEM engagement and collaborative problem-solving opportunities such as field trips, STEM fairs, robotic clubs, coding.
3	Glocal Education: Promote thinking globally and acting locally by character education, cultural events, and community service requirements starting in kindergarten.
4	Student-Centered School Structure: Provide extended school day, small school environment, tutoring and after-school programs.
5	Parental Involvement and Home Visits: create a strong triad of parent-student-teacher relationships to establish goals and student characteristics through home visits, school organized parent events, and continuous communication.
6	Performance-based Accountability: Make data driven decisions on student performance, teaching, and overall learning through data collected and tracked by multiple assessment instruments.
7	(No response)

THANK YOU!

Full Application Summary

Completed May 20 2020

Applicant Instructions

Upload Full Application Summary, which is intended to provide the public and media with a concise description of the proposed school. This section will not count against the Full Application page limits; however, please limit the Summary to two pages and

ensure it is consistent with information provided elsewhere in the Full Application.

CSARochester_Full Application Summary_FINAL

Filename: CSARochester Full Application Summary FINAL.pdf **Size:** 357.5 kB

Certification and Assurances Statement

Completed May 19 2020

Applicant Instructions

Click to open the **Certification and Assurances Statement**. Review the statement and have the proposed board chair sign (in blue or black ink). Scan and convert the signed statement into a PDF format before uploading it to the portal.

Certification and Assurances Statement

Filename: Certification and Assurances Statement iPtUZQt.pdf **Size:** 121.1 kB

Table of Contents and Full Application Narrative

Completed May 20 2020

Applicant Instructions - 75 pages

Please create a Table of Contents (inclusive of the name and location of the attachments) and combine with the Full Application Narrative numbered from page 1 to page 75. Upload as a single .PDF document, not to exceed **75 pages**, with the Table of Contents.

Note: Embed the *Projected Enrollment Table*, *Enrollment and Retention Targets Table*, *Projected Fiscal Impact Table*, *Organizational Chart*, and *Table 3: Management and Staffing Chart* within the 75 page narrative as instructed in the RFP.

CSAROCHESTER_FullApplication_2020_FINAL

Filename: CSAROCHESTER FullApplication 2020 FINAL.pdf **Size:** 2.1 MB

Attachment 1: Admissions Policies and Procedures

Completed May 20 2020

Applicant Instructions

Attachment 1: Admissions Policy and Procedures (Suggested 5 pages)
(Policy should state how any vacancies created during the school year will be filled and any date by which the school will no longer fill such vacancies).

01-CSARochester Attachment 1

Filename: 01 CSARochester Attachment 1.pdf **Size:** 499.1 kB

Table 2: Public Outreach Information

Completed May 20 2020

Applicant Instructions
Attachment Table 2: Public Outreach Information (Suggested 15 pages)
Update and submit Table 2: Public Outreach Information to describe the public outreach conducted to date.

Table 2 - CSA Rochester

Filename: Table 2 CSA Rochester.pdf **Size:** 199.8 kB

Attachment 2b: Evidence of Public Review Process

Completed May 20 2020

Applicant Instructions **(multiple uploads and variety of file formats permitted)**
Attachment 2b: Evidence of Public Review Process. This attachment should provide a sampling of documentary evidence related to the public review process. Attachments should be limited to documents that provide meaningful and relevant information about the community outreach and public input. Please do not submit photocopied form letters of support or petitions containing signatures and addresses. Include any evidence that the school informed the community about the proposed charter school and invited comments and input, and provide evidence that comments/input were addressed. Examples of evidence may include, but are not limited to:

- Attendance lists from meetings and events;
- Public meeting flyer with sign-in sheet and signatures; (No petitions)
- Minutes or summaries of public meetings and meetings with stakeholders (school boards, school district administrators, elected officials, community leaders, parent organizations, etc.);
- Surveys distributed and resulting statistical analysis;
- Public awareness campaigns (emails, social media postings, media, etc.) with documented results;
- Responses sent to members of the public who submitted comments/input concerning the proposed charter school;
- Copies of received letters or emails;
- Invitations sent for meetings and events; and
- Media announcements or articles.

02-CSARochester Attachment 2B

Filename: 02 CSARochester Attachment 2B.pdf **Size:** 7.7 MB

Information Session

Online information session due to Covid-19

https://www.youtube.com/watch?v=DODN6RXLn_A

CSARochester Promotion Video

https://www.youtube.com/watch?v=1hWEcfoULoY

01-Initial Samples of Public Outreach - Attachment 2A

Filename: 01 CSARochester Attachment 2A.pdf **Size:** 9.9 MB

Why SANY? Teacher Recruitment Opportunities

https://www.youtube.com/watch?v=F_h__nZd3uc

Parent Testimonial: Shevanie Clarke

https://www.youtube.com/watch?v= b9SLgR2TlM

Parent Testimonial: Chris Petrilli

https://www.youtube.com/watch?v=a6InnC23Hz4

Parent Testimonial: Mauresha Donerlson

https://www.youtube.com/watch?v=LE2nJEDi6TI

We Are Family at Syracuse Academy of Science and Citizenship

https://www.youtube.com/watch?v=3Zx9NUezV00

Attachment 2c: Evidence of Community Support

Completed May 20 2020

Applicant Instructions

If applicable, upload Attachment 2c: Evidence of Community Support; Provide letters of support or other evidence of community support for the proposed school. Support must reflect the specific proposed school and should not be merely support for charter schools or education reform in general.

02-CSARochester Attachment 2C

Filename: 02 CSARochester Attachment 2C.pdf **Size:** 10.2 MB

Attachment 2d: Evidence of District Support for Restart/Turnaround

Incomplete

Applicant Instructions

If applicable, upload Optional Attachment 2d: Evidence of District Support for Restart/Turnaround; Proposed charter schools that are intended to operate as a restart or turnaround school or to provide an option for students who are at risk of academic failure because they reside in a community served by a school that is persistently low-achieving must provide a Letter of Support from the school district.

Attachment 3: Course Descriptions

Completed May 20 2020

Applicant Instructions (multiple uploads in variety of formats permitted)

Required Attachment 3: Course Descriptions; Provide brief course descriptions for each subject at each grade level the school would serve within the initial charter term, including both core and non-core subject areas. These should include an overview of content and skills addressed by each course and any known curriculum programs or materials planned for the course. For high school proposals, provide an outline of course sequences leading to graduation.

03-CSARochester Attachment 3

Filename: 03 CSARochester Attachment 3.pdf **Size:** 245.7 kB

Attachment 3a: Student and Teacher "Day in the Life"

Completed May 20 2020

Applicant Instructions

Required Attachment 3a: Student and Teacher "Day in the Life"; Provide a brief narrative no more than **4 pages** total describing a typical student and teacher day.

03-CSARochester Attachment 3A

Filename: 03 CSARochester Attachment 3A.pdf **Size:** 185.0 kB

Attachment 3b: Curricular Documentation

Completed May 20 2020

Applicant Instructions

Optional Attachment 3b: Curricular Documentation: Applicants have the option to submit up to **10 pages of curricular documentation** for consideration. All supplemental material must relate directly to the Curriculum response and be labeled as Attachment 3b in the appendix. Such material can include, for example, framework or scope and sequence documents, unit or lesson plan templates, pacing calendars, or other means of cross-walking various curricula that may be essential to reviewers' understanding of the proposed school model.

03-CSARochester Attachment 3B

Filename: 03 CSARochester Attachment 3B.pdf **Size:** 141.4 kB

Attachment 3c: Exit Standards

Completed May 20 2020

Applicant Instructions

Attachment 3c: Exit Standards; Provide sample exit standards for English language arts, mathematics, and one other subject area for each level (i.e., elementary, middle, high) that the school intends to operate.

03-CSARochester Attachment 3C

Filename: 03 CSARochester Attachment 3C.pdf **Size:** 190.3 kB

Attachment 4: Student Discipline Policy

Completed May 20 2020

Applicant Instructions

Attachment 4: Student Discipline Policy; Provide a student discipline policy that includes rules and procedures by which students may be disciplined up to and including expulsion or suspension from the school, which are consistent with (a) the requirements of due process and with federal laws and regulations governing the placement of students with disabilities, and (b) the requirements of the Dignity for All Students Act (Education Law Article 2) relating to the creation of policies intended to create a school environment that is free from discrimination or harassment.

04-CSARochester Attachment 4

Filename: 04 CSARochester Attachment 4.pdf **Size:** 256.8 kB

Attachment 4a: Sample Weekly Student Schedule

Completed May 20 2020

Applicant Instructions (multiple uploads permitted)

Attachment 4a: Sample Weekly Student Schedule; Provide a sample weekly student schedule for at least one grade that is representative of each level the school intends to operate (elementary, middle, and/or high school). If scheduling structures are unique to each grade, please provide a sample schedule for each grade.

04-CSARochester Attachment 4A

Filename: 04 CSARochester Attachment 4A.pdf **Size:** 168.1 kB

Attachment 4b: Sample Weekly Teacher Schedule

Completed May 20 2020

Applicant Instructions (multiple uploads permitted)

Attachment 4b: Sample Weekly Teacher Schedule; Provide a sample weekly teacher schedule for at least one grade that is representative of each level the school intends to operate. If scheduling structures are unique to each grade, please provide a sample schedule for each grade.

04-CSARochester Attachment 4B

Filename: 04 CSARochester Attachment 4B.pdf **Size:** 168.4 kB

Attachment 4c: Proposed First Year School Calendar

Completed May 20 2020

Applicant Instructions

Attachment 4c: Proposed First Year Calendar - Provide a copy of the proposed school calendar for year one of the school's operations that clearly demonstrates:

- Days that school is in session;
- Holidays, days off, and half days;
- Professional development days;
- Summer programming and/or instruction;
- First and last days of class; and
- Organization of the school year (quarters, semesters, trimesters) including the beginning and ending for each segment.

04-CSARochester Attachment 4C

Filename: 04 CSARochester Attachment 4C.pdf **Size:** 162.5 kB

Table 1 : Applicant Group Information

Completed May 20 2020

Applicant Instructions

Table 1: Applicant Group Information; If any Board of Trustee members have been added or removed or will now hold a officer position between the Letter of Intent and Application phases, please update Table 1 within the portal to reflect these changes.

Table 1: Applicant Group Additions and Deletions

Have you made any changes (additions or deletions) to the applicant group after the submission of the LOI?

No

Changes to Applicant Group Information

	Name/Phone /Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)	Change (Add or Remove?)
1						
2						
3						
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13						
14						
15						

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)

Attachment 5a: Upload required documents for each proposed BOT member.

Completed May 20 2020

Applicant Instructions

Attachment 5a: For each new member or proposed trustee(s) of the applicant group, please submit the following:

- New Applicant and Prospective School Trustee Background Information Form
- Resume or Curriculum Vitae
- Education Credentials

Fehmi_Damkaci

Filename: Fehmi Damkaci.pdf **Size:** 1.2 MB

Ian-Mortimer

Filename: Ian Mortimer 7z7WmR9.pdf **Size:** 83.7 kB

Lindsay_Cray

Filename: Lindsay Cray.pdf **Size:** 1.3 MB

Chanel_Turnquest

Filename: Chanel Turnquest.pdf **Size:** 403.0 kB

Marilyn_Dominic

Filename: Marilyn Dominic.pdf **Size:** 419.1 kB

Coskun_Cetinkaya

Filename: Coskun Cetinkaya.pdf **Size:** 851.1 kB

Jawwaad_Rasheed

Filename: Jawwaad Rasheed.pdf **Size:** 4.0 MB

Tolga_Hayali

Filename: Tolga Hayali.pdf **Size:** 1.9 MB

Murat_Baysal

Filename: Murat Baysal.pdf **Size:** 1.1 MB

Linda_Spencer

Filename: Linda Spencer.pdf **Size:** 359.6 kB

Attachment 5b: By-Laws

Completed May 20 2020

Applicant Instructions

Attachment 5b: By-Laws must meet the requirements of Education Law and all applicable laws and regulations governing education corporations in New York State. Submit a draft of proposed by-laws for the board of trustees.

05-CSARochester Attachment 5B

Filename: 05 CSARochester Attachment 5B.pdf **Size:** 469.4 kB

Attachment 5c: Code of Ethics

Completed May 20 2020

Application Instructions

Attachment 5c: Code of Ethics must set forth the standards of conduct expected of the school's trustees, officers and employees, including standards with respect to disclosure of conflicts of interest regarding any matter brought before the board of trustees. Submit a draft of a proposed Code of Ethics for the charter school.

05-CSARochester Attachment 5C

Filename: 05 CSARochester Attachment 5C.pdf **Size:** 251.5 kB

Attachment 6a (Standard RFP): If applicable, CMO Information.

Incomplete

Applicant Instructions

If applicable, Attachment 6a: CMO information; If a management

organization has been identified, provide the following:

- A list of any other schools managed by the organization in New York and in other states, including contact information;
- Academic performance data from all schools managed by the organization for the past three years;
- A summary of the organization's fiscal performance for the past three years and a description of the organization's current financial plan;
- A description of services to be provided by the organization; and
- A description of the management structure and a summary of key personnel at the organization.

Attachment 6b (Standard RFP): If applicable: Proposed Management Contract.

Incomplete

Applicant Instructions:

Attachment 6b: Proposed Management Contract; If applicable, submit a copy of the management contract or term sheet.

Attachment 6c (Standard RFP): If applicable, Appendix E Business Plan.

Incomplete

Applicant Instructions

Attachment 6c (2018 RFP Standard Version**) Management Organization Business Plan**; If applicable, submit a business plan for the management organization using the format outlined in Appendix E of the 2018 RFP.

Attachment 6a: (Replicator RFP) Appendix E: Management Organization Business Plan

Completed May 20 2020

Applicant Instructions

Submit Attachment 6a: Management Organization Business Plan using the prompts in Appendix E.

06-CSARochester Attachment 6A

Filename: 06 CSARochester Attachment 6A.pdf **Size:** 257.0 kB

Attachment 6b: (Replicator RFP) Appendix E: Business Plan

Attachments A through M

Completed May 21 2020

Applicant Instructions:

Submit Attachment 6b: Business Plan Attachments using Attachments A through M in Appendix E.

Business Plan Attachments

Filename: Business Plan Attachments.pdf **Size:** 38.1 MB

Attachment 7: If applicable: Partnership Information

Incomplete

Applicant Instructions

Attachment 7: Partnership Information; If applicable, submit a Letter of intent/ commitment or an agreement/contract from a bona fide representative of each partner organization indicating that the organization is undertaking the affiliation and the terms and extent of the undertaking, including evidence that the organization has legal standing to do business in New York and has tax-exempt status under Internal Revenue Code section 501(c)(3).

Attachment 8a: Hiring and Personnel Policies and Procedures

Completed May 20 2020

Applicant Instructions

Attachment 8a: Hiring and Personnel Policies and Procedures. Present a hiring plan and complete the proposed staffing chart. The hiring plan, which should include:

- Job descriptions, including qualifications and responsibilities, used in the hiring of school administrators, teachers and other school employees.
- Hiring processes for administrators, teachers and other staff members.
- Evaluation processes for administrators, teachers and other staff members.
- Complaint process for staff.

08-CSARochester Attachment 8A with flyer

Filename: 08 CSARochester Attachment 8A with flyer.pdf **Size:** 8.8 MB

Attachment 8b: Resume for Proposed School Leader, if

identified

Completed May 20 2020

Applicant Instructions

Attachment 8b: Resume for Proposed School Leader if one has been identified.

08-CSARochester Attachment 8B

Filename: 08 CSARochester Attachment 8B.pdf **Size:** 230.1 kB

Attachment 9: Budget and Cash Flow Template

Completed May 20 2020

Applicant Instructions

Complete the required Attachment 9 Budget and Cash Flow Template (MS Excel) Template. All budget lines in the budget template are required to include assumptions. **Please do not modify the template--maintain it as an Excel spreadsheet and upload.**

Budget for RASCCS-Pre Approval-Cash Flow Final

Filename: Budget for RASCCS Pre Approval Cash Flow Final.xls **Size:** 318.5 kB

Attachment 10: Evidence of Financial Support

Incomplete

Applicant Instructions

Optional Attachment 10: Evidence of Financial Support; If the proposed budget relies on contributions, provide evidence of commitment for those contributions.

Attachment 11: Pre-Opening Plan

Completed May 20 2020

Applicant Instructions

Attachment 11: Pre-Opening Plan; Provide a Pre-Opening Plan with a timeline that documents the start and end dates of key tasks to be completed between approval of the application and the opening of the school and the person(s) responsible for each task.

11-CSARochester Attachment 11

Filename: 11 CSARochester Attachment 11.pdf **Size:** 194.0 kB

Attachment 12: Dissolution Plan

Completed May 20 2020

Applicant Instructions

Attachment 12: Dissolution Plan; Present a Dissolution Plan that describes the procedures to be followed in the event of closure or dissolution of the school.

12-CSARochester Attachment 12

Filename: 12 CSARochester Attachment 12.pdf **Size:** 186.5 kB

Attachment 13: Plan to Address Multilingual Learners/English Language Learners

Completed May 20 2020

Applicant Instructions:

Please provide more specific information including the school's vision of support and instruction forEnglish Language Learners/Multilingual Learners by responding to questions in Attachment 13 on page 78.

13-CSARochester Attachment 13

Filename: 13 CSARochester Attachment 13.pdf **Size:** 250.4 kB

Letter of Intent to Establish

Citizenship and Science Academy of Rochester Charter School

Submitted to the Charter School Office at the NYSED on April 3, 2020

I. Applicant Group Information

I.a. Applicant Group: Detailed information on applicant group members is provided as Table 1.

I.b. Public Contact: Dr. Hayali (315) 671-5470; hayali@sany.org.

I.c. Application History: N/A

II. Proposed Charter School Information

II.a. Proposed School Name: Citizenship and Science Academy of Rochester Charter School.

II.b. Proposed School Mission Statement: The 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, to prepare 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.

II.c.i. Proposed School Location: Rochester City School District (RCSD).

II.c.ii. Proposed School Facility: There are four viable options as school building: a. charter school building, b. two Catholic school buildings, and c. private school building.

II.d. Target Population/Community Served: RCSD served 25,669 students in year 2018-19. RSCD has been classified as "Focus District" by NYSED under ESEA accountability designation. There were 13 "Focus Schools", and 25 "Priority Schools" in Rochester School District in year 2018-19. Only 10 out of 48 RSCD schools were classified as "Good Standing". RSCD's student body includes 16% MLL/ELL students, 22% students with disabilities, and 90% FRPL students. RSCD served 2,245 MLL/ELL students in grades K-6 in year 2018-19. 9.1% of the city population is immigrant according to 2014 census. RSCD has 59% graduation rate for 2014 4-year August cohort and 63% graduation rate for 2015 4-year August cohort.

II.e. Planned grades and enrollment, using the required chart below to indicate grades, ages, and enrollment:

Projected Enrollment Table Over the Charter Term						
Grades	**Ages**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
K	5	75	75	75	75	75
1st	6	48	75	75	75	75
2nd	7	48	48	75	75	75
3rd	8		48	75	75	75
4th	9			75	75	75
5th	10				75	75
6th	11					75
Totals		171	246	375	450	525

II.f. Proposed management and/or partner organization(s): CSARochester will not be affiliated with any charter management organization. However, the school will be formed under SANY Charter Schools Education Corporation and will be part of its network. As a result of being a member of SANY network, CSARochester will benefit from economies of scale, talent pool, and shared benefits such as payroll services, accounting, data collecting and analysis, and PDs.

II.g. School Performance: CSARochester will replicate SANY charter schools. Currently there are three charter schools operating under SANY: Syracuse Academy of Science (SAS) Charter School, Utica Academy of Science (UAS) Charter School, and Syracuse Academy of Science and Citizenship (SASC) Charter School.

SAS received its third five-year charter renewal in 2017, and UAS received its first five-year charter renewal in 2018. Both SAS and UAS 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 6 and 43 percentage points in ELA and mathematics in all grades, and some grade levels exceeded state performance on the spring 2019 state tests.

SAS and UAS outperformed both Syracuse and Utica City School Districts and NY State on high school graduation rate of 2015 four-year August cohort. SAS has 89% rate while SCSD has 64% and New York State has 83%. UAS has 90% while UCSD has 70% and NY State has 83%.

The Clearinghouse report shows that 86% of SANY students at SAS and UAS enrolled in a college the first year after high school over eight years, while national average for low-income schools is 56%. 90% of students (average of previous six years) who enrolled in a four-year college the first year after high school returned for a second year (freshman to sophomore persistence), while national average is 79%.

Enhancing the Educational Options in Rochester: The RCSD is classified as a "Focus District" by NYSED for 2018-19 school year, indicating that a high percentage of underachieving students reside within the district. RCSD believes that its small school atmosphere, coupled with extensive after-school activities (as part of its enrichment programs), will provide the attention that an underachieving student and at-risk population, including MLL/ELLs and students with disabilities (SWDs), need to succeed. Of the 25,669 students in the district, around 16 percent are MLL/ELLs. Data retrieved on 3/25/2020 from data.nysed.gov indicate that 90% of students in RCSD receive a free or reduced lunch, much higher than average in New York State (57%) in 2018–19. In the 2018–19 school year, the percentage of SWDs enrolled is 22%, according to NYSED reports. Therefore, CSARochester's academic program will emphasize methods that enhance learning opportunities and achievement for MLL/ELL students and SWDs.

According to the RCSD's Report Card provided by NYSED, in 2019 the percentage of students meeting or exceeding the state standard for grades 3-8 was 13% in ELA and 13% in math, while the figures were 45% in ELA and 47% in math for the state. The graduation rate of RCSD in August 2019 was 63% while New York state graduation rate was 83% and SANY average was 90%. Since there is a gap between RCSD's overall performance compared to state-level performance, the proposed school, CSARochester, can help to close the gap at every level. With a maximum student population of 525 students, CSARochester will be able to offer the personal attention and individual insight that is difficult to achieve in a large school district. MLL/ELL

students will have the benefit of more one-on-one support from certified MLL/ELL teachers. MLL/ELL students will be also exposed to U.S. culture through monthly field trips and after-school events as part of the school's citizenship component.

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 RCSD. CSARochester's unique characteristics, which may complement RCSD, will include summer school, science programs in college settings, tutoring and extensive after-school programs, small settings, and greater graduation requirements. CSARochester's other unique features as listed as its key design elements include global and local education through community service and international field trips.

SANY Model and Proposed Differences: CSARochester will replicate the strengths of Science Academies of New York (SANY) charter schools with the same mission and key design elements that have proven to be effective in their operations. SANY currently operates three college-preparatory public charter schools in central New York area (one in Utica and two in Syracuse). In addition, CSARochester will use weighted lottery for MLL/ELL population to give slightly better chances for admission to ELL/MLL student. CASRochester will have extensive after-school MLL/ELL program, and increased hours of community service requirements extended to all grade levels. The school model will be same for all SANY Charter Schools, including the school's curriculum and its six key design elements: *College Preparation, Focus on STEM and Environmental Education, Glocal Education, Student-Centered School Structure, Parental Involvement and Home Visits, and Performance-Based Accountability.*

II.h. Strategic Vision and Growth Plan: 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 make this application in Rochester. If the proposed charter is granted, SANY Board will re-evaluate its capacity to apply for new charter schools after three years. 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, including some in rural areas, based on the need assessment and guidance of NYSED Charter School office.

III. Enrollment and Retention Strategies

III.a. Describe the school's strategies to attract and recruit its students: CSARochester will utilize the following activities to recruit the specified groups of students:

MLL/ELL (as specifically identified in the school's mission):

- Provide weighted enrollment preference for MLL/ELLs
- Reach out to the significant refugee population through local resettlement organizations
- Widely publicize the lottery dates through email, website, social media, and direct mail
- Provide extensive MLL/ELL services in school design to expedite their proficiency level
- Make school brochures and application forms available in multiple languages
- Employ staff from refugee communities for direct connection with refugee population

- Use Google translator for the school's website and online application form
- Hold open houses to present school design/services, including MLL/ELL
- Emphasize MLL/ELL services in the flyers and informational meetings

Students with disabilities:

- Hold open houses to present school design/services, including SPED programs
- Emphasize special-education services in flyers and digital marketing tools
- Develop relationships with local agencies that serve students with disabilities
- Reach out to preschools to attract students who may already have an IEP
- Provide extensive special-education services, academic and social/emotional support
- Tighten up the RTI process for early grades to identify SWDs
- Widely publicize the lottery dates through email, website, social media, and direct mail

Economically disadvantaged students:

- Hold open houses for students and their parents to present school design/services
- Target mailings for those with income less than $50,000 and school-age children
- Develop relationships with local nonprofits to provide college scholarship opportunities
- Reach out to Head Start preschools to attract low-income families
- Distribute student applications at local community and religious centers
- Advertise on media spots, including low-profile and free news outlets
- Provide extensive academic and social/emotional support to EDs
- Widely publicize the lottery dates through email, website, social media, and direct mail

III.b. Describe the school's strategies to <u>retain</u> its students: CSARochester will utilize the following activities to retain the specified groups of students:

MLL/ELL (as specifically identified in the school's mission):

- CSARochester will hire highly qualified ESOL-certified ENL teachers
- Offer professional development to teachers to support a strong MLL/ELL program
- Provide after-school and weekend programs to provide additional support for MLL/ELLs
- Teachers will have daily meetings to provide social/emotional support to MLL/ELLs
- Teachers will conduct home visits to connect school and student home life
- Regularly review feedback of MLL/ELL parents to adjust MLL/ELL program as needed
- Implement culturally responsive lesson plans across all content areas

Students with disabilities:

- Continually monitor academic data to ensure sustainable academic growth
- Provide after-school and weekend programs to provide additional support for SWDs
- Teachers will have daily meetings to provide social/emotional support to SWDs
- Make sure regular classroom teachers are updated about the special requirements of students with disabilities so students with disabilities feel comfortable and welcome

- Teachers will conduct home visits to connect school and student home life
- Regularly review feedback of SWD parents and make adjustments to the SWD program

Economically disadvantaged (ED) students:

- Provide after-school and weekend programs to provide additional support for EDs
- Teachers will have daily meetings to provide social/emotional support to EDs
- Teachers will conduct home visits to connect school and student home life
- Regularly review feedback from parents to adjust programs for ED students
- Guest speakers will be invited from their community to increase upward mobility
- Elementary school students will be taken on monthly field trips to expose them to learning opportunities often too cost-prohibitive for low-income students
- Provide safe, secure learning opportunities in a small school setting, with strong code of conduct and nationally recognized anti-bullying and character-education programs
- Establish and communicate a college-bound culture at SANY schools
- Apply for Community Eligibility Provision (CEP) program to serve breakfast, snack, and lunch daily at no cost, without collecting household-income applications

III.c. Describe the existing school's/schools' success in meeting enrollment and retention targets, and/or actions taken towards meeting targets. Among SANY schools, only Syracuse Academy of Science and Citizenship (SASC) used weighted lottery to give slightly better chance for English Language Learners until year 2019-20. In its first year, although SASC did not achieve its MLL/ELL target, the school has implemented a systematic process and outreach strategies to come close to meeting its MLL/ELL enrollment target in its second year. After employing all the strategies listed in section III.a., as of April 1, 2019, SASC increased its MLL/ELL population from 8% to 15%. Other SANY schools, Syracuse Academy of Science (SAS) and Utica Academy of Science (UAS), also made strategic improvements to reach their MLL/ELL targets. SAS and UAS submitted a request to NYSED CSO to give enrollment preference for MLL/ELL, which was approved for year 2020-21. UAS started with 18.5% MLL/ELL population in its first academic year (2013-14), while UCSD had 16% MLL/ELL. UAS made 32 MLL/ELL students proficient after taking NYSESLAT exam in the last five years, which negatively affected its MLL/ELL population. SAS also made 50 MLL/ELL students proficient after taking NYSESLAT exam in the last five years. All SANY schools show good faith efforts to recruit MLL/ELLs with positive results.

Unlike SAS and SASC, UAS has been enrolling most of its students at grade 6. Therefore, it has more of a chance to enroll students with IEPs from the USD school district. However, SAS and SASC are enrolling most of their students from kindergarten. Both schools are using all the strategies listed in section III.a., but there is a slim chance that these schools will be able to enroll large numbers of SWD students from the area school districts. SANY schools implemented a systematic process for evaluating students' academic growth and tightening up the RTI process to identify possible SWD candidates and refer them to their public school district for evaluation. As of April 2020, SAS elementary school had 46 RTI referral rate, 28 of which were recommended for evaluation, SASC elementary had 75 RTI referral rate, 26 of which were recommended for evaluation, and UAS elementary had 52 RTI referral rate, 21 of which were recommended for evaluation.

Economically disadvantaged student population at UAS is within 5% of each school's enrollment target number. SAS is employing all the strategies listed in section III.a. to attract ED students. Since most of the immigrant population is eligible for free or reduced-price lunch, all the strategies the school uses to increase MLL/ELL population will also help to increase the ED student populations in our schools. SANY schools continue to implement the subgroup retention strategies discussed under section III.b. to make sure that the schools meet their retention targets.

IV. Public Outreach and Community Support

IV.a. Describe the public outreach conducted to date to solicit community input regarding the proposed school using the attached Table 2. The applicant group has participated in thoughtful and engaging discussions with community leaders, such as college presidents, business owners, educational non-profit 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; and g) public information sessions. An executive summary was given to businesses throughout Rochester in an effort to notify residents and garner their support. We will continue to hold public meetings and all other outreach activities after submitting this application. The list is provided in Table 2.

IV.b. Describe your initial assessment of parent interest in and/or demand for your proposed charter school, which will allow the school to reach its anticipated enrollment. Include in your response a description or analysis of any data you have collected. SANY Charter Schools have been encouraged by Rochester community leaders to replicate their models for four years. 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 serve 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, as stated, "It is not a pie-in-the-sky but a school that successfully serves a similar population." On Facebook, the school's information reached out to 73,370 people, and 2,083 of them went to our website for further information. As of today, more than 96% of about 254 respondents through surveys showed an interest in the proposed CSARochester and would consider enrolling their children if it is chartered. We have collected 539 petitions and 36 support letters. We informed 248 community leaders face to face at various meetings while most of them provided written and verbal support. The following comments made during meetings and on surveys reflect the areas of focus and needs that parents and community members identified, in the following priority order: a) field trips; b) 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 and global/international awareness; f) environmental consciousness; g) positive, safe, and conducive learning environment.

Table 2: Public Outreach Information Table 2 is not counted toward the page limits Add more rows and/or rotate page as necessary						
Date(s) of Outreach (mm/dd/yy)	**Target Stakeholder Group**	**Description of the Outreach**	**Location of Outreach**	**Input Obtained**	**Action Taken on Input**	**Number of Attendees**
04/04/2019	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	Phone conversation, introducing the Citizenship and Science Academy of Rochester Charter School		Supportive of quality education for all children. Developing transparent relationship.	Possible transparent partnership through ROC the Future and Children's Agenda	2
03/26/2019	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.	Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School	500 East Avenue Rochester (Rochester Community Foundation)	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	Possible developing a partnership with the Greater Rochester After-School Alliance of Rochester Area Community Foundation.	5
03/28/2019	Malik Evans, a former president of Rochester Board of Education and current city councilman	Face-to-face Meeting conversation, introducing the Citizenship and	Rochester City Hall	Need for high quality schools to serve inner city Rochester area youth		3

	and Program Manager at ESL Federal Credit Union.	Science Academy of Rochester Charter School				
03/28/2019	Baye Muhammad Commissioner of Neighborhood and Business Development and former SASCS parent (3 of his children graduated from SASCS)	Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School	Rochester City Hall	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	2
03/20/2019	Joseph Robach, member of the NY Senate, representing the 56th District	Face-to-face Meeting conversation with his office staff , introducing the Citizenship and Science Academy of Rochester Charter School	Albany state Legislators Offices	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	4
03/20/2019	Assemblywoman Jamie Romeo and Justin Wilcox Monroe County Legislator – District 14	Face-to-face Meeting conversation with her office staff and Justin Wilcox , introducing the Citizenship and Science Academy of Rochester Charter School	Albany state Legislators Offices	In contact with her staff and looking for a local visit appointment		4
04/01/2019	Robert Duffy, he President and CEO of the Greater Rochester	Phone Conversation with Bob introducing the Citizenship and	Phone Conversation	Indicated the need for quality schools but preferred to stay neutral.	Presentation at the Education platform of	2

	Chamber of Commerce and co-chair of the Finger Lakes Regional Economic Development Council. Former mayor of Rochester, as well as first lieutenant governor	Science Academy of Rochester Charter School		Suggested a possible Presentation at the Education platform of the Greater Rochester Chamber of Commerce	the Greater Rochester Chamber of Commerce	
03/28/2019	Michael Boller, biology professor, director of the sustainability program, and coordinator for the Center for Sustainability at St. John Fisher College.	Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School	Coffee Shop in Rochester (Stacy nites Coffee Shop)	Developing environmental programs where students may come and get exposed to St. John Fisher College. Provided support letter	Developing possible environmental science and awareness programs between St. John Fisher and CSARochester	2
3/28/2019	Glenn Cerosaletti, the Asst. Dean of Students and Director of the Rochester Center for Community Leadership at the Uni. of Rochester.	Phone Conversation introducing the Citizenship and Science Academy of Rochester Charter School		There is a need in Rochester area for quality schools. No Support Letter currently.		2
03/26/2019	Kit Mayberry the VP for Strategic Planning & Special Initiatives at Rochester Institute of Technology.	Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School	RIT	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	3

03/26/2019	Jackie Campbell Alliance Director Children's Agenda	Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School	Children's Agenda Office Downtown Rochester	The need in Rochester area for quality education		3
04/04/2019	James Hall, Dean of University Studies Division/Executive Director of the School of Individualized Study at RIT	Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School	RIT	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.	4
04/04/2019	Dave Munson, the relatively new president of Rochester Institute of Technology.	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	RIT	Supportive of Public Education and looking forward for future developments		4
04/04/2019	Wanda Perez, the founding principal of Academy of Health Sciences Charter School,	Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of	Academy of health Science	Introduction Breakthrough Leadership in Rochester	Set up a day and time for meeting	2

	which is set to open this fall	Rochester Charter School				
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

03/18/2019	Holli Budd Executive Director, and Kristen Barclay -- respectively, the, Senior Program Officer of the Farash Foundation in Rochester	Representatives from the Farash Foundation in Rochester, NY	Farash Foundation, 255 East Avenue Rochester, New York 14604	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	Spoke with the individuals and organizations mentioned throughout the meeting	3
03/07/2019	Joel T. Helfrich, PhD Board Chair, Rochester River Foundation & proposed Rochester River School	Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School	Equal Grounds Coffee House, South Ave.	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	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	3
04/05/2019	James Taylor CEO of Taylor Construction and Geoff	introducing the Citizenship and Science Academy of Rochester Charter School	Face to face Spot coffee 200 east avenue Rochester ny	Need for high quality schools and possible working relationship with local businesses	Provided a couple location options for possible school buildings	3
04/12/2019	Jessica Odasz CEO of Odasz Dance Theater	introducing the Citizenship and Science Academy of Rochester Charter School and seeking support and partnership opportunity from Odasz Dance Theater	email	Need for high quality schools	Provided support letter and establishing possible partnership with Odasz Dance Theather	2

04/07/2019	Melissa Lattuca (Former SANY employee) current Rochester area Teacher	Current Teacher in a Rochester area Charter School and former SANY employee	email	Support for the Proposed CSARochester Charter school	Provided support letter and outreach support provided	2
04/05/2019	Rochester area Community	Survey – online and hard copy	Community meetings and social media	About 200 surveys showed interest in proposed Charter schools to one-on-one attention, fieldtrips, community service, extended after school and weekend programs, college visits and college dual enrollment, emphasis on diversity		254
03/22/2019	Press release to local newspapers and tv stations in Rochester area	Rochester Business Journal and Syracuse.com posted article in regards to the proposed CSARochester Charter School				
04/17/2019	Met with Councilman at large Dr. Mitch Gruber	Face-to-face Meeting conversation, introducing the Citizenship and	Foodlink 1999 Mt. Read Blvd,	Supportive of quality public education and possible locations within city of Rochester as well	Contacted and visited Refugee outreach organizations and possible partnership with	2

		Science Academy of Rochester Charter School and seeking partnership and support	Rochester NY 14615	as community organizations – refugee settlements	the Foodlink with CSARochester as well as Syracuse area schools. Provided Support Letter as well – as Councilman at Large	
04/17/2019	Met with Matthew Palocy – Program Director of Mary's Place Refugee Outreach	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	414 Lexington Ave, Rochester NY 14613	Supportive by passing the CSARochester school information to the children of the refugee families who they serve	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.....)	2
04/17/2019	Met with Ms. Conte from Washuku Foundation for Humanitarian Aid	Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School. Sharing information for the attendees' children	130 white street 2nd Floor Rochester	Supportive by passing the CSARochester school information, Ms. Conte would like to give professional development about culturalism	Invited to Syracuse schools in May and developing a sustainable relationship in Rochester with the proposed CSARochester Charter School	2
04/09/2019	Phone Conversation with Regent Wade Norwood	Phone Conversation introducing the Citizenship and Science Academy of Rochester Charter School		There is a need in Rochester area for quality schools especially the inner city Rochester area children. He asked to continue our	Setting up appointment to speak more about the possible challenges and opportunities in Rochester area.	

				conversation in Rochester		
04/01/2019	Joseph M. Martino Chief Executive Officer	Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School.	4 Lakeviewpark Rochester NY	Supportive by sharing some possible school locations	Provided support letter	4
4/22/19	Ty Kelly, Director of Wegmans Work-Scholarship Connection Program, Former Board Member with Charter School and very involved in education sector in Rochester	Introduce Rochester Citizenship and Science Academy Charter School, Learn about the Wegmans Work Scholarship Program	Phone conversation	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.	Mr. Kelly suggested we reach out to Rochester Connected Communities to find outlets for community service plans for school.	2
4/22/19	Darryl Kittelberger, Former RCSD and Charter School Student Recruitment Specialist	Introduce Rochester Citizenship and Science Academy Charter School, explore areas of collaboration going forward to help us with student recruitment	Face-to-face, Spot Coffee in downtown Rochester	Insight about the importance of authentic community outreach and specifics about building student recruiting capacity. Letter of support.	Mr. Kittelberger will be glad to add capacity with messaging and outreach when establishing the school and recruiting students.	2
4/22/19	Bruce Mellen, President of the Upper Mount Hope	Explore community need for school in neighborhood,	Neighborhoo d home, face-	Insight about the need for a school in the neighborhood close to	Mr. Mellen is interested in making introductions to neighborhood groups	2

	Neighborhood Association, Former RCSD Teacher, MCC Adjunct Professor	Introduce Rochester Citizenship and Science Academy Charter School,	to-face meeting	the University of Rochester. Letter of support offered.	to help establish and develop additional community support.	
4/22/19	Bethany Centrone, Lawyer at Bond, Schonek, & King	Introduce Rochester Citizenship and Science Academy Charter School, explore utilizing services in the future	Phone conversation	Perspective on common legal concerns for schools in the region and the need for strong organization to mitigate risks.	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.	2
4/22/19	Joe Robach, State Senate, District 56	Spoke about the need for more high quality schools	Phone conversation	Offered letter of support in approval process, including demonstrated results from other regions	Senator Robach offered ongoing support.	2
4/22/19	Richard Glaser, Senior Vice President of Merrill Lynch, Community connector	Introduce Rochester Citizenship and Science Academy Charter School, hear his business and community leader perspective on education needs in Rochester	Face-to-face, Java Coffee in downtown Rochester	Affirmed the need for high quality school options for Rochester students, especially students of color	Mr. Glaser suggested we connect with other entrepreneurial and innovation organizations through the Roc Growth Initiative	2
4/23/19	Rochester Charter Leaders Meeting: representatives from Eugenio Maria de Hostos, UPrep, Rochester Prep,	Participate in charter community networking event and connect with other charter leaders	Rochester Academy, Latta Rd	Affirmed the challenges of starting a school in Rochester and the complexities in facilities and student recruitment	Some leaders offered ongoing support as needed to help our successful start, additional dates for meetings were shared	18

	Genesee, Urban Choice, Renaissance, Health Sciences Academy, Empire Charter Consultants, NECSN, St. John Fisher, Farash	running schools in Rochester				
4/24/19	Stephen Hoitt, Scout Executive, Seneca Waterways Council, Scouts BSA	Introduce Rochester Citizenship and Science Academy Charter School, explore partnerships with the Scouts BSA programming	Scout Service Center, Henrietta NY	Affirmed the need for alternatives for youth in the City of Rochester, Offered letter of support of future partnerships	Mr. Hoitt offered support for the need for youth programs that develop citizenship and character education. Glad to partner in the future.	2
4/24/19	Marie Cianca, Asso. Professor, St. John Fisher	Introduce Rochester Citizenship and Science Academy Charter School	Phone conversation	Suggested we further investigate the needs in Rochester by investigating the declining student population	Professor Cianca suggested we connect with the Education First research project on the teacher pipeline	2
4/24/19	Dr. Jason Willis, Director of Afro-American Studies, Rochester City School District, RIT Adjunct Professor, Community Organizer	Introduce Rochester Citizenship and Science Academy Charter School, Explore potential connections to culturally relevant teaching strategies	RCSD, 131 Broad Street	Provided insight on the needs of Rochester youth and the importance of connecting to the local community in an authentic way.	Dr. Willis suggested the need for culturally responsive teaching staff and for people who start with relationships with students first	2
4/24/19	Joe Carter, Head Dean, Vertus Charter High School	Introduce Rochester Citizenship and Science Academy Charter School, hear	Vertus High School, Humboldt St	Provided insight on the demographic challenges of poverty and challenging home lives	Mr. Carter agreed that authentic home visits will be essential to creating the high level of parent	2

		from an independent school leader about Rochester high school students' preparation and behavior intervention programs		that create the need for a high level of parental involvement from an early age.	involvement included in the design.	
4/25/19	Eric O'Connor, Director of Strategic Projects, True North/Uncommon Schools Rochester	Hear from a network school leader about Rochester's charter school environment, Introduce Rochester Citizenship and Science Academy Charter School	Uncommon Network Office, Lake Ave	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.	2
4/29/19	Dr. Michael Wischnowski, Dean of Education, St. John Fisher	Introduce Rochester Citizenship and Science Academy Charter School, Explore collaborations	Phone conversation	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.	2
4/29/19	Rich Funke's Office, Jake Chard, Deputy Chief of Staff for Constituent Services, State Senate District 55	Introduce Rochester Citizenship and Science Academy Charter School, hear needs of the district and seek support	Fairport Office	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.	2

4/29/19	Gladys Pedraza Bergos, Chief Operating Officer, Ibero-American Action League	Explore partnerships with Ibero-American Action League, Introduce Rochester Citizenship and Science Academy Charter School	Ibero, Main St	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.	2
4/29/19	Harry Bronson's Office, Elizabeth Morabito, Principal Legislative Analyst, State Assembly District 138	Introduce Rochester Citizenship and Science Academy Charter School, hear needs of the district and seek support	University Ave Office	Confirmed need for quality in public schools.	Glad to receive information on the progress of the school going forward.	2
05/01/2019	Deborah M. Stendardi Vice President for Government & Community Relations Rochester Institute of Technology	Introduce Rochester Citizenship and Science Academy Charter School, seek support and possible partnership opportunities	RIT – 30 Lomb Memorial Drive, Rochester	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.	2
5/01/2019	Rochester Prep representatives Director of Operations Mr. Clay-pool and Asst. Super-intendent Paul Powell.	Introduce Rochester Citizenship and Science Academy Charter School, seek support and possible partnership opportunities	Starbucks Coffee at Irondequoit	Challenges in Rochester area that faces the charter schools	Open for any visit and sharing information.	3
5/2/19	Jim Senall, President of Next Corps (Entrepreneurial	Hear about the need for education on STEM, Introduce Rochester Citizenship	Phone Conversation	Confirmed need for schools focused on STEM education.	Provided introduction to additional business person who has had interest in supporting	2

	Support Organizer) and business leader	and Science Academy Charter School,			charter schools in the past.	
05/03/2019	Andrea Rogers Barry Empire Charter School consultants	Introduce Rochester Citizenship and Science Academy Charter School	Email support	Confirmed need for quality charter schools in Rochester	Provide support letter for the new CSARochester Charter School	2
5/08/2019	Refugee Resettlement, Catholic Family center, Rochester Resettlement meeting with Dijifa	Confirmed Appointments to Introduce Rochester Citizenship and Science Academy Charter School, seek support, partnership, collaboration and outreach activities for enrollment	RCSD District Office, R.I.T,	Confirmed for quality education to all children and embracing the refugee population		4
5/08/2019	RCSD Interim Superintendent Lowengard	Introduce Rochester Citizenship and Science Academy Charter School, hear needs of the district and seek opportunities to collaborate	At the RCSD Office	Quality Schools are needed across the board	Make sure to replicate the similar practice and transparency in Syracuse in case opened in Rochester	2
5/08/2019	Meeting with Director of Boys and Girls Club Wayne Mahoney	Introduce Rochester Citizenship and Science Academy Charter School, hear needs of the district and seek	Boys & Girls Club 500 Genesee Street, Rochester, NY	Supportive of quality schools for Rochester area children and the need for those schools.	Collaboration and possible partnership with after school programs with Rochester Boys & Girls Club	2

		opportunities to collaborate				
6/11/2019	St. John Fisher President Rooney, vice president for institutional advancement Phil Castleberry	Introduce Rochester Citizenship and Science Academy Charter School, seek opportunities to collaborate and partnerships	St. John Fisher University	Confirmed the need for more high-quality charter schools for students. Introduced some of the St. John Fishers program that can be great opportunities for CASRochester children	Offered continuous support for the possible CASRochester children on and off campus. Supporting their learning in whatever capacity St. John Fisher can or able to do as it does to all Rochester area children!	3
12/12/2019	Meeting with Chris Widmaier – was Science Teacher at RCSD and now a graduate student	Introduce Rochester Citizenship and Science Academy Charter School, seek opportunities to collaborate with his newly founded organization	Stop Coffee in Rochester downtown	Confirmed the need for more high-quality schools for students.	Looking for possible partnership with his new not-for-profit organization	2
12/17/2020	Ian Mortimer, Vice President for Enrollment, Paul Keller, Director, International Enrollment, Office of Graduate and Part-Time Enrollment Lynn Rowoth, Assistant Vice President, Government & Community Relations	During Genius Olympiad 2020 preparation meeting, Dr. Hayali Introduce Rochester Citizenship and Science Academy Charter School, what it will look like, whom it will serve and looking for possible	Rochester Institute of Technology		Listened the proposed CSARochester charter school	12

	Carl Palmieri, Assistant Director, Events & Operations, University Arenas Carla Dilella, Exec Dir of Housing Operations & Global Initiatives Rich Morse, Manager Internal Programs & Operations, Campus Life James Entwistle, Lieutenant, Coordinator of Security for Special Events, Public Safety James Bober, Assistant Director Engineering Services, Production Services Katie DelDuca, Coordinator Special Events, Facility Management Services Donna Burnette, Executive Dir RIT K-12 University Ctr Erin Hartter, Business Support Administrator, Dining Services	collaboration and partnerships				

1/09/2019	Meeting with Darryl Kittleberger – morning, Lunch with Lindsay Cray, afternoon with Paul Clark from Center for youth	Talked the new application and their support with possible partnership opportunities	Stop Coffee, Magnolia Restaurant, Center for youth	Confirmed the support for CSARochester Charter School	Developed possible outreach activities for CSARochester Charter School	6
1/10/2020	Monthly meeting of Finger Lakes STEM Hub Joe Marinelli (FLX STEM Hub), Tammy Bonisteel (FLX STEM Hub), Harold Clark (RMSC), Michael DuPre (Science Exploration Days), Leah Hamilton (Optimax), Nadia Harvieux (Finger Lakes Institute), Jon Kriegel (RES, STEM Bridges), Bill Rotenberg (MCC), Eric Russel (Siemens), Dan Schneiderman (Rochester Maker Faire), Sara Silverstone (Brockport Research Institute), Ashley Simmons (RIT STEP), Jim VanKouwenberg (Optimax), Mary Eileen Wood (TERRA), Kellie Gauvin (FLCC), Emilee	Introduce CASRochester to representatives of many potential partners in STEM education and out of school services	Rochester Museum and Science Center	Welcomed addition of new academic partner for grants related to STEM education	Information included at meeting and in FLXSH minutes, contact information distributed to all attendees	19 live/virtual and 57 distributio n

	Williamson (GV BOCES), Steven Montemarano (BOCES 4 Science), Deb Dennis (Phelps Library), Marcus Ragland (BSA Exploring)					
2/11/2020	Charles Reaves Executive Director of Literacy Rochester	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer hear the needs in literacy with Rochester area and seek support	Literacy Rochester, 1600 South Av, #100, Rochester NY 14620	Welcomed the intensive support of ENL in combination with STEM curricular concentration	Provided support letter and looking forward to establishment of a partnership between CASRochester and Literacy Rochester	2
2/11/2020	Harold R. Clark, Ph.D., Senior Director STEM Learning and community of Rochester Museum and Science Center	Introduce Rochester Citizenship and Science Academy Charter School, hear the need in STEM, possible collaboration with Rochester Museum and Science Center	Rochester Museum and Science Center	Eager to introduce new partner to RMSC	Provided support letter and looking forward to establishing a partnership between CASRochester and Rochester Museum and Science Center	2
2/14/2020	Monthly meeting of Finger Lakes STEM Hub Joe Marinelli (FLX STEM Hub), Tammy Bonisteel (FLX STEM Hub), Harold Clark (RMSC), Michael	Proposed charter school, focused on partnerships and community organizations. Population focus is	Rochester Museum and Science Center	Interested in shared foci of New Americans and STEM	Information included at meeting and in FLXSH minutes, contact information distributed to all attendees	20 live and virtual; 60 distributio n

	DuPre (Science Exploration Days), Marion French (WXXI), Christopher Harris (GV BOCES), Karin Klock (ON Semiconductor), Steven Montemarano (BOCES 4 Science), Dan Schneiderman (Rochester Maker Faire), Sara Silverstone (Brockport Research Institute), Ashley Simmons (RIT STEP), Carla Stough-Hoffman (GRASA), Mary Eileen Wood (TERRA), Yuelisse Gray (GSWNY), Kellie Gauvin (FLCC), Sharon Sweeney (C&S Companies), Katherine Hammill (WFL BOCES), Sue Layton (RMSC), Nadia Harvieux (Finger Lakes Institute), Marcus Ragland (BSA Exploring).	New Americans, focus on STEM.				
02/26-29/2020	Explaining the proposed CSARochester Charter school and collecting Signatures from the	Introduce Rochester Citizenship and Science Academy Charter School, what	North	Pleased to support the school by signing the petition	Provided support signatures	94

	community who came to Tops (West Avenue, North Clinton and South Clinton – total three of them with the permission of the store manager) Grocery stores.	CASRochester can offer to our urban Rochester area children and how it will benefit to our children				
02/26-29/2020	Explaining the proposed CSARochester Charter school and collecting Signatures from the community who came to Family Dollars (Genesee Street, West main Street, North Clinton – total three of them with the permission of the store manager) stores.	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer to our urban Rochester area children and how it will benefit to our children	North	Pleased to support the school by signing the petition	Provided support signatures	73
03/01/2020	Explaining the proposed CSARochester Charter school and collecting Signatures from the community who came to Service at the Life Church of New York – Rochester, NY	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer to our urban Rochester area children and how it will benefit to our children	218 Murray Street, Rochester, NY	Pleased to support the school by signing the petition	Provided support signatures and support letter from the administration	42

2/25/2020	Explaining the proposed CSARochester Charter school and collecting Signatures from the community who came to Meat Marketplace, Fish Market Place	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer to our urban Rochester area children and how it will benefit to our children	626 W Main St., Rochester, NY, 14611	Pleased to support the school by signing the petition	Provided support signatures	36
03/06-12/2020	Andrew Terrace Apartments Door to Door Explaining the proposed CSARochester Charter school and collecting Signatures from the residents	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer to our urban Rochester area children and how it will benefit to our children	125 St Paul St, Rochester, NY 14604	Pleased to support the school by signing the petition	Provided support signatures	79
3/01/2020	Mike Coniff CEO of Rochester Refugee Settlement Services Inc.	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer; hear the needs for the refugee population and seek support	759 Dewey Ave, Rochester, NY 14613	Pleased to have expanded educational services to accelerate student learning of ENL and STEM	Provided support letter and looking forward to establishing a partnership between CASRochester and Rochester Refugee Settlement Services	2

03/08/2020	Explaining the proposed CSARochester Charter school and collecting Signatures from the community who came to the Faith Deliverance Christian Fellowship	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer to our urban Rochester area children and how it will benefit to our children	94 Central Park, Rochester, NY 14605	Pleased to support the school by signing the petition	Provided support signatures and support letter from the administration	45
03/09-04/01/2020	World Wide News on St. Paul Street	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer to our urban Rochester area children and how it will benefit to our children	100 St Paul St Rochester, NY 14604	Pleased to support the school by signing the petition	Provided support signatures	52
03/08-31/2020	Explaining the proposed CSARochester Charter school and collecting Signatures from the community who came Hair Saloon and save a Lot at Goodman plaza (talked with both places managers and with their permit)	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer to our urban Rochester area children and how it will benefit to our children	836 Goodman St N, Rochester, NY,	Pleased to support the school by signing the petition	Provided support signatures	57

03/11 – 31/2020	Explaining the proposed CSARochester Charter school and collecting Signatures from the community who came RTS Main Bus station on St. Paul	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer to our urban Rochester area children and how it will benefit to our children	60 St. Paul St. Rochester, NY 14604	Pleased to support the school by signing the petition	Provided support signatures	61
3/13/2020	Finger Lakes STEM Hub meeting Joe Marinelli (FLX STEM Hub), Sara Silverstone (Brockport Research Institute), Carla Stough-Hoffman (GRASA), Bill Rotenberg (MCC), Marion French (WXXI), Sue Layton (RMSC), Michael DuPre (Science Exploration Days), Jim VanKouwenberg (Optimax), Cory Wright (BOCES ONE), Tammy Bonisteel (FLX STEM Hub), Mary Eileen Wood (TERRA), Ashley Simmons (RIT STEP)	Expand introduction to Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and seek support	Face to face + conference call	Adding CASRochester to the city brings significant increase in services to the RCSD	Included in meeting discussion and in minutes to all members	12 live/online; 62 distributio n

3/16/2020	LaToya Manhertz Community Member	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can meet the need of our children	Face to face	Supported the idea of a high quality charter school option for Rochester Children and Families	Provided support letter and looking forward to support in any way possible	2
3/16/2020	Arlene Nanry RN Chair of Story of hope Comfort Care Home	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer	Phone	Supported the idea of a high quality charter school option for Rochester Children and Families	Provided a support letter and looking forward to support the new proposed charter school within the community	2
3/19/2020	Honorary Dr. Sarah Mc Nairy, Bishop and founder of Faith Deliverance Christian Fellowship (the only female African American Bishop)	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can meet the need of our children			Provided a support letter and looking forward to support the new proposed charter school within the community	2
3/20/2020	Yolanda Ranson, founder of Alpha and Omega youth ministries	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can meet the need of our children	phone	Supported the idea of a high quality charter school option for Rochester Children and Families	Provided a support letter and looking forward to support the new proposed charter school within the community	

3/23/2020	Christina Scott RN	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can meet the need of our children	phone	Supported the idea of a high quality charter school option for Rochester Children and Families	Provided a support letter and looking forward to support the new proposed charter school within the community	2
3/23/2020	Prophet Jeremy L. Butler, Life Church of New York,	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can meet the need of our children	Life Church of New York, 218 Murray Street, Rochester, NY 14611	Supported the idea of a high quality charter school option for Rochester Children and Families and received signatures from the church attendants	Prophet Jeremy provided a support letter	2
3/25/2020	Horrace Davis, President of the Western New York Pop Warner Football Association	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can meet the need of our children	phone	Supportive of providing an option for those who cannot afford to send their children to private school or move to a suburban school district	Provided a support letter will support when the school will be approved through his organization	2
3/25/2020	Grace Coley RN	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can	phone	Supported the idea of a high quality charter school option for Rochester Children and Families	Provided a support letter and looking forward to support the new proposed charter school within the community	2

		meet the need of our children				
3/26/2020	John Hogan (Retired RCSD Teacher) and Helen Hogan – Executive Director of Neighborhood Planning Community Southeast Area Coalition (SEAC)	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can meet the need of our children. Seek support from them	phone	Need for high quality schools, STEAM focus, collaboration with Community organizations. Opportunities in terms of employment at CSARochester Charter School	Provided Support letters for the proposed CSARochester Charter School and looking forward to collaborate and cooperate once it is established	2
3/26/2020	Press Release to all paper, radio and tv news outlets in Rochester area					
04/02/2020	Public outreach / community meeting	Explaining the CSARochester Charter School to the community after the press release	Zoom.us (recorded session is posted at CSARochester .org)			

Proposed Citizenship & Science Academy of Rochester (CSARCS) is a member of SANY Schools. Take the Survey



SYRACUSE ACADEMY OF SCIENCE

SYRACUSE ACADEMY OF SCIENCE & CITIZENSHIP

UTICA ACADEMY OF SCIENCE

Information Session



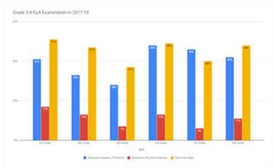
THURSDAY 2 April

INFORMATION SESSION

Want to see our success for yourself? Public information session will be online at https://zoom.us/s/3156715470 at 4:00 p.m. on April 2, 2020.

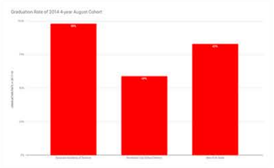
Data Reports

Click here for



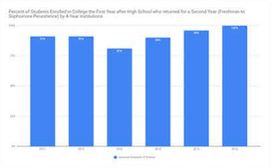
Grades 3-8 Examinations Reports

Click here for



Graduation Rate Reports

Click here for



College Enrollment Reports

Key Elements to Success at SANY

College Preparation

Aligned in with the school's mission to graduate college-ready and civic-minded students is an emphasis on offering high-quality instruction and curriculum—including 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

Glocal Education

SANY schools have a celebratory atmosphere and promote positive attitudes through quarterly recognition and rewards for academic efforts and citizenship, evidenced through certificates, gift certificates, and invitations to an annual Dean's List Dinner for students and their families. 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

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

SANY District Office

1409 West Genesee St. Syracuse, NY 13204
315-671-5470
315-671-5475
info@sany.org
8:15am - 4:45pm
Google Map It

SANY Schools

Syracuse Academy of Science Charter School
Syracuse Academy of Science and Citizenship Charter School
Utica Academy of Science Charter School

Take the Survey

Proposed Citizenship & Science Academy of Rochester Charter School © 2019

Proposed Citizenship & Science Academy of Rochester (CSARCS) is a member of SANY Schools.

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SYRACUSE ACADEMY OF SCIENCE

SYRACUSE ACADEMY OF SCIENCE & CITIZENSHIP

UTICA ACADEMY OF SCIENCE

Information Session

THURSDAY

28

March



LOCATION

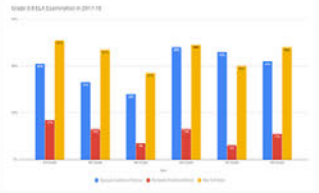
Rochester Museum & Science Center

RMSC

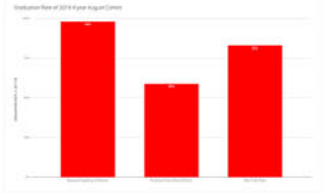
5:00 - 7:30 P.M.

Data Reports

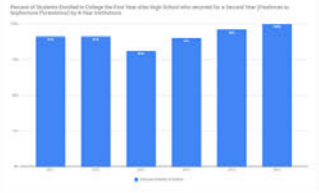
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Grades 3-8 Examinations Reports | Graduation Rate Reports | College Enrollment Reports

Key Elements to Success at SANY

College Preparation

Aligned in with the school's mission to graduate college-ready and civic-minded students is an emphasis on offering high-quality instruction and curriculum—including 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

Glocal Education

SANY schools have a celebratory atmosphere and promote positive attitudes through quarterly recognition and rewards for academic efforts and citizenship, evidenced through certificates, gift certificates, and invitations to an annual Dean's List Dinner for students and their families. 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

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

SANY District Office

1409 West Genesee St. Syracuse, NY 13204
315-671-5470
315-671-5475
info@sany.org
8:15am - 4:45pm
Google Map It

SANY Schools

Syracuse Academy of Science Charter School
Syracuse Academy of Science and Citizenship Charter School
Utica Academy of Science Charter School

Take the Survey

Proposed Citizenship & Science Academy of Rochester Charter School © 2019

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.

PROPOSED CITIZENSHIP & SCIENCE ACADEMY OF ROCHESTER

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:

more hands on experience

First and Last Name: Kristin Duran

City: Rochester

Caitlin MacSeamus <c.macseamus@sany.org>

For Immediate Release: Proposed Charter School Information Session

1 message

Caitlin MacSeamus <c.macseamus@sany.org> Thu, Mar 26, 2020 at 10:31 AM
To: assignment@charter.com

NEWS RELEASE: March 26, 2020
Contact: Dr. Tolga Hayali
Phone: [redacted]

Citizenship & Science Academy of Rochester Charter School

Rochester, NY: Science Academies of New York (SANY) Charter Schools (serving children in Syracuse and Utica) announced 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 (CSA Rochester). The CSA Rochester, which would open for the 2021-22 school year serving 168 students in grades k-2 with an emphasis on serving English Language Learners in a college-bound, STEM setting. In 10 years, CSA Rochester 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), glocal education (teaching to think globally and acting locally by character education, mentorship program, community service, international trips and activities, and various citizenship programs), and performance based accountability.

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 90% of those graduates receiving College Acceptances from several Universities and Colleges. According to National Clearinghouse Data, on average more than 70% of the Alumni who went to college successfully finished their freshman year and moved on as a sophomore.

CSA Rochester Charter School will give priority to ELL students to provide them with a college-preparatory educational experience while meeting their unique cultural and social needs.

SASCS has been recognized with a bronze medal as one of the best public high schools in the nation two years in a row by U.S. News & World Report. SANY has consistently maintain ed a waiting list in excess of 1,400 students.

Public information session will be online at https://zoom.us/s/3156715470 **at 4:00 p.m. on April 2, 2020.**

To learn more about the proposed CSA Rochester Charter School please visit www.casrochester.org.

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 f or 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 lear ning and civic involvement; and who are conscious of local, global and environmental issues.

--
Caitlin MacSeamus
Multimedia Developer & Marketing Strategist
Science Academies of New York - SANY at www.sany.org

District Office:

[redacted]

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

SANY_RochesterCharterSchool_MediaRelease_032620 (1).docx
154K

Caitlin MacSeamus <c.macseamus@sany.org>

For Immediate Release: Proposed Charter School Information Session

1 message

Caitlin MacSeamus <c.macseamus@sany.org> Fri, Mar 22, 2019 at 1:43 PM
To: tmacaluso@rochester-citynews.com

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), glocal education (teaching to think globally and acting locally by character education, mentorship program, community service, international trips and activities, and various citizenship programs), and performance-based accountability.

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

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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 a re 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:
[redacted]

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

SANY_RochesterCharterSchool_MediaRelease.docx
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ACADEMY OF ROCHESTER

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.**

Scan to load survey

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 2021.** 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!



THURSDAY

2

April

INFORMATION SESSION

Want to see our success for yourself? Public information session will be online at https://zoom.us/s/3156715470 at 4:00 p.m. on April 2, 2020.

WANT TO LEARN MORE? CSAROCHESTER.ORG

@csarochester @csa_rochester

PROPOSED

CITIZENSHIP & SCIENCE

ACADEMY OF ROCHESTER

Are you interested in your child **learning** in a **small** nurturing **classroom** environment?

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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!



THURSDAY

28

March

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

@csarochester @csa_rochester

3/28/2019 ROCHESTER SCIENCE MUSEUM
CAS Rochester Charter School

	Name	Signature
1.	Kate Schantz	
2.	Bryan Hickman	
3.	Joel Helfrich	
4.	Asha Herbert	
5.		
6.		
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Syracuse organization proposes charter school in Rochester

By: Velvet Spicer March 27, 2019

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 ...

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CENTRAL NY NEWS

Syracuse charter school operator may expand in Rochester

Posted Mar 28, 2019



Scott Schild | sschild@syracuse.

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.

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By James T. Mulder | jmulder@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 Hayali, superintendent of Science Academies of New York. The nonprofit also operates a charter school in Utica.

Hayali 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.

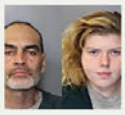
Syracuse has four charter schools and two others have been proposed here

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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.

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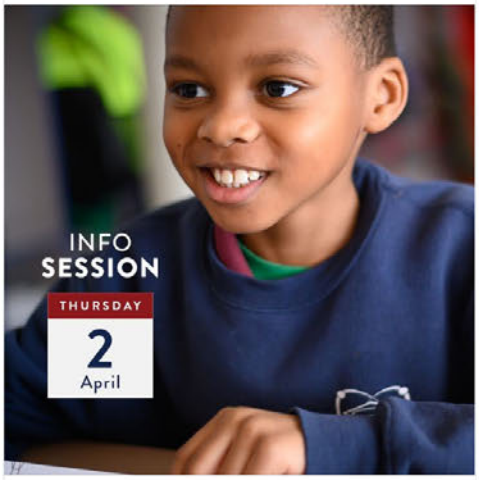
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March 25 at 10:17 AM

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Meeting Link 👉 https://zoom.us/s/3156715470

We look forward to "seeing" you there!



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Citizenship and Science Academy of Rochester Charter School
February 4

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



Citizenship and Science Academy of Rochester Charter School
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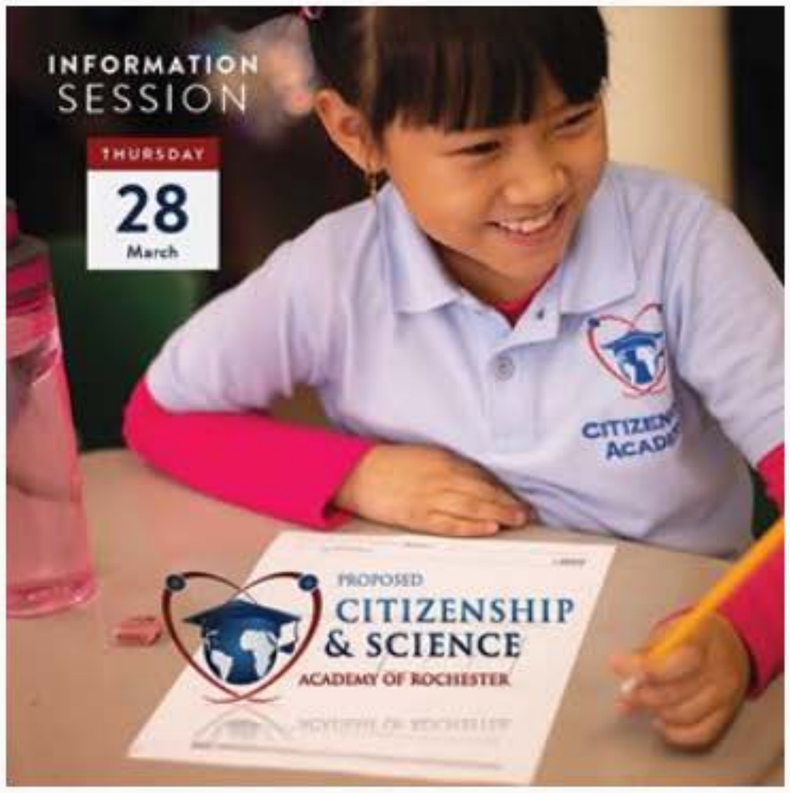
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CSA Rochester @csarochester · Mar 25

Do you want to learn more about our successful model for yourself? Join us for an information session online via ZOOM Thursday, April 2, at 4:00 p.m.

Meeting Link zoom.us/s/3156715470

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Citizenship and Science Academy of Rochester Charter School
March 6 at 10:59 AM ·

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



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Citizenship and Science Academy of Rochester Charter School
March 22 at 5:42 AM ·

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!



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The Citizenship and Science Academy of Rochester is a proposed charter school. Take our survey to show your support!





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Add columns +

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- Ad Name ×

Metrics Create

- Delivery ×
- Reach ×
- Impressions ×
- Frequency ×

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1920_CharterProposal_Rocheste_FullRun	All	Not Delivering Ad Set	16,993	85,707	5.04	254 Link Clicks	254 Link Clicks
	1920_CharterProposal_...	Not Delivering Ad	16,993	85,707	5.04	254 Link Clicks	254 Link Clicks
1920_CharterProposal_Rochester - 1	All	Completed Ad Set	1,934	3,595	1.86	14 Link Clicks	14 Link Clicks
	1920_CharterProposal_...	Not Delivering Ad	1,934	3,595	1.86	14 Link Clicks	14 Link Clicks
1920_CharterProposal_Rochester - 2	All	Completed Ad Set	66	76	1.15	— Link Click	— Link Click
	1920_CharterProposal_...	Not Delivering Ad	66	76	1.15	— Link Click	— Link Click
Total Results 6 / 6 rows displayed			**17,389** People	**89,378** Total	**5.14** Per Person	268 Link Clicks	268 Link Clicks

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ROCHESTER, NY 14626
(585) 225-3650
FAX: (585) 225-3661

INTERNET ADDRESS:
www.robach.nysenate.gov
robach@nysenate.gov

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) 225-3650.

Sincerely,

Joseph E. Robach

Joseph E. Robach
56th Senate District

RANKING MINORITY MEMBER
CULTURAL AFFAIRS, TOURISM, PARKS AND RECREATION
CIVIL SERVICE AND PENSIONS

COMMITTEE MEMBER
CITIES
ENERGY AND TELECOMMUNICATIONS
LABOR

THE SENATE
STATE OF NEW YORK

RICH FUNKE
Senator, 55TH District

ALBANY OFFICE:
ROOM 415
LEGISLATIVE OFFICE BUILDING
ALBANY, NEW YORK 12247
(518) 455-2215
FAX: (518) 426-6745

DISTRICT OFFICE:
PACKETTS LANDING
SUITE 230
FAIRPORT, NEW YORK 14450
(585) 223-1800
FAX: (585) 223-3157

E-MAIL ADDRESS:
FUNKE@NYSENATE.GOV

WEBSITE:
FUNKE.NYSENATE.GOV

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 alterative 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

City of Rochester, NY
Rochester City Council
City Hall Room 301A • 30 Church Street • Rochester, New York 14614-1290

Mitch Gruber Councilmember At-Large
Email: Mitch.Gruber@cityofrochester.gov

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

Education Success Foundation

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

Richard Sands, Board Chair
Joseph M. Martino, CEO

4 Lake View Park, Rochester, NY 14613 | educationsuccessfoundation.org

ST. JOHN FISHER COLLEGE

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

LITERACY ROCHESTER

Dr. Tolga Hayali
Science Academies of New York
1409 West Genesee Street
Syracuse, New York 13204

February 14, 2020

Re: Proposed Academy of Science and Citizenship Charter School in Rochester, New York

To Whom It May Concern:

I write you as the Executive Director of Literacy Rochester. As an organizational leader and as a dedicated citizen, I support wholeheartedly the application by the Science Academies of New York (SANY) to establish the new Academy of Science and Citizenship Charter School in Rochester.

SANY proposes duplicating the Syracuse Academy of Science and Citizenship Charter School to serve our community. SANY's seven campuses in Syracuse and Utica are highly regarded and have demonstrated their ability to provide a high-quality education that emphasizes the crucial skills in science, math and technology that our community requires if we are to expand our region's 21st century workforce.

For me, the second piece of the proposed school's mission is equally powerful. I know firsthand how essential it is to provide New Americans with intense, immersive study in English, both written and spoken. Within our own organization, this is a priority. Not only does Literacy Rochester provide one-to-one tutoring, but we also provide small-group instruction for family literacy and the basic math and reading skills students need for high school equivalency or vocational training programs, and English Conversation groups to enhance daily life skills. We have shown that our life-changing tools are greatly needed by recent arrivals to our shores. Imagine the impact on children of such intensive focus on English as a New Language throughout an entire school day!

I applaud this effort and look forward enthusiastically to the addition of such services for our newest Rochesterians. I believe that the Academy of Science and Citizenship Charter School in Rochester would be an outstanding educational partner sharing the vision of Literacy Rochester for the people we serve.

Sincerely,

Charles Reaves

Charles Reaves
Executive Director
Literacy Rochester

Rochester Refugee Resettlement Services
Address: 759 Dewey Avenue, Rochester, NY 14613
Mailing Address: PO Box 15733, Rochester, NY 14615
(585) 732-5803 (phone) • (585) 319-3134 (fax)
www.rochesterrefugeenetwork.org

March 1, 2020

Dr. Tolga Hayali
Science Academies of New York
1409 West Genesee Street
Syracuse, NY 13204

Dear Dr. Tolga,

Please consider this a letter of support for a proposed Science Academy in Rochester, patterned after the successful programs in Syracuse. We are especially supportive of the approach of mutual engagement of New Americans with US born students. It is an environment of mutual support and mutual understanding when managed well, which is what the Science Academies have accomplished.

The science emphasis of the curriculum is appropriate for students' success in a technological world, and certainly benefits our community where these skills and education are important for our community economic growth.

Our especial interst is also in the "immersion in content-driven English as a New Language (ENL) studies. Not only does it foster fluency but also practical use of English in a technological framework. The Academies' use of field trips and project-based learning makes for practical and real life experience.

We are hopeful that you will succeed in your efforts to bring an Academy here to Rocehster.

Sincerely,

Mike Coniff, CEO
Rochester Refuge Resettlement Services, Inc.
393 Lexington Avenue
Rochester, New York 14613

February 17, 2020

Dr. Tolga Hayali
Science Academies of New York
1409 West Genesee Street
Syracuse, New York 13204

Saint's Place

Re: Proposed Academy of Science and Citizenship Charter School in Rochester, New York

To Whom It May Concern:

It is my pleasure as the Executive Director of Saint's Place and as a Rochesterian to support the Science Academies of New York's (SANY) application to establish the new Academy of Science and Citizenship Charter School in Rochester.

SANY already operates the Syracuse Academy of Science and Citizenship Charter School. All seven of SANY's campuses in Syracuse and Utica are very well regarded. SANY clearly documents its ability to provide a consistently high-caliber education with qualified and dedicated faculty and staff and rich experiences. From the perspective of Saint's Place, I am encouraged by the charter school's mission statement:

> "[to] provide support, challenges and opportunities for its students, and … 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."

It is the mission of Saint's Place to prepare refugee families to take advantage of such opportunities with homes, clothing and other necessities. I know firsthand how essential it is then to provide New Americans with intense, immersive study in English, both written and spoken. We operate two tutoring programs as part of mission and recently launched an Educational Initiative that provides refugees with partial tuition for college or vocational training. We also have awarded laptop computers to students attending college. We recognize the only way out of poverty is education.

This is what the charter school offers, built around *and through* its STEM-focused curriculum. That content will prepare these students for 21st century jobs as part of Rochester's workforce – a great benefit to our community and the dream of the families we serve.

I welcome enthusiastically the possibility of adding this new partner to the essential services provided for our newest Rochesterians. I am confident that our Academy of Science and Citizenship Charter School will become an essential and capable resource for our community and our citizens.

Sincerely,

Isabel Miller

Isabel Miller
Executive Director

46 South Main Street • Pittsford, New York 14534 • [redacted]
www.saintsplace.org

FARASH FOUNDATION

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

Isobel Goldman
Director of Grants and Programs
Farash Foundation
255 East Avenue, Suite 400
Rochester, N.Y. 14617

R·I·T

Rochester Institute of Technology

Vice President for Strategic Planning and Special Initiatives
George Eastman Building
157 Lomb Memorial Drive
Rochester, New York 14623-5603

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

RIT | Division of Enrollment Management

April 2, 2020

To Whom It May Concern:

It is my pleasure to offer this letter of support for the proposed Citizenship and Science Academy of Rochester (CSA Rochester) in Rochester, NY. Having worked in the enrollment field in higher education for over 25 years, I can speak to how vital charter schools like the proposed CSA Rochester provide to urban communities like Rochester, NY.

CSA Rochester is modelled after the successful Science Academy of NY Public Charter Schools in Syracuse and Utica. The focus on STEM and Environmental education, college preparation, home visits (family support), tutoring and after-school programs is a recipe for successful students and academic excellence. The emphasis placed on personal mentorship, volunteer and community service, provides opportunities for students and their families to develop strong community bonds.

RIT continues to be committed to Rochester area schools by providing scholarships through our Destler/Johnson Rochester City Scholars program. The scholarship provides full tuition to graduates of the Rochester City School District and approved charter schools who are admitted as freshman to full-time study in baccalaureate programs at RIT.

It is clear the vision and planning Dr. Hayali is proposing for CSA Rochester will continue to provide much needed educational opportunities for students in the City of Rochester and surrounding communities.

I look forward to working alongside Dr. Hayali and his colleagues to launch CSA Rochester.

Sincerely,



Ian J. Mortimer
Vice President
Enrollment Management

BOY SCOUTS OF AMERICA®
SENECA WATERWAYS COUNCIL

Burt and Chuck August Scout Service Center
2320 Brighton-Henrietta Town Line Road
Rochester, NY 14623
Ph: 585.244.4210 Fax: 585.256.8533
www.senecawaterways.org

April 29, 2019

Mr. Tolga Hayali
Science Academy of New York Charter School
1409 West Genesee Street
Syracuse, NY 13204

Dear Mr. Hayali,

Jason Mellen visited me last week and shared information about his endeavor to develop a new Charter School in the City of Rochester. As he continues to develop plans for the new Citizenship and Science Academy we look forward to partnering with the school to develop citizenship programs for youth in Rochester.

I'm glad Mr. Mellen thought to approach me about this opportunity and I look forward to working with him as he works towards a Fall 2020 school opening. Please let me know if we can provide any assistance during the planning and building phase.

Sincerely,

Stephen T. Hoitt
Scout Executive

CC. Jason Mellen, Charter School Consultant
Marcus Ragland, Director of Field Service

girl scouts of west

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

Buffalo Service Center, Headquarters
3332 Walden Avenue, Suite 106
Depew, New York 14043
T (716) 837-6400
F (716) 706-1359

Batavia Service Center
5 Jackson Street
Batavia, New York 14020
T (585) 344-7050
F (585) 344-0765

Jamestown Service Center
2661 Horton Road
Jamestown, New York 14701
T (716) 665-2225
F (716) 488-9501

Lockport Service Center
5000 Cambria Road
Lockport, New York 14094
T (716) 434-6212

Rochester Service Center
1000 Elmwood Avenue, Suite 200
Rochester, NY 14620
T (585) 292-5160
F (585) 292-1086

All Offices
Toll-free 1 (888) 837-6410 gswny.org

United Way

STORY OF HOPE
COMFORT CARE HOME

http://www.storyofhoperochester.com/

https://www.facebook.com/StoryofHopeComfortCareHome

March 16, 2020

To whom it may concern,

I want to express my support for the efforts to start a Citizenship & Science Academy of Rochester Charter School in Rochester, New York.

As a mother, grandmother and member of the community I realize the need and importance for this type of school in the Rochester area. Personally, I home schooled my two children and would have seriously considered placing my children in a Charter school if it were available at that time. I believe in school choice.

I believe in the concept and the goals of this Charter School. I believe it is vital for students to learn about community. An educational setting is the best way to give them a desire to be good citizens by give back to its community.

Please consider their application for the Rochester CSA to be established. I support those who endeavor to complete this exciting new Charter School. Donna Smith one of the founders for this project worked with me at a Hospice Facility and I know her to be an outstanding member of the community. One who will prove that this project is a cornerstone for the future of schools in our nation.

Sincerely,

Arlene Nanry, RN

Chair of Story of Hope CCH

[redacted]



ALFA & Omega Youth Ministries

March 27, 2020

To Whom It May Concern,

Citizen & Science School will be a perfect choice for the Rochester community. Youth attending Charter School settings, build character, build social skills as well as decision making skills.

I am the founder of ALFA & Omega Youth Ministries. ALFA is an acronym for a look for alternatives . My professional history entails that of working with youth in Juvenile Probation, Mental Health, Addiction and Homelessness.

ALFA & Omega started in 2008 taking girls and boys ages 13 to 18 to Attica Correctional Facility to show them prison life then to colleges to show them college life. My logo stands for it's literally in your hands you can graduate or go to prison. Each choice you make determines your future.

Citizens & Science Academy of Rochester Character School will be a necessity and in the best interest of the youth in the Rochester Community. For any further questions or concerns, I can be reached at 585-286-8163.

Best regards,

Yolanda Ransom

Founder, ALFA & Omega Youth Ministries

[redacted]

March 23, 2020

To whom it My concern

I support this proposed type of Charter Science Academy for Rochester, NY

I am a Registered Nurse I attend Roberts Wesleyan College and I studied Nursing at Monroe Community College.

Our children would benefit from having
1. College Preparation
2. Global/Environmental Education
3. Focused in STEM Science Technology Engineering and Mathematics
4. Parental involvement/Supportive home visits
5. Student Centered Educational Structure

I support this type of Science Academy to our community and city,
I particularly like their concept of global education with a strong emphasizes on mentorship, volunteering, and public service.

These proposed schools provide individualized services and supports so that students can attain academic success, graduate, and succeed beyond high school. The children and families we work for, could benefit from having a new, high quality choice like Syracuse Science Academy.

The most important thing I must express is that in the face of this world's crisis The Syracuse Science Academy K-12 was ready for Corona virus 19 Their schools went on line one day after school were locked down in New York State.

1. 1 location for meals for students
2. Free chrome-book pick ups
3. Online learning with virtual classrooms, instruction, notes etc.
4. Web site with emergency information and updates

Thank you for your time and consideration of this project. I give my full support to the success. of this proposal. We so desperately need these school in our community.

Sincerely: Christine Scott RN

Grace Coley

Wed, Mar 25, 8:29 PM (2 days ago)

To whom it may concern,

my name is Grace Coley, I am a RN
. I grew up in the city of Rochester on Columbia Avenue. My mother still resides in that neighborhood and my children, grandchildren, great grandchildren and nieces and nephews all have and continue to be raised in that neighborhood

I fully support having Citizenship and Science Academy of Rochester schools in and around the city of Rochester. Our children need more advanced educational, support and positive promotion to grow and handle life's challenges.

Interpretation is vital to the development of young minds. Due to historical and institutional racism, there is limited equity and inclusion in the field of STEM.
There is a need for minority students a need to be able to envision a world of change, where they can be trailblazers and effect public change in new and groundbreaking ways.

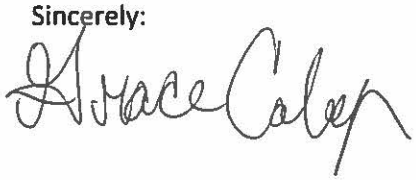
Interpretation is vital to the development of young minds. Due to historical and institutional racism, there is limited equity and inclusion in the field of STEM.
There is a need for minority students, to be able to envision a world of change, where they can be trailblazers and effect community change in new and groundbreaking ways. More representation in the field means more diverse ideas and implementation which will ultimately serve the highest good.

The most important thing I must express is that in the face of this world's crisis The Syracuse Science Academy K-12 was ready for Corona virus 19 Their schools went on line one day after school were locked down in New York State.

1. 1 location for meals for students
2. Free chrome-book pick ups
3. Online learning with virtual classrooms, instruction, notes etc.
4. Web site with emergency information and updates

I support, approve and welcome schools in areas that will allow all cultures the chance for a bright and fulfilling education.

Sincerely:



March 30, 2020

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).

During my role as Executive Director of a Neighborhood Planning Community, the Southeast Area Coalition (SEAC) for seven years and my service as a commissioner on the City of Rochester's Planning Commission (CPC) for six years I have witnessed first hand the positive results that community input provides to initiatives that help improve a city and the lives of those who live within that city.

I have been fortunate to work with many Rochester citizens through grass roots efforts in developments such as ArtWalk, Collegtown, Culver Road Armory, and the Rochester Public Market to name a few.

It is important to groom our future leaders with an understanding of how important civic duty as a citizen is to the growth of a community. I believe in the promise and commitment of the Citizenship and Science Academy Charter School to create a strong foundation of constructive community involvement for its students, and I strongly urge you to approve its charter application.

Sincerely,

Helen B. Hogan

Dear Charter School Constitutions. March 29, 2020

I am Horace Davis President of Western New York Pop Warner Football Association.

I have volunteered for many years working with a large amount of the children in the Rochester City Schools. We Need to offer our children a more modern new aged style of learning and we welcome and support this proposal.

Our children as well as our community would benefit from having The Science Academy, where they have exposure and access to being recognized as an individual. A learning atmosphere where there is structured learning and connection. An Academy staffed by a committed caring team of educators. An Academy with forward based learning through the results of: College preparation, Focused STEM and Environmental/Global education.

The difference is being made all over Syracuse New York with These Type of schools.

Presently in operation 3 Elementary Schools, 2 Middle Schools, and 2 High Schools

Syracuse Academy of Science K-12 www.sascs.org

Our Children would benefit from having

1.College Preparation

2.Global/Environmental Education

3.Focused STEM Science Technology Engineering and Mathematics

4.Parental involvement/Supportive home visits

5.Student Centered Educational Structure

The most important thing I must express is that in the face of this world's crisis, The Syracuse Science Academy K-12 was ready for Corona Virus 19. The schools went on line 1 day after New York State closed all schools.: These a few of the emergency measures they took.

1. 1 location for meals for students
2. Free chrome-book pick ups
3. Online learning with virtual classrooms, instructions, notes etc.

I support this type of Science Academy to our community and city: we welcome the opportunity to help our children, our future, move forward in their educational endeavors. Thank you

Sincerely: Horace Davis

March 25, 2020

Prophet Jeremy L. Butler
Life Church Of New York
218 Murray Street, Rochester New York 14611

To Whom It May Concern.

I am writing to show my support of the proposed Citizenship and Science Academy of Rochester, NY. I am a world traveled Prophet my home church is Life Church of New York I have spent my entire adult life in service of the less fortunate in my community and wherever there is a need. I have Pastored my own congregation for close to 10 years.

My church is in one of the poorest neighborhoods within the City of Rochester. On behalf of the congregation of Life Church of New York, we welcome, want and so desperately need these types of schools in Rochester New York.

I am confident that the children in my aera will prosper if the children were given the opportunities to go to schools such as The Syracuse Science Academy K-12. They would benefit from there already established

STEMS focused curriculum, college prep, community volunteering, and positive parent inclusion.

Twice the Syracuse Science Academy have 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.

The most important thing I must express is that in the face of this world's crisis The Syracuse Science Academy K-12 was ready for Corona Virus 19 Their schools went on line one day after school were locked down in New York State.

1. 1 location for meals for students
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3. Online learning with virtual classrooms, instruction, notes etc.
4. Web site with emergency information and updates

Thank you for your time and consideration of this project we welcome and support these efforts to be a part of Rochester's educational system.

Sincerely:

Prophet Jeremy L. Butler

March 29, 20

To whom this concerns,

My name is John Hogan and I'm writing this letter in support of the proposal to establish the Citizenship and Science Academy of Rochester Public Charter School (CSA Rochester). I am a retired educator who has worked in the field of education for over 40 years and counting, both as a teacher and in various related capacities through state agencies and community based organizations. Much of my experience has been with the Rochester City School District where I am currently employed as a consultant special education substitute teacher.

Unfortunately, I encounter many students who are not enthusiastic and fully engaged in their learning programs, despite a majority of talented, dedicated teachers and support staff, and state of art resources and materials. I often feel that our large urban district, serving an overwhelming population that struggles with poverty, is trying to do too much with too little too late.

The low graduation rate of our district speaks volumes and clearly shows that what we're doing is not working for far too many students, their families, and our community at large.

The proposed charter school I write in support of offers Rochester an opportunity to significantly improve the education we provide our children. The element of choice leads to a greater sense of ownership, increased participation, and motivation to succeed by all those involved. Next, CSA will be small, and especially when it comes to education small is beautiful, to borrow the title of E. F. Shumacher's book and the approach it favors. The smaller scale of the school will allow for students to be given greater individual attention and enhance relationship building between students and staff, both key elements of student success.

No doubt all charter schools are small and involve choice but yield varying degrees of success. The big advantage CSA will have related to this concern, if approved, is its close connection to the Science Academy of New York Public Charter Schools in Syracuse and Utica NY (SANY); indeed CSA will be another SANY school, designed to utilize the same successful principles as the other SANY schools and administered by that organization's highly capable leadership team. Besides a nationally acknowledged proven record of success, SANY schools enroll difficult to serve populations such as ELL students and those with disabilities, helping these students succeed as well.

Given the current poor performance of the Rochester City School District and the much better SANY one, CSA will increase the number of Rochester students in grades K-12 who attain educational success and beyond. Obviously, this will be of great benefit to all concerned parties. For these reasons, I strongly recommend that CSA be granted a charter to operate a school in Rochester NY.

Finally, at this point in my career and with grandchildren in the area, I am very grateful to have this opportunity to support such a worthy endeavor.

Sincerely,

John Hogan

To whom this may concern: March 25, 2020

I am LaToya Manhertz, raised in the city of Rochester in what has been categorized as one of the most poverty stricken and violent zip codes. I fully support Syracuse Academy of Science and STEM learning.

Benefit A:

A majority of the student population in the city of Rochester are under-served and underrepresented in the field of STEM. Studies show that in high poverty and high minority areas there have been noticeable gains in reading and math for students at charter schools. With math and reading being fundamental building blocks for success in STEM, this is a promising aspect.

Benefit B
Due to cultural norms and lack of mentorship, girls' loose interest in Math and Science by their first year in high school. The sooner we introduce these STEM concepts and mentors the more likely they will be interested in STEM careers after high school completion.

Long term goal
Representation is critical to the development of young minds. Due to historical and institutional racism, there is limited equity and inclusion in the field of STEM. Students of color in particular a need to be able to envision a world of change where they can be leaders and effect societal change in new and innovative ways. More representation in the field means more diverse ideas and implementation which will ultimately serve the highest good.

I sincerely believe that a STEM charter school will be good for our community and welcome the efforts to bring Syracuse Academy of Science to Rochester. Rochester is 3rd in the nation for child poverty. Where there is poverty, there is violence and many Rochester families are all too familiar with that. But it's time for a new normal. Children are sponges, they literally absorb everything around them. Imagine if their learning environment is inundated with encouragement, curiosity and opportunity. It's time for our children to escape their poverty-stricken realities and dream big so they can secure amazing futures.

Thank you for allowing me to share my voice.

Warm regards,
LaToya Manhertz

March 23, 2020

To whom it My concern:

Dr. Sarah McNairy, Bishop and founder of Faith Deliverance Christian Fellowship. The only African American female to build a 1.5-million-dollar church in the heart of the city. The only organization to do a free gas give away (20017) putting free gas into the cars of over 100 City residents. The Honorary Dr. Sarah McNairy established "The Starter Kit" a college stipend for high school graduates, assisting parents with toiletries, comforters, and care packages.

I support this proposed type of Charter Science Academy for Rochester on behalf of my entire congregation we support and welcome this proposed school to the Greater Rochester Aera.

Our children would benefit from having
1. College Preparation
2. Global/Environmental Education
3. Focused in STEM Science Technology Engineering and Mathematics
4. Parental involvement/Supportive home visits
5. Student Centered Educational Structure

I support this type of Science Academy to our community and city. We need choices for high quality educational options in Rochester NY.

The most important thing I must express is that in the face of this world's crisis The Syracuse Science Academy K-12 was ready for Corona virus 19 Their schools went on line one day after school were locked down in New York State.

1. 1 location for meals for students
2. Free chrome-book pick ups
3. Online learning with virtual classrooms, instruction, notes etc.
4. Web site with emergency information and updates

Thank you for your time and consideration of this project. I give my full support to the success. of this proposal. We so desperately need these school in our community.

Sincerely:

Honorary Dr. Sarah Mc Nairy

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.

[redacted]

E3ROCHESTER
educational excellence–for every child

585-491-9700 I 255 East Avenue, Suite 310 I Rochester, NY 14604
E3Rochester.org | /E3Rochester | @E3chartersROC

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

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

M. E. WOOD AND ASSOCIATES
604 Walberta Road, Syracuse NY 13219 [redacted]

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, CSARcohester 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

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) 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.

T › 585. 248. 6000 F › 585. 248. 5630 www.TaylorTheBuilders.com 2580 Baird Rd, Penfield NY 14526

- 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

[redacted]

The Center for Youth

3/26/19

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.

The Center for Youth

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 Spaull Elaine Spaull 3/27/19

[redacted]

905 Monroe Avenue • Rochester, NY 14620 • Phone: (585) 473-2464 • Fax: (585) 271-8134 • www.centerforyouth.net
24-hour hotline 271-7670

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

[redacted]

IBERO
AMERICAN ACTION LEAGUE, INC.
817 East Main Street Rochester, NY 14605-2722

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

United Way
Community Partner

[redacted]

E-mail: information@iaal.org
Website: www.iaal.org

Upper Mount Hope Neighborhood Association
Serving our community since 1994

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

Bruce Mellen, President@umhn.com [redacted] 114 Edgemont Road, Rochester NY 14620
Dan Hurley, Vicepresident@umhn.com • Carol Baumeister, Secretary@umhn.com
Frank Scarcelli, Treasurer@umhn.com • General information, umhn@umhn.com

40 YEARS OF SOCIAL INNOVATION
FOODLINK

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

Julia Tedesco
President & CEO

Jessica Odasz
Odasz Dance Theater
[redacted]

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

Melissa A. Lattuca
[redacted]

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: 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

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: ___Lindsay Cray_____

Proposed Charter School Name: Citizenship and Science Academy of Rochester

E[redacted]

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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

   ☐ 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.

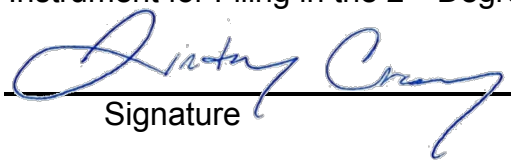
3. Accountability

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

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

[redacted]

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.

   ☑ 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

Background Information – All Applicant Group Members

Marilyn J. Dominick – Applicant Group Member

April 3, 2019

Attached response to question # 2:

Dr. Tolga Hayali and I have been colleagues for several years. He recently approached me to assess my interest in serving as an applicant group member for this exciting new charter school. I gladly agreed to be a part of this important new approach to excellence in education in the Rochester area. In addition, I serve as Co – President of the Onondaga County Retired Teachers' Association and I am very impressed that the leadership of SANY recognizes the rich resource that is represented in our retired educators.

Attached response to question #5:

I have served in the public education arena for nearly 40 years. My experience includes classroom teaching, curriculum oversight, development, administration at several levels, and professional coaching of educators in many different roles. I have spent many years working to improve instruction, communication with parents and enlisting the help of communities.

Attached response to question #6:

I have been assisting Dr. Hayali for the past few months as he seeks to broaden opportunity for the student population in the Rochester area. I share his passion and concern for all students, including those most at risk. As an experienced educator, I have tried to provide wise counsel as we pursue the vision of the success that could be provided with the unique approach represented in this application for a new charter school. I intend to continue advising, and will provide assistance in working with our group. I plan on lending my skills to help the new school in any way that I can.

Attached response to question #7:

Having served as a teacher, involved parent/grandparent, CSE Chairperson, Principal, Curriculum Leader, Professional Development Educator/Diagnostician, Superintendent of Schools in three public school districts, College Faculty Member, Board Member for many initiatives, and as a volunteer in several arenas, I believe I bring a great deal of experience and knowledge to this effort. I enjoy working with passionate people who care deeply about the success of students. I am excited and honored to be a part of this project.

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

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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

[redacted]

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.

   ☒ 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.

Statement of Intent—All Applicant Group Members

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.**

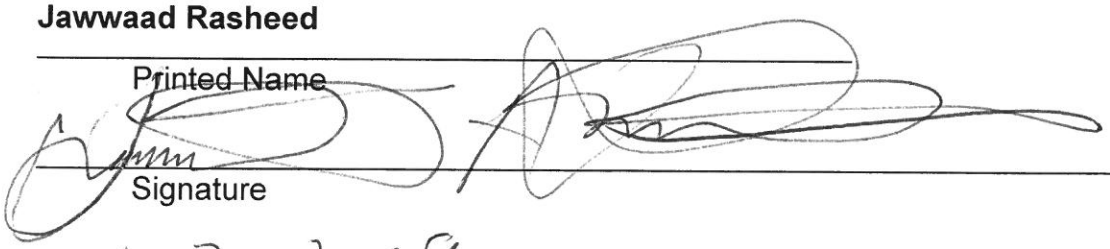
6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board 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

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.
    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

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

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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

[redacted]

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.

   ☒ 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

Chanel M Turnquest

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.

Chanel M Turnquest
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: Linda M. Spencer

Proposed Charter School Name: Citizenship and Science Academy of Rochester

[redacted]

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.

   ☒ 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

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.

    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, Linda M. Spencer (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.

Linda M. Spencer

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: Mehmet Murat Baysal

Proposed Charter School Name: Citizenship and Science Academy of Rochester

[redacted]

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.

   ☑ 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.

M. Murat Baysal

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.

   ☑ 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 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.

☑ 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 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

04/02/2019

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: __Tolga Hayali_____

Proposed Charter School Name: __Citizenship and Science Academy of Rochester Charter School

[redacted]

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.

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 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 Hayali
Printed Name


Signature

04/03/2019
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: __Coskun Cetinkaya_____

Proposed Charter School Name: _Citizenship and Science Academy of Rochester

[redacted]

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.

   ☒ 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):
    a. Board president, Cosmos Foundation, Houston TX (2000-2002)
    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.

☐ 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 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.

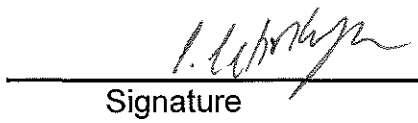
24. Please explain your understanding of the educational program of the charter school.

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 objective 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

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: Fehmi Damkaci

Proposed Charter School Name: Citizenship and Science Academy of Rochester Charter School

[redacted]

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 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.

Educational Philosophy -Proposed Board of Trustees Only

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

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

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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: **Ian Mortimer**

Proposed Charter School Name: The Citizenship & Science Academy of Rochester

[redacted]

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.

   ☒ 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.
   Invited to participate by Dr. 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.

   ☒ 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.

Ian Mortimer, Vice President, Enrollment Management, RIT
Printed Name



Signature

April 2, 2020

FULL APPLICATION SUMMARY

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 given to Rochester residents. CSARochester will also utilize a weighted lottery system to give MLL/ELL students a slightly better chance for admission. Initially, the school will have kindergarten, grade one and grade two with 171 total students; subsequent growth will occur with one grade being added every year afterward through grade six, serving 525 total students. Students from kindergarten through grade six will be required to complete 65 hours of community service.

CSARochester will operate under the Science Academies of New York (SANY) Charter Schools network where each school shares the same mission statement and key design elements. SANY Charter Schools, as a single education corporation authorized by the Board of Regents, currently include Syracuse Academy of Science (SAS) Charter School, Syracuse Academy and Citizenship Charter School, and Utica Academy of Science (UAS) Charter School. SANY Charter Schools are governed by a single Board of Trustees and supported and served by the central SANY District Office with 15 years of charter school experience.

SANY Charter Schools' educational philosophy is based on research and parental feedback and has a mission that is woven into key design elements and the school structure; SANY's educational approach has produced success in SANY schools and will be replicated in Rochester. CSARochester has the following, six Design Elements: 1) College Preparatory: Ensure all students are college-ready starting from elementary schools; 2) Focus on STEM and Environmental Education: Promote STEM focused curriculum, interactive STEM engagement and collaborative problem-solving opportunities such as field trips, STEM fairs, robotic clubs, and coding; 3) *Glocal* Education: Promote thinking globally and acting locally by character education, cultural events, and community service requirements starting in kindergarten; 4) Student-Centered School Structure: Provide extended school day, small school environment, tutoring and after-school programs; 5) Parental Involvement and Home Visits: Create a strong triad of parent-student-teacher relationships to establish goals and student characteristics through home visits, school-organized parent events, and continuous communication; and 6) Performance-Based Accountability: Make data-driven decisions on student performance, teaching, and overall learning through data collected and tracked by multiple assessment instruments

Network's Current Schools' Success: 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 consistently been recognized as "Good Standing" schools in ESEA Accountability Reports. In comparison with the Syracuse and Utica City School Districts, during the last three years, SANY students repeatedly surpass their district peers in ELA and mathematics in aggregated state performance. In 2019, SANY students performed 12 to 25 percent higher than peers in their districts. SANY Charter Schools always looks for opportunities to work with City School Districts in its region and collaborated on grant submissions on number of occasions.

School Programs: CSARochester's immediate focus is to equip students with the 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. CSARochester believes that an educated citizen must have skills and understanding, including the skills required to use science and technology, and to participate and work productively in a multicultural, globally-oriented environment. CSARochester will model citizenship and civic involvement by inviting local leaders as speakers and by requiring extended community service. As students participate in community-service opportunities, they will become aware of the

issues facing their region; as an active part of community solutions, they will become more involved, caring citizens.

CSARochester will use innovative, educational practices such as monthly field trips, home visits, coding, and community service starting in kindergarten. These practices have been successfully developed and implemented by SANY charter schools for over 15 years and are well-aligned with its key design elements to further its mission.

CSARochester believes that its small school atmosphere, coupled with extensive after-school activities, extended school day, and summer school will provide the attention that an at-risk population, including ELL students, students with disabilities, and economically disadvantaged students, needs to succeed. ELL students and students with disabilities will receive general instruction as part of the regular classroom, as appropriate, and will receive supplemental instruction, as needed by special education teachers trained by the special education coordinator. CSARochester will adopt a uniform student dress code.

Community to be served: In 2018-19, RCSD served 25,669 students with 16% from the MLL/ELL student population. RCSD has been classified as a "Focus District" by NYSED, under ESEA's accountability designation. With the full-capacity of 575 students in K-6, CSARochester will be able to offer personal attention and home visits to all students, which is difficult to achieve in a school district with nearly 2,245 MLL/ELL students.

Governance: SANY's prudent governing Board provides close oversight of the schools' educational, organizational, and financial operations; the Board and SANY's experienced administrators will be crucial in modeling school practices aligned with SANY's mission and key design elements.

SANY's Board currently runs Syracuse Academy of Science, Syracuse Academy of Science and Citizenship, and Utica Academy of Science Charter Schools and has amassed extensive experience in K-12 and higher education; financial, legal, and real estate expertise; parental involvement; and community outreach. The Board will also run CSARochester utilizing its extensive expertise. CSARochester's founders share a common trait of strong involvement in academic studies and institutions of learning, a common vision for the value of academic excellence in the development and well-being of individuals and of the community as a whole, and a common drive for the sense of civic duty. CSARochester's founders feel a responsibility to the Rochester community and believe that the extensive experience and expertise they bring will establish a great new school.

Staffing: The staffing plan delineates the number of administrative staff, full-time teachers, teacher aides, special education and ELL teachers, and non-instructional support staff needed to implement CSARochester's design and mission effectively. CSARochester's Dean of School will be employed within the network's existing schools to be trained in the SANY model. CSARochester will implement the SANY network's dual leadership model to separate academics and operations in its buildings. The SANY District Office will serve as the back office and provide services such as payroll, purchasing, accounting, HR, graphic design, technology, assessment, and accountability.

CSARochester's founders are committed to the school and have devoted many resources toward its success. Their experience, commitment, and resources will continue to be available to achieve the goals, stated in detail in this proposal. Working with the State Education Department and other related authorities, they are dedicated to making CSARochester a reality.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter Name:	Citizenship and Science Academy of Rochester Charter School
Proposed School Location (District):	Rochester City, NY
Name of Existing Education Corporation:	Science Academies of New York Charter Schools

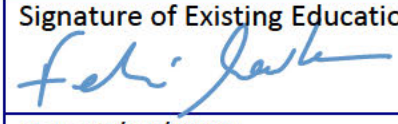
I hereby certify that the applicant group/prospective Board of Trustees have all read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to 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."[1]

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: 5/14/2020

[2] 20 USC § 7221b(b)(3)(J)
[3] 20 USC § 7221b (b)(3)(K)
[4] 20 USC § 7221b (b)(3)(N)

CITIZENSHIP & SCIENCE
ACADEMY OF ROCHESTER
CHARTER SCHOOLS

Presented to

The New York State Education Department

May 15, 2020

1409 West Genesee St. Syracuse, NY 13204
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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.

CSARochester will operate under Science Academies of New York Charter Schools (SANY Charter Schools) network. The mission statement is the same for all SANY Charter Schools. SANY Charter Schools, as a single education corporation authorized by Board of Regents, currently include Syracuse Academy of Science Charter School, Syracuse Academy and Citizenship Charter School, and Utica Academy of Science Charter School. SANY Charter Schools are governed by a single Board of Trustees and supported and served by the central SANY District Office.

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, given the opportunity. Our focus 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. 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 to 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 (retrieval, spacing, interleaving, and feedback)[1]; 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 for 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 participate as learners, activity facilitators, and contributors. CSARochester's professional development will have four main phases: 1. Yearlong Continuous Learning and Improvement: Individual Teacher Learning Plan, Coaching and Mentoring, 2. Summer Institute, 3. Extended Learning via Certificate and College Programs, 4. Teacher Certification Program partnered with colleges.

e) Provide parents and students with expanded educational choice: The small structure at each school campus, extended learning time (one hour daily), 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 providing favor for the ELL population during enrollment by using weighted lottery; an extensive after-school ELL program; ELL programs during after-school hours for parents; community service, starting at kindergarten; extensive STEM-related programs; extensive field trips, national and international trips; and home visits. The school will organize several events throughout the year to encourage parent participation in activities at schools. The school will hold an annual Dean's dinner for high-honor-roll students in 5-6th grades. Parents and grandparents will be invited to the formal dinner where their student's academic performance throughout all the semesters will be 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

[1] Make It Stick: The science of successful learning, by P. Brown, M. MacDaniel, and H. Roediger, Harvard University Press, 2014.

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.

Non-State Testing Grades (K-2) Reading and Math Goals: CSARochester will use STAR Early Literacy, Reading, and 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 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 750, which falls into the "probable reader" classification, the student will transition to testing in STAR Reading. First grade students will take either STAR Early Literacy or Reading based on their scaled scores. All first graders will take STAR Math. All second graders students will take STAR Reading and Math. Each year, kindergarten students, including MLL/ELLs and SWDs, will achieve at or above the 40th average Percentile Rank (PR)[2] 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 40th average 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 40th PR. Grades K-2 students will take the F&P test.

Table 1. K-2 STAR Goals

Grade Level	Goals
Kindergarten	Cohort will be at or above the 40th average Percentile Rank (PR) on Early Literacy.
First Grade[3]	Cohort will be at or above the 40th average PR on Early Literacy, Reading, and Math.
Second Grade[4]	Cohort will be at or above the 40th average PR on Early Literacy, Reading, and Math.

Table 2. K-2 F & P Reading Goals

Grade Level	Goals
Kindergarten	Cohort will be reading by end of the school year. 50% of the students will independently read at a proficiency level (C) or above by the end of the year.
First Grade[5]	65% of first grade students will independently read at a proficiency level (I) or above.
Second Grade[6]	80% of the cohort will independently read at a proficiency level (L) or above.

[2] 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 STAR assessments, 40th percentile rank and above on the screening is considered on track.
[3] First grade students who started kindergarten with CSARochester and stayed with CSARochester for first grade.
[4] Second-grade students who started kindergarten or first grade with CSARochester and stayed at least two years with CSARochester.
[5] First-grade students who started kindergarten with CSA and stayed with CSA for first grade.
[6] Second-grade students who started kindergarten with CSA and stayed with CSA for kindergarten, first, and second grades.

Overall Performance Goals: The school's overall performance goals, including student achievement goals for state testing grades (3-6) aligned with NYSED Charter School Performance Framework (updated in 2019) 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

I. Student Achievement Goals aligned with Performance Framework					
Indicators		**Annual Outcome Measures**	**Minimum Goals**	**Progress Assessment Tools**	**Timetable**
1a. All School Accountability					
1a.(i)	ESEA Accountability Designation	School Data	Good Standing	STAR & benchmark assessments	Monthly, quarterly
1b. Similar Schools Comparison					
1b.(i)	Comparative Proficiency	School & Similar Schools Data	At least the mean	STAR & benchmark assessments	Monthly, quarterly
2a. Elementary/Middle School Outcomes: Growth					
2a.(i)	Aggregate Standards-Based Trend Toward Proficiency Math and ELA	School Data	Maintenance or increase in 60% of total tested students' proficiency levels	STAR assessments	Monthly
2a.(ii)	Subgroup Standards-Based Trend Toward Proficiency Math and ELA	School Data	Maintenance or increase in 60% of total tested subgroup proficiency levels	STAR assessments	Monthly
2b. Elementary/Middle School Outcomes: Proficiency					
2b.(i)	Aggregate School Level Proficiency Math, ELA, and Science	School, District, and State Data	District Proficiency Rate	STAR & benchmark assessments	Monthly, quarterly
2b.(ii)	Subgroup School Level Proficiency Math, ELA, and Science	School, District, and State Data	District Proficiency Rate	STAR & benchmark assessments	Monthly, quarterly
2b.(iii)	Aggregate Grade Level Proficiency Math, ELA, and Science	School, District, and State Data	District Proficiency Rate	STAR & benchmark assessments	Monthly, quarterly
2b.(iv)	Subgroup Grade Level Proficiency Math, ELA, and Science	School, District, and State Data	District Proficiency Rate	STAR & Benchmark assessments	Monthly, quarterly

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

Rigorous Goals: SANY Charter Schools have developed rigorous goals in all areas, including student achievement, enrollment, school climate, and finance. Academic goals for K-2 are rigorous so that scholars are prepared to meet high academic expectations in grades 3-6 and beyond. Academic goals developed for CSARochester ensure students will be on track to meet or exceed state proficiency levels for the NYS Grades 3-6 Assessments in Reading, Math, and Science. 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 85% parent-satisfaction rating, and a suspension percentage less than 10%, requires a fully developed school code of conduct, 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 SANY Charter Schools over 15 years will be shared and passed along to CSARochester through its governance body and the Superintendent.

The six key design elements, which are the same for all SANY Charter 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 starting from elementary schools—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.[7] In addition to high-quality instruction and curriculum, after-school and summer programs will be developed through collaboration to make sure every student has an opportunity to attend college. College-preparatory programs include (but are not limited to): College visits, "college-themed" classrooms, guest speakers from universities, and annual college week with various activities. Students will be also exposed to a Career Day and/or guest speakers from the community in order to expand their background knowledge on potential careers, and how much schooling each career requires. Scholars take frequent field trips exploring various career options available in the local community. College students from local schools will be involved in student academics as role models. Staff bios with their alma mater will be presented in each classroom.

2. Design Element: Focus on STEM and Environmental Education

Mission Alignment: Knowledge in math, science, and technology; *Objective Alignment:* Learning Improvement, Learning Opportunities, and Innovative Teaching Methods.

The curriculum will be an inquiry-based science curriculum with a focus on science, technology, engineering, and math (STEM) to provide the necessary foundation for college entrance and careers in technical fields starting from elementary schools.

In all grade 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 will include field trips to local and state science museums, such as Rochester Museum & Science Center, school-based annual science fairs, coding, typing, First Lego League Jr., First Lego League, field trips, MathCounts, project preparation and submissions for Terra Rochester Regional STEM Fair, and

[7] ACT (2005) Crisis at Core: Preparing All Students for College and Work. https://www.act.org/content/dam/act/unsecured/documents/crisis_report.pdf accessed on 5/14/2020

summer science camp at school. As part of our partnership with local community organizations, we will seek to create a relationship with Rochester Institute of Technology and their outreach enrichment programs for K-12 scholars, such as Girls Exploring Adventures in Robotics (GEARS).

3. Design Element: *Glocal* Education

Mission Alignment: Conscious of local, global, and environmental issues; *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 the school to promote its *glocal* 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 all grades. 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. 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 cultural events** from several countries. Parents support the idea of exposing their children to other cultures. **Character education** will be offered one hour per week. 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, the school will have an **anti-bullying program** to educate students about bullying and how best to interact with each other.

4. Design Element: Student-Centered School Structure

Mission Alignment: Provide Support, Challenges, and Opportunities; Think Critically and Creatively; 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.

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 intervention supports, developmental (remedial) instruction, tutoring, and academic-enrichment programs. If a MLL/ELL student attends all after-school and weekend tutoring sessions, the student will receive from 180 to 360 minutes of extra ELL instruction per week on top of mandated ELL units/minutes.

Students at risk: SANY Charter Schools follow a Multi-Tiered System of Support (MTSS) structure, where all scholars are provided remediation and enrichment based on their individual academic and behavior needs. 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: Based on our MTSS structure, CSARochester will provide additional challenges and opportunities through several potential 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. In addition, during intervention periods during the school day, classroom teachers will provide enrichment activities in math and reading based on students' individual levels, so that all scholars can continue to grow academically.

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, all CSARochester educators will contact a minimum of 10 school parents each week and carry out a minimum of 12 home visits each academic year. Dean of School will conduct 20 home visits throughout the year to engage with families in the community. Combining comprehensive school programs and parental involvement will motivate students and result in higher performance.

In grades K-6, the school will organize several family events throughout the year to encourage parents to participate in, such as grandparents day, donuts for distinguished men, muffins for marvelous women, field days, academic fun nights, girl empowerment nights, school dances, winter/spring concerts, and art shows. **In grades 5-6**, the school will hold an annual formal Dean's dinner for high-honor-roll students and their parents to highlight and celebrate their student's performance throughout the semester.

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 school, 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

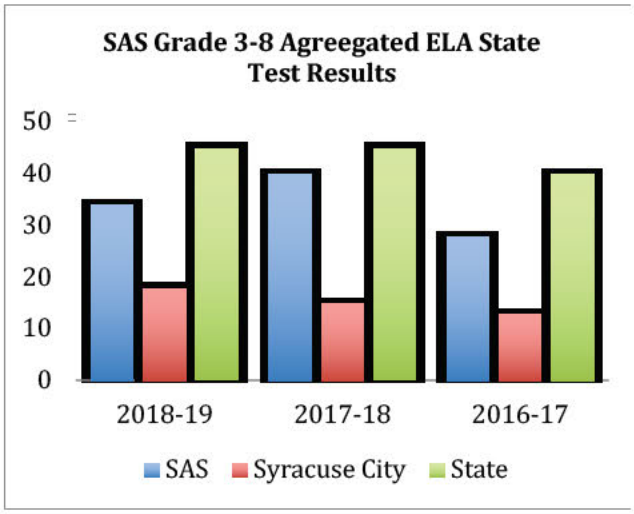
Mission Alignment: Provide Support, Challenges, and Opportunities; *Objective Alignment:* Performance-based Accountability.

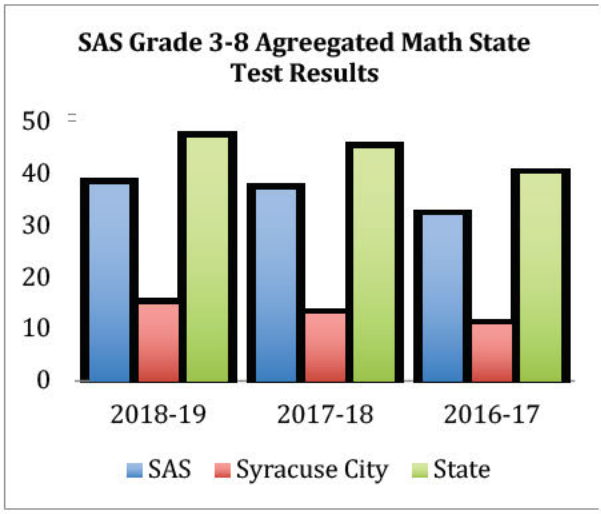
The school must achieve academic and organizational excellence through outstanding instructional quality, coupled with the school's key design elements, to remain a viable educational alternative in the community. Student performance, staff teaching, and overall learning will be measured monthly and/or quarterly through data collected and tracked by multiple assessment instruments, including STAR Early Literacy, Math and Reading Testing, computer-adaptive software, F&P, Benchmark Exams utilizing online software, and full-length state practice assessments. Student performance will be reviewed by teachers and school administrators in monthly Data Meetings. From these performance results, including all the subgroups students' achievement, teachers will create intervention plans for individual students.

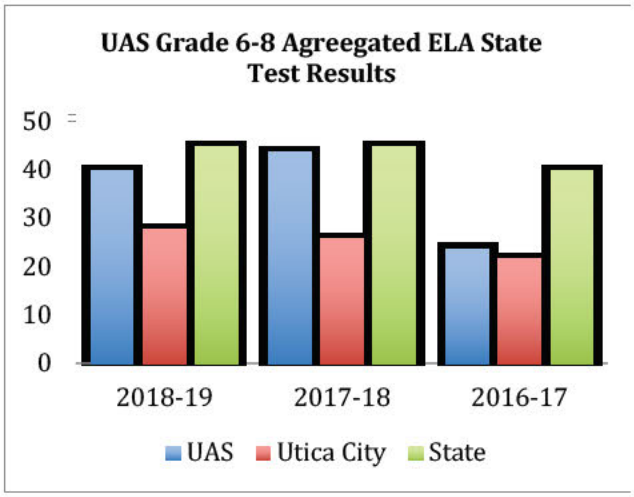
There will be an extensive teacher observation and enrichment program in which each and every teacher is visited biweekly and given feedback, with resources tailored for their individual needs, using the Danielson Framework for teacher evaluation. In addition, the school will use a comprehensive system based on its performance metrics to more effectively oversee school operations and school leadership. School leaders will be evaluated using NYSED-approved models, such as the Marzano rubric. The school will provide results of STAR testing, enrollment numbers, and the 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.

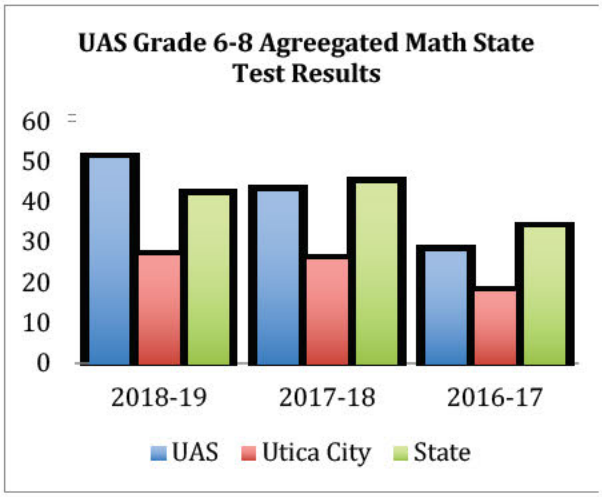
Evidence of Academic Success: Currently there are three charter schools operating in the SANY Charter Schools network, all with the same key design elements: Syracuse Academy of Science (SAS) Charter School, Utica Academy of Science (UAS) Charter School, and Syracuse Academy of Science and Citizenship (SASC) Charter School. The latest academic data was for 2018-19, when SASC served grades K-3, SAS served grades K-12, and UAS served grades K-1 and 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 this time. In comparison with the Syracuse and Utica City School Districts, SANY students consistently surpass their district peers for the last three years in ELA and mathematics in aggregated state performance. In 2019, SANY students performed 12 to 25 percent higher than their peers in the districts.









To ensure academic success in higher grades, SANY Charter Schools closely monitor academic growth in grades K-2. Students are assessed with Computer Adaptive Testing (CAT) such as STAR Early Literacy, Reading, and Math to ensure students gain proper growth towards proficiency as shown below. SANY K-2 students achieve between 46% to 93% proficiency rates compared to same-grade peers on the national level.

Assignment Type

Star Early Literacy Enterprise Assessment (English)

	School Year	Grade	% Benchmark Distribution	Below 10 PR Number	Below 10 PR %	10 - 24 PR Number	10 - 24 PR %	25 - 39 PR Number	25 - 39 PR %	At/Above 40 PR Number	At/Above 40 PR %	# Students
SAS	2018-2019	K		1	1%	10	14%	13	18%	47	66%	71
SASC	2018-2019	K		4	6%	5	8%	2	3%	51	82%	62
UAS	2018-2019	K		12	21%	10	18%	8	14%	26	46%	56

Assignment Type

Star Reading Enterprise Assessment (English)

	School Year	Grade	% Benchmark Distribution	Below 10 PR Number	Below 10 PR %	10 - 24 PR Number	10 - 24 PR %	25 - 39 PR Number	25 - 39 PR %	At/Above 40 PR Number	At/Above 40 PR %	# Students
SAS	2018-2019	1		11	16%	6	9%	6	9%	47	67%	70
SAS	2018-2019	2		10	14%	7	10%	10	14%	46	63%	73
SASC	2018-2019	1		10	17%	15	25%	4	7%	30	51%	59
SASC	2018-2019	2		8	17%	3	7%	10	22%	25	54%	46
UAS	2018-2019	1		5	13%	9	23%	3	8%	23	58%	40

Assignment Type

Star Math Enterprise Assessment (English)

	School Year	Grade	% Benchmark Distribution	Below 10 PR Number	Below 10 PR %	10 - 24 PR Number	10 - 24 PR %	25 - 39 PR Number	25 - 39 PR %	At/Above 40 PR Number	At/Above 40 PR %	# Students
SAS	2018-2019	1		4	6%	8	11%	9	13%	49	70%	70
SAS	2018-2019	2		2	3%	14	19%	9	12%	48	66%	73
SASC	2018-2019	1		0	0%	3	5%	1	2%	55	93%	59
SASC	2018-2019	2		6	13%	8	17%	7	15%	25	54%	46
UAS	2018-2019	1		5	13%	6	15%	4	10%	25	63%	40

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% graduation 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.

Evidence of Financial Success: The SANY Charter Schools have always demonstrated good overall financial health and stability. The financial audits show no material findings and a positive change in net assets each year, resulting in a surplus in all schools' budgets.

Innovative Approach in Education: Innovation in education can appear in many different forms. The SANY Charter Schools have implemented the following innovative school programs as part of its key design elements to better prepare its students for college, career and citizenship:

a) *Monthly Field Trips:* SANY teachers organize monthly educational field trips to provide every student with real-world experience. Field trips provide an opportunity for the students to make connections between what they learn in the classroom and what is happening in the real world.

b) *Coding Literacy Starting from Kindergarten:* Coding is the new literacy. Besides its importance as a skill set itself for future STEM careers, it also improves students' critical thinking and problem-solving skills. We teach coding to the students in a fun and playful way starting in kindergarten.

c) *Community Service Starting from Kindergarten:* It is important that children develop a sense of community and learn about their individual roles in that community starting in kindergarten. Teaching children about service to others helps them build a sense of belonging. Community service also improves communication skills, teamwork, and confidence. Students also begin to understand how their actions impact the people around them. At SANY Charter Schools, students are provided community service opportunities at all grade levels.

d) *Home Visits:* Home visits help to get parents more involved in their child's education. Teachers learn more about their students and discover cultural gaps that might occur between student and teacher. Home visits have a lasting effect on the child, the parent, and parent-teacher communication. SANY teachers are expected to make a minimum of 12 home visits, even before the school year starts and throughout the academic year.

e) *TEDS Education Software:* Analyzing data is an important part of the decision-making process at SANY Charter Schools. It is important to access the necessary data in a timely manner with minimum effort. In order to streamline the process of data access in an effortless way at all times, SANY Charter Schools have been using the TEDS Education Software developed by Terra Science and Education. TEDS Education Software focuses on creating a single platform where multiple data points with a student's academic, demographic, behavior, and attendance information from different databases is pooled in a single dashboard. This program also allows administrators to see classroom-based and school-based data following the progress of their schools and district.

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 at home is 19.6%. Most common languages spoken at home other than English are Spanish, Nepali, Arabic, Somali, and Karen. In the 2016-17 school year, 76% of MLL/ELLs were newcomers and 19% of MLL/ELLs were in the ENL program long-term.

SANY Charter Schools 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. We seek the opportunity to fulfill this aim.

Educational options: In Rochester, there are 36 public elementary schools serving grades K-6; 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.

RSCD academic data: The RCSD is classified as a "Focus District" by NYSED for the 2018-19 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 2019 the percentage of students meeting or exceeding the state standard for grades 3-8 was 13% in ELA and 13% in math, while the NYS figures were 45% in ELA and 47% in math. The dropout rate of RCSD in 2018-19 was 17% while NYS dropout average is 6%. RCSD's 2014 four-year August cohort had a 59% graduation rate and the 2015 four-year August cohort had a 63% graduation rate compared to the NYS goal of 80%.

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

Years	3rd	4th	5th	6th	7th	8th
ELA						
2014 – 2015	7%	5%	4%	4%	3%	4%
2015 – 2016	8%	8%	5%	6%	5%	6%
2016 – 2017	10%	8%	6%	5%	7%	9%
2017 – 2018	17%	13%	7%	13%	6%	11%
2018 – 2019	18%	14%	11%	14%	10%	10%
MATH						
2014 – 2015	13%	9%	7%	7%	4%	1%
2015 – 2016	11%	11%	5%	7%	4%	1%
2016 – 2017	14%	8%	9%	6%	5%	16%
2017 – 2018	18%	13%	11%	9%	7%	19%
2018 – 2019	22%	14%	12%	12%	8%	2%

Targeted student population: RCSD's student body (25,669 students) includes 16% MLL/ELL students, 22% students with disabilities (SWD), and 90% FRPL students. RCSD served 2,245 MLL/ELL students in grades K-6 in the 2018-19 school year. 9.1% of the city population is immigrant, according to the 2014 census. SANY Charter Schools currently serve students who live in Syracuse and Utica City school districts, which have similar targeted student populations as Rochester. Syracuse city had 18% MLL/ELL, 21% SWD, and 86% FRPL students. Utica city had 17% MLL/ELL, 16% SWD, and 87% FRPL students.

Table 5: Rochester District vs. NY State Student Population Comparison

	RCSD	NY State
FRPL (2018-19)	90%	57%
ELL (2018-19)	16%	9%
SWD (2018-19)	22%	18%

Why Rochester City: The RCSD is a historically underperforming school system. In August 2018, former 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%) of any district.
- The district is one of only five in the state in which 20% 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, strong MTSS structure, extensive after-school activities, and innovative educational programs will provide the attention that an underachieving student and at-risk population needs to succeed. The targeted population including MLL/ELLs and students with disabilities (SWDs) has similar demographics and academic needs as that of SANY Charter Schools. The data in Table 4 and Table 5 provides evidence of significant student need, wherein our SANY Charter School model with its proven replication model and continuous success can be a great help in improving ELA and math proficiency levels on local and state assessments. The proposed school, CSARochester, can help close the gap between RCSD and state-level performance at every level.

Enhancing the Educational Options in Rochester: With the intention of becoming a K-12 school with a 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 will increase elementary students' reading and mathematical abilities, which translates into higher academic achievement in middle and high school. CSARochester's unique characteristics, which may complement the RCSD, will include summer school, science programs in college settings, tutoring, extensive after-school programs, Saturday school, low teacher to student ratios, and small school settings. CSARochester's other unique features, as listed in its key design elements, include global and local education through community service, coding starting in kindergarten, home visits, and monthly field trips.

Demand and Support for CSARochester: When the idea of starting a new charter school emerged, SANY Charter Schools began talking to Rochester parents and community leaders. The feedback collected showed that due to the high influx of immigrant populations in the Rochester

area, there is a demand for a charter school with an ELL-focus, as proposed in the application. The SANY Board of Trustees started a charter school in Utica in 2013 and is well aware of the increased need for schools that serve ELL students in CNY. Although the Utica charter school did not start as an ELL-focused school, it attracted many immigrant families shortly after opening. In 2017, the SANY Board started an ELL-focused charter school with a citizenship concept in Syracuse. Considering the Board's experience with the ELL population in Utica and Syracuse, the idea of starting a new charter school in Rochester with an intentional ELL-focus is an ideal fit.

In addition to face-to-face meetings and the feedback collected in meetings with parents, CSARochester conducted a survey, on paper and online through the school's website (csarochester.org), asking Rochester residents if they would be interested in sending their children to CSARochester and whether they thought the education in Rochester should be improved. The school website has been visited by 6,417 unique visitors over two years. The survey had 264 respondents with more than 93% showing interest in CSARochester and indicating they would consider enrolling their children if the school is chartered. Five hundred and thirty-nine petitions were collected along with 44 support letters. Through a variety of face-to-face meetings, 258 community leaders were informed about CSARochester with most of them providing written and verbal support. Through visits to local community organizations, CSARochester staff received feedback on the proposed charter school, and additional outreach is being conducted through the website. On the CSARochester Facebook page, information about the school reached 124,580 unique people living in Rochester with 2,728 of them visited the website for further information, and 17,964 of them viewed the posted video.

CSARochester met with many Rochester parents, business owners, and community leaders who recognize the need and demand for an ELL-focused, STEM and college-preparatory school and, hence, will fully support CSARochester during its inception, establishment, and operation in various capacities. To date, no opposition has been received to the charter school proposal during all outreach activities. More detail vis-à-vis public support has been provided in section E.

Recruitment, Engagement, and Retention of MLL/ELL: CSARochester will have a weighted enrollment for MLL/ELL students as its priority school design. To attract and recruit English language learners, the school will weigh the admission lottery up to four times 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 and cultural centers established by minority groups. SANY Charter Schools in Syracuse and Utica attracted more than 15% of their student applications from ELL population using the same recruitment strategies:

- Reaching out to organizations that provide services 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
- 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

- 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.

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 systems. 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.

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 the capacity of overseeing three K-12 charter schools: Syracuse Academy of Science, and Syracuse Academy of Science and Citizenship in Syracuse, NY, and Utica Academy of Science in Utica, NY. As Board members of three successful inner-city charter schools, CSARochester's 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. The Board's diversely experienced members include founders of multiple, successful charter schools established in NY and other states; university professors and higher education leaders; community leaders; parents; a former public school Superintendent; a current K-12 charter school Superintendent; a real-estate expert; and a judge. The broad experience of the 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. Almost all of the founding members have known each other in a professional capacity for many years through involvement with SANY Charter Schools. Lindsay Cray, who will serve on the SANY Board if and when the school is authorized, and Ian Mortimer were added as new local founding Board members from Rochester.

Proposal Development: The proposal has been developed by a group working for over three years on the replication planning process for Rochester. Six members of the applicant group are current SANY Board members with diverse skills and backgrounds, including the current Superintendent of SANY Charter Schools, a former public school Superintendent who serves as a consultant for leadership development at SANY Charter Schools, the Senior Director at Girl Scouts

of Western New York in Rochester, and the vice president of Enrollment Management at Rochester Institute of Technology. The group has a very 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 the structure for a successful model, the group prepared the application under the leadership of Dr. Fehmi Damkaci. The application uses the SANY Charter School model, best practices, and the experience of the Board members and SANY Charter Schools administrators. Dr. Damkaci is the primary author of the final application. There were 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 were involved in a number of outreach activities to promote the school.

Dr. Fehmi Damkaci: Professor of Chemistry and Chair of the Chemistry Department at SUNY Oswego, Dr. Damkaci conducts medicinal and nanotechnology research. He has three years of middle and high school chemistry teaching experience, and recently received two Management and Leadership Certificates from Harvard University and a certificate in Public Diplomacy, Leadership, and Management from Syracuse University's Maxwell School. He has received more than 4 million dollars as Principal Investigator (PI) and co-PI on federal NSF and ED grants for developing programs to serve STEM students and diverse student populations, He received a SUNY Chancellor's Excellence in Service Award (2019), SUNY Oswego President's Excellence in Teaching Award (2018), Scholarly Activity Mentorship Award (2015), an International Educator award (2014) from the International Center of Syracuse, and an Environmental Educator Award (2013) from the Center of Environmental Innovation. He serves as board chair at Terra Science and Education which is a friend of SANY Charter Schools and a 501c3 nonprofit organization. He was a founding member of a successful, secondary-level charter school in Boston, MA. He has been a member of the Board of SANY Charter Schools since 2006, and Board president since 2010. As the president of the Board, he has overseen grade expansions and two new school openings. Dr. Fehmi Damkaci is a proposed CSARochester Board member and president. He will oversee the school's educational and financial leadership, school design, policy development, and science/technology and environment-related curricular and extracurricular 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 Junior Frontiers of the Mohawk Valley, an inner-city youth organization in Syracuse, Utica, and Buffalo. He is the Education Director of 100 Black Men of Syracuse Inc., 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 member of the Board of SANY Charter Schools. Judge Rasheed is a proposed CSARochester Board member overseeing legal matters, outreach, and college preparatory programs.

Ms. Chanel Turnquest: Parent of three Syracuse Academy alumni, Ms. Turnquest is a licensed real-estate salesperson with more than 20 years of experience in the real-estate industry. She 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 and is serving as the Vice President of the

Western New York Board of Realtists. She is a member of the Board of SANY Charter Schools. Ms. Turnquest is a proposed CSARochester 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 coached Syracuse Academy middle and high school robotics teams. He is a mechanical engineer and a faculty member at Morrisville State College. He is a member of the Board of SANY Charter Schools. Dr. Baysal is a proposed CSARochester Board member overseeing STEM education.

Mrs. Linda Spencer: Retired K-12 teacher, administrator, and Chief of Staff at SANY Charter Schools. She has 12 years of experience with Syracuse Academy and charter schools. She served at various levels of administration throughout her tenure at Syracuse Academy, including as Dean of Students, Dean of Academics, Dean of Elementary School, and Chief of Staff. She worked as an English teacher at NYS public middle and high schools. She is a member of the Board of SANY Charter Schools. Mrs. Spencer is a proposed CSARochester 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 in several administrative positions at higher-education institutions in Texas and Kansas. During his 16-year academic career, Dr. Cetinkaya received more than $600,000 in research grants from NSF, Army Research Office, and the Department of Energy. Dr. Cetinkaya served three years as the founding president of Harmony School System, which currently has 57 campuses serving more than 35,000 students throughout Texas. He is a member of the Board of SANY Charter Schools. Dr. Cetinkaya is a proposed CSARochester Board member overseeing financial matters, STEM programs, and college relations.

Ms. Lindsay Cray: An environmental-education professional who specializes in experiential program design for K-12 students, Ms. Cray currently leads the design, development and delivery of progressive and intentional outdoor programs for the Girl Scouts of Western New York, serving more than 15,000 girls and 7,000 adults across nine counties. She 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 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. Ms. Cray co-founded an expeditionary-learning nonprofit, The Earthworks Institute, in the City of Rochester, NY, where she was responsible for strategic development programs, utilizing deep knowledge of core initiatives such as Project-based Learning, Youth Empowerment, Social-Emotional Development (SEL), Civic Engagement, and 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. Ms. Cray is a proposed CSARochester Board member to oversee partnerships with Rochester-area organizations, community and institutions.

Dr. Tolga Hayali: Superintendent of SANY Charter Schools, and a parent of three Syracuse Academy elementary and middle school students. He has extensive charter-school

administration experience acquired over 15 years. His doctoral thesis topic "Influence of High School Academics on Freshman College Mathematics and Science Courses" is well-aligned with SANY Charter School's STEM and college-preparatory mission. He helped in the preparation of the application for school design, academics, outreach, and expansion plans. Dr. Hayali is the proposed Superintendent for CSARochester under the SANY Charter Schools network.

Mrs. Marilyn Dominick: Retired 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. Mrs. Dominick has helped with the preparation of the application regarding professional development, curriculum, and school design.

Mr. Ian Mortimer: Enrollment management professional with more than 25 years of experience in higher education. He is currently vice president for Enrollment Management at Rochester Institute of Technology (RIT). With an enrollment of nearly 19,000 students, RIT is one of the largest private universities in the nation. Prior to RIT, Mr. Mortimer served as vice president for Enrollment Management at Nazareth College (NY) and Champlain College (VT). He also served in admissions positions at St. Bonaventure University (NY), American University (DC), and Walden University. Mr. Mortimer is a founding Board member of the CSARochester Charter School, overseeing partnerships with Rochester-area organizations, community, and institutions.

E. Public Outreach

Members of our founding team, especially Dr. Damkaci, Dr. Hayali, Ms. Cray, and Mr. Mortimer, as well as our local CSARochester Charter School advocates, Mr. Jason Mellen, Dr. Joel Helfrich, and Ms. Danna Smith, participated actively in outreach activities. The Rochester community has been well-informed through a variety of programs about education programs, grades to be served, and the target student body of the CSARochester proposal.

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 a variety of media to reach the Rochester public, including **a)** meetings with several community leaders (collected 539 petitions and 44 support letters, and informed 258 community leaders); **b)** a web page (csarochester.org), visited by 6,417 unique visitors; **c)** press releases to multiple local newspapers and TV stations; **d)** face-to-face and online public surveys (264 respondents); **e)** visits to religious facilities; **f)** outreach through social media (Facebook visited by 124,580 unique people in living Rochester with 2,728 of them visiting the website for further information and 17,964 of them viewed the posted school video); **g)** face to face and online public information sessions; and **h)** meetings with Rochester-area Charter School Leaders. An executive summary was given to the Rochester community in an effort to notify residents and garner their support. Outreach activities will continue after this application is submitted. The outreach activity list is provided as attachment in Table 2.

Public input: According to 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 Rochester-area leaders visited the schools in Syracuse to see the proposed charter school in action, and one visitor said, "It is not a pie-in-the-sky, but a school that successfully serves a similar population." As of today, a survey of 245 people showed that 94% had 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 the CSARochester program, with more emphasis on community relations, involvement and partnerships. 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)** positive, safe (discipline), and conducive learning environment. These comments are very similar to those received from the network's current parents in Syracuse and Utica, and over years, refinements to key design elements and enhancements to the SANY model have been made based on parental and community input.

F. Enrollment, Recruitment, and Retention

Projected enrollment: CSARochester will start as a K-6 school in its first charter term with the intention of becoming a K-12 school as modeled after SANY Charter Schools at its renewal cycles. CSARochester projected number of students enrolled and ages and grade levels to be served in each year for the first charter term are presented in Table 6 below.

Table 6: Five-year Enrollment Plan

Grades	Ages	Year 1 2021–22	Year 2 2022–23	Year 3 2023–24	Year 4 2024–25	Year 5 2025–26
K	5	75	75	75	75	75
1	6	48	75	75	75	75
2	7	48	48	75	75	75
3	8		48	75	75	75
4	9			75	75	75
5	10				75	75
6	11					75
Total		**171**	**246**	**375**	**450**	**525**

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. Within five years, CSARochester will reach a K-6 grade span. During charter renewal cycles, CSARochester will apply to expand by continuously adding one grade level each year to become a K-12 school in 2031-32 to sustain a successful growth. As students reach high school, they will be housed in a separate building to maintain a small school environment with a college-going culture.

Recruitment and Retention Plan: CSARochester will show great effort to reach the enrollment and retention targets set by the Board of Regents. A powerful community outreach plan will be utilized, including door to door canvassing, social media, and 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 is planning to be part of the charter schools' common application portal on goodschoolsroc.org. The 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, childcare centers, and pediatrician offices.
- Home visits to parents, including disseminating informational flyers and applications to local residents door to door.
- Informational flyers distributed after services at local houses of worship.
- 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 the 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 the 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 public school, eligible student 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 are required to complete and submit an application online (at CSARochester.org or goodschoolsroc.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 by the last day of April each year. The admissions lottery with the available seats for each grade level will be publicized at least one week in advance and will be open to the public.

NYSED Weighted Lottery Generator will be used for the lottery to give a slightly better chance for admission to MLL/ELL students while the school is receiving a CSP grant. After the CSP grant ends, CSARochester will weight admissions by adding the applicant's name between 1 and 4 times for English Language Learners giving this at-risk subgroup a better chance of admission. The board of trustees will make the decision annually on the number of the times ELL students' names appear on the lottery list to keep the percentage of ENL students comparable to schools district.

CSARochester will enter student information (e.g., student's first and last name, ELL identification, grade level in the upcoming school year, district of residence, sibling of current students, and/or child of a current employee for every student who has submitted an application, etc.) into a worksheet and identify those students who are eligible for weighting criteria. Upon submission of the information worksheet to run the weighted lottery, a new admissions list (lottery results) will be generated in a PDF. During the lottery, an individual unaffiliated with CSARochester will supervise the use of computer software to generate a randomized, ordered list of all students who have submitted an application. CSARochester will then use the ordered list to admit students using the following process:

- First, children of employees will be admitted in the order their name appears in the list, up to 15% of the charter school's total enrollment.
- Second, siblings of current CSARochester students will be admitted in the order their name appears on the list.
- Third, students residing in the school district in which the charter school is located in the order that their name appears on the list.
- Fourth, if additional seats remain, students who live outside of the local school district will be admitted in the order that their name appears on the list.

Once a student has been admitted to CSARochester, parents or guardians will be notified within a week 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/guardians of each admitted student to check the enrollment status of their children. An admitted student who submits all required forms and documents by May 31st 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.

Plan for Filling Vacancies: CSARochester will create a demand for the school by using its detailed recruitment plan and will receive a greater number of applications than the available seats, as it has been evidenced in all SANY Charter Schools. Students whose names are not selected from the application 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 the end of the 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 the initial charter term, as shown in Table 7 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 7: Subgroup Enrollment and Retention Targets

	Enrollment # / %	Retention # / %
Economically Disadvantaged, Students with Disabilities, and MLL/ELL	No less than 5 % points lower than RCSD	No less than 5 % points lower than RCSD

Recruitment of MLL/ELL: To attract and recruit English language learners, the school will weigh the 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 and cultural centers established by minority groups. SANY Charter Schools in Syracuse and Utica attracted more than 15% of their student applications from ELL population using the same recruitment strategies listed below:

- Reaching out to organizations that provide services 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 the 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 refuge population will help recruitment of FRPL student population; in general, most of MLL/ELL population has been also identified as FRPL. 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
- Reaching out to Head Start preschools to attract low-income families
- Distributing student applications at local community and religious centers
- Providing extensive academic and social/emotional support to economically disadvantaged students
- Widely publicizing 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 the 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 CSARochester brochures will indicate that all students are welcome, and that the school has resources for students who are in need. For better retention rates, we will make sure students receive the required special-education services through diligent and timely contact with parents and the students' home school districts. We will make sure regular classroom teachers are updated about the special requirements for students with disabilities, so the students feel comfortable remaining 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
- Multiple teachers including special education certified staff will provide support based on student goals
- Holding open houses to present school design/services, including SPED programs
- Reaching out to preschools to attract students who may already have an IEP
- Clearly defining the RTI process and using TEDS Education software to monitor students, assisting with identification of SWDs
- Widely publicizing 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 to improve their academic achievement, which will result in high parent satisfaction. When needed, students will be referred to RTI (Response to Intervention) for necessary modification 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 behavioral needs of the students.

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. Cultural day celebrations and lessons 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 cannot 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 believe in the benefits of school spirit and peer pressure reduction based on clothing. Unclaimed lost and found uniforms will be 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, as does CSA Rochester. Parents may be able to identify student needs that the school cannot; 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 for 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 school's complaint procedure 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 25,669 students attending public schools. There are 12 public charter schools, 7 of which serve 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 2020-21 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. The tuition rate and budget with no increase due to COVID-19 was used to calculate the total budget impact throughout the charter term, as shown in Table 8 below. Charter school basic per pupil tuition rate for 2020-21 was used for 2021-22. Special Ed for 2021-22 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 no increase due to COVID-19 in the state aid-per-pupil rate for charter schools for the charter term, the total yearly 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 8: Projected Fiscal Impact upon District of Location

Year	Number of Enrolled Students	Charter School Basic Per Pupil Tuition Rate	Total Charter School Per Pupil Cost to District	Estimated Additional Costs to District (e.g. SPED)	Total Projected Funding from District	Total District General Fund Budget	Projected Impact on District Budget
2021-22	171	13,995	2,393,145	126,957	2,520,102	781,962,722	0.32%
2022-23	246	13,995	3,442,770	190,502	3,633,272	781,962,722	0.46%
2023-24	375	13,995	5,248,125	286,527	5,534,652	781,962,722	0.71%
2024-25	450	13,995	6,297,757	348,479	6,646,236	781,962,722	0.85%
2025-26	525	13,995	7,347,375	402,687	7,750,062	781,962,722	0.99%

II. Educational Plan

A. Education Philosophy

CSARochester Charter School firmly believes that all students can learn[8]: 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[9]-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, CSARochester creates a school with space, extra time, and staff to know each student's needs and skills, and provide them with 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.[10]

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, *Glocal* 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 Charter 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 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 in kindergarten.[11]

[8] Stoddard L. (2004). Educating for human greatness. Brandon, VT: Holistic Education Press.
[9] Saphier, J., Haley, Speca, M. A., & Gower, R. R. (2008). The skillful teacher: Building your teaching skills. Acton, MA: Research for Better Teaching, Inc.
[10] Jackson, Y. (2015). *Pedagogy of Confidence: Inspiring High Intellectual Performance in Urban Schools*. New York: Teachers College Press.
[11] Boston Higher Education Partnership. (2007). From College Access to College Success: College Preparation and persistence. http://www.usc.edu/dept/chepa/IDApays/publications/130.pdf accessed on 5/14/2020.

Focus on STEM and Environmental Education: STEM education is a high national priority because of a lack of skilled workers in these fields.[12,13] 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 attitudes, motivation, and the commitment to make informed decisions and take responsible action (UNESCO, Tbilisi Declaration).[14] Research also suggests that there is a high correlation between student academic achievement and environmental education programs in a K-12 setting.[15] 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.[16]

According to a recent two-part study, students who participated in school-required community service were 22% 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.[17,18] 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. Students also build a network of relationships and advisors who will strengthen ties to the community. The volunteer experiences and references from their advisors can lead to significant scholarship opportunities as well. Studies also indicate that

[12] Congress Joint Economic Committee Chairman's Staff. (2012) STEM Education: Preparing for the jobs of Future. http://www.jec.senate.gov/public/index.cfm?a=Files.Serve&File_id=6aaa7e1f-9586-47be-82e7-326f47658320, accessed on 5/14/2020.
[13] President's Council of Advisors on Science and Technology (2010). Prepare and Inspire: K-12 Education in STEM for America's Future.
[14] UNESCO (1977) Intergovernmental Conference on Environmental Education. http://unesdoc.unesco.org/images/0003/000327/032763eo.pdf, accessed on 5/14/2020
[15] Oksana Bartosh (2012). Environmental Education: Improving Student Achievement. Master's Thesis at Environmental Studies at Evergreen State College. http://www.seer.org/pages/research/Bartosh2003.pdf, accessed on 5/14/2020
[16] Skinner, R. and Chapman, C. (1999). Service-Learning and Community Service in K-12 Public Schools. National Center for Educational Statistics, September. http://nces.ed.gov/pubs99/1999043.pdf accessed on 5/14/2020
[17] Dávila, A., and M.T. Mora (2006), Civic engagement and high school academic progress: An analysis using NELS data [Part I]. https://pdfs.semanticscholar.org/2ca6/ab1cccb56e76e01b81d5be8af4775d9f3b62.pdf?_ga=2.129826692.901300223.1589568250-415336139.1589568250, accessed on 5/14/2020.
[18] Dávila, A., and M.T. Mora (2007), Do gender and ethnicity affect civic engagement and academic progress? [Part II]. Center for Information and Research on Civic Learning and Engagement (CIRCLE), 53. http://files.eric.ed.gov/fulltext/ED495764.pdf accessed on 5/14/2020.

students who participate in community service are more likely to become voters and continue their involvement in their communities as problem solvers, active change agents, and citizens.[19]

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.[20] The school's curriculum will reach beyond standard academic topics to train students on the traits of a good leader. The school will teach universally recognized values (e.g., honesty, stewardship, kindness, generosity, courage, freedom, justice, equality, citizenship 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.[21] 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 the 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.[22] 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.[23] 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.[24]

Parent Involvement and Home Visits: The research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement.[25] 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[26], 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

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[19] Hart, D., Donnelly, T.M., Youniss, J., & Atkins, R. (2007). High school community service as a predictor of adult voting and volunteering. American Educational Research Journal, 44(1), 197-219.

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

[21] Abdulkadiroglu, A.; Hu, W.; Pathak, P. A. (2013) Small High Schools and Student Achievement: Lottery-Based Evidence from New York City. The National Bureau of Economic Research, Working Paper No. 19576. http://economics.mit.edu/files/9158 accessed on 5/14/2020.

[22] Cook, P. J.; Dodge, K.; Farkas, G.; Fryer, Jr., R. G.; Guryan, J.; Ludwig, J.; Mayer, S.; Pollack, H.; Steinberg, L. (February 2015) Not Too Late: Improving Academic Outcomes for Disadvantaged Youth. Institute for Policy Research. https://scholar.harvard.edu/files/fryer/files/not_too_late._improving_academic_outcomes_for_disadvantaged_youth_2015.pdf, accessed on 5/14/2020.

[23] Hock, M. F.; Pulvers, K. A.; Deshler, D. D.; Schumaker, J. B. (2001). The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD. Remedial and Special Education. 22, 172-186.

[24] Evidence that Tutoring Works (2001). Department of Education, Washington, DC. Planning and Evaluation Service. http://www.gpo.gov/fdsys/pkg/ERIC-ED464343/pdf/ERIC-ED464343.pdf accessed on 5/14/2020.

[25] Cotton, K. and Wikelund, K. R. (1989). Parent Involvement in Education. School Improvement Research Series. http://educationnorthwest.org/sites/default/files/parent-involvement-in-education.pdf accessed on 5/14/2020.

[26] Henderson, A. T.; Berla, N. (1994) A New Generation of Evidence: The Family is Critical to Student Achievement. Report by National Committee for Citizens in Education. http://firststepskent.org/wp-content/uploads/2014/09/Parent-Involvement-Research-Article.pdf accessed on 5/14/2020.

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 and family events to encourage parents to take an active role in student learning at home. Research studies have validated the experiences: Home visits significantly bolster student outcomes.[27]

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.[28]

Our educational philosophy based on all the research and feedback from parents have been weaved into our key design elements and school structure over the years which produces our success in SANY Charter Schools and will be replicated in Rochester.

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 (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 Dean of School 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

[27] http://www.pthvp.org/what-we-do/results/i-research/ accessed on 5/7/2020

[28] Hannaway, J. and Hamilton, L. (2008) Performance-Based Accountability Policies: Implications for School and Classroom Practices. Report by Urban Institute, Washington D.C. http://www.urban.org/uploadedpdf/411779_accountability_policies.pdf accessed on 5/14/2020.

below grade level, and advanced students. Based on assessment results, the curriculum will be reviewed and updated by the teams including 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 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-6 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 the 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[29].

Table 9: K-6 ELA Instructional Programs

Course Components	Explanation
Skills Instruction (Grades K-3)	The Skills Strand provides systematic and explicit phonics instruction to use when decoding leveled texts at a variety of levels. During this portion of the day, students will also develop spelling, grammar, morphology, and writing skills. Students will learn all sound and spelling correspondences and will decode and understand written materials.
Listening and Learning (Grades K-3)	Learning domains are developed with content-rich materials. These read-alouds have a mixture of informational and literary text. Students will develop comprehension strategies and acquire language competence through listening and speaking, specifically building a rich vocabulary, and broad knowledge in history and science by being exposed to carefully selected, sequenced, and aligned texts.
Core Knowledge Language Arts (Grade 4)	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.

[29] https://www.fountasandpinnel.com, accessed on May 12, 2020

Intervention and Remediation (Grades K-4)	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 (MyLexia or Reading A-Z). Other research-based reading-intervention programs include: *Road to Reading* and Michael Heggerty's *Phonemic Awareness*.
Literature Circles (Grades 5-6)	Letting students choose books as a small group and then discuss the book among their peers motivates them, and creates ownership in their readings, which improves their discussion skills and improves comprehension.
Close Reading (Grades 5-6)	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; students engage in small-group and whole-class discussions centered on metacognition.
Vocabulary (Grades K-6)	Students learn and practice applying (in class daily, including homework) at least 40 new academic vocabulary terms every 9 weeks. Vocabulary words come directly from the Listening and Learning, Skills, Math, Social Studies, and Science curriculum. During class, teachers combine vocabulary instruction with grammar concepts by creating discrete practice opportunities that require students to use words in a meaningful way to compose original sentences and paragraphs.
Grammar (Grades 5-6)	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.

Table 10: K-6 ELA Assessments and Resources

ELA Assessments	ELA Resources
▪ NYSED State Tests (Grades 3-6) ▪ Star Early Literacy (monthly, Grades K-1) ▪ Star Reading (monthly, Grades 1-6) ▪ Fountas & Pinnell Benchmark Assessments (quarterly, Grades K-4) ▪ School designed Reading Benchmark tests (quarterly, Grades 3-6) ▪ In-class assessments: Beginning of Year and End of Year CKLA assessments, End of Domain & Unit Assessments ▪ Student Portfolio ▪ Mock state tests practice (Annually, grades 3-4)	▪ EngageNY curriculum ▪ Core Knowledge Language Arts ▪ School-designed intervention lesson plans, aligning with research-based intervention programs ▪ High-quality picture books and chapter books, complex text sets thematically linked to chapter book ▪ Leveled classroom library books for Independent Reading ▪ Scholastic Guided Reading Library–sets of leveled texts ▪ Fountas & Pinnell's *The Continuum of Literacy Learning* ▪ Phonics-based reading materials: presentation book, storybook, workbook ▪ Research-based reading-intervention program materials: Sonday System, *Road to the Code, Levelled Literacy Instruction* ▪ MyLexia; REACH for ENL; IXL ▪ Michael Heggerty's *Phonemic Awareness* ▪ Newsela.com, Readworks.org, Reading A-Z, iReady ▪ Ipads and Chromebooks w/headphones

Grades K-6 Math Curriculum, Assessment, and Resources: The goal of the 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. The tables below explain the K-6 Math instructional programs, their assessments and resources.

Table 11: K-6 Math Instructional Programs

Math Instructional Programs	Explanation
District Prepared Curriculum (Grades K-6)	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. The curriculum centers around concept development, fluency, word problems, problem set practices based on state standards, and analyzing common misunderstandings.
Fluency Routines (Grades K-6)	In Fluency Routines, students will engage in activities such as counting circles, counting jars, games, calendar math, and number manipulation to develop flexibility, efficiency, and accuracy of numerical fluency.

Table 12: K-6 Math Assessment and Resources

Math Assessments	Math Resources
▪ State Tests (Grades 3-6) ▪ Star Early Literacy (includes basic math skills) (Grades K-1) ▪ Star Math (Grades 1-6) ▪ Mid Module & End of Module Assessments ▪ Standard based quizzes (Grades K-6) ▪ Mock state tests practice (Annually, grades 3-4)	▪ EngageNY curriculum ▪ Math Manipulatives ▪ Ipads and Chromebooks ▪ Classroom materials ▪ IXL ▪ iReady ▪ Khan Academy

Grades K-6 Science and Social Studies: Students in grades K-4 will have at least 60 minutes of science and social studies weekly. Our social studies program follows NYS standards. Teachers create a Social Studies curriculum that aligns with the CKLA (ELA) Curriculum in order to take advantage of cross-curricular instruction. 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 follow NYS standards and create a Science curriculum that aligns with the CKLA (ELA) Curriculum in order to take advantage of cross-curricular instruction. The curriculum is an inquiry-based science curriculum with scaffolded activities. This curriculum is designed to provide all students with stimulating experiences in the life, earth, and physical sciences and technology while simultaneously developing their critical-thinking and problem-solving skills. In 5th-6th 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 K-6 Music and Art Curriculum and 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, which is 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.

Grades K-6 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-6, 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, making healthy choices, and improved academics.

Field Trips, Character Education, and Environmental Issues: In all grades, field trips will be emphasized and organized regularly as part of its curriculum and instruction. In grades K-6, field trips will be organized at least once a month.

Character education will be part of the general curriculum in K-4th grades. In 5thand 6th grades, interdisciplinary character education topics will be taught during social studies and English. Topics 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, a CSARochester key design element, will be embedded in several of its courses. There will also be a number of other opportunities in which students can participate, such as science projects, field trips, and other extracurricular activities related to environmental 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 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 3–6.

Prior to the start of each school year, annual plans for each course that provides a stepwise plan must be submitted for approval to the Dean of School, broken down into weekly topics and aligned with state standards including Common Core Standards and Next Generation Standards. Additionally, lesson plans will be submitted and checked weekly by the Dean of School for alignment with state standards. The Dean of School 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 more than one teacher teaches a specific course, they will meet on a weekly basis to align curriculum. The Dean of School, as the instructional leader, will monitor the curriculum alignment at and between each grade level.

The school will provide teachers extensive common prep time for collaboration and curriculum studies. Teachers 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 content. All 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 types 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, by the MTSS structure. 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 sessions.

Achieving Benchmark 1 of Charter School Performance Framework: CSARochester believes that best practices in assessment, frequent reporting, providing interventions, and careful progress monitoring to achieve benchmark 1 of the 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; to empower students, through high intellectual standards; and 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; and frequently incorporating student use of technology within lessons, assignments and assessments. While these strategies will 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 students as has been done in SANY Charter Schools. SANY staff were involved in sharing their practices in *School of Promise for Multilingual Students,* a recently published book.[30]

Rigorous instruction requires students' high-order thinking and sharing with classmates. Teachers will be expected to ask open-ended, critical-thinking questions integrating 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 the 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. Strategies include but are 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.

[30] "Humanizing Education: Teachers and Caregivers Collaborate" by P. Schmidt in "School of Promise for Multilingual Students: Transforming Literacies, Learning, and Lives" by Eds. A. Lazar, P. Schmidt, and G. Li, 2018, Columbia Teachers College Press

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 and students' authentic participation in instructional activities.[31] CSARochester students will be expected not to be disruptive and to have their eyes on their teachers, so they can volunteer to answer questions and follow the teachers' instruction.

The classroom environment requires well-organized teachers and established classroom routines in order to achieve a high student engagement rate in rigorous classroom instruction. CSARochester teachers will be well organized with all materials 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. Creating a respectful and safe environment among staff and students will be our highest priority. Teachers will address correctable behaviors by explicitly teaching behavioral expectations based on classroom rules and the student code of conduct. Teachers explicitly teach these behaviors throughout the year, and frequently reinforce positive behavior utilizing a positive behavioral approach.

Measuring Rigorous and Engaging Instruction will be done using Frontline Professional Growth & the Danielson Framework for Teaching. Frequent observations using the Danielson rubric and online platforms, and Frontline's written narratives will support teachers' growth and provide a common language for teachers, administration, and school staff in order to increase teacher awareness of instructional strategies and 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; teachers provided with frequent video-analysis 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. In addition to two formal Danielson evaluations, classroom teachers will receive feedback from frequent and targeted walkthroughs, addressing classroom climate and instruction throughout the year.

Instruction during Emergency Closures: In case of emergency closings, CSARochester will transition to distance learning for academic core instruction and special area instruction (P.E., art, and STEM). Teachers will continue to deliver new instruction based on established pacing and review older material in accordance to the district's pacing guide and curriculum maps. Teachers will be provided with a multitude of resources and support to provide instructional content for students. All grade levels and special areas will develop and implement live and/or recorded screencasts to model instruction.

All content and instruction will be delivered through Google Classroom. Teachers will post daily lessons via recorded videos (via YouTube), instructional resources, assessment materials, and review content. Each grade will have its own Google Classroom to facilitate efficiency and organization of materials for staff, parents, and students. Each Google Classroom will be organized by and comprised of all core content areas, special areas, intervention needs, and

[31] Bundick, Matthew J.; Quaglia, Russell J.; Corso, Michael J.; Haywood, Dawn, (2014), Promoting Student Engagement in the Classroom, https://eric.ed.gov/?id=EJ1020319 , accessed on 5/14/2020

necessary content to ensure layered approaches to student learning. All teachers will have designated office hours throughout each day to meet with students and parents for instructional support. Teachers will be available for these scheduled office hours from 8:00-4:30 each day, which constitutes an extended instructional day.

SANY Charter Schools have been building capacity for technology-based instruction since the 2014-15 academic year. Instructional technology tools will be distributed to all and any members of our school. The IT department will plan follow-up office hours in case new technological needs arise during the closure, in order to best serve our families. The replacement of devices will be coordinated via request to the Dean of School or operations manager. Additional digital resources such as home internet service will be evaluated on an "as needed" basis, and instructional software will be free for families.

Students with disabilities, 504 plans, or ELL will have necessary accommodations throughout the closure. Special education teachers will have direct access to all general classrooms and Zoom conference times to review and help deliver the content posted for their students. Both general education and special education teachers will be available daily to provide additional 1:1 support. All individualized supports will be documented daily.

ELL and SWD will receive support on classroom assignments and assessments from ENL teachers and special education teachers, respectively by providing scaffolds for instruction and test modifications as indicated on their IEP and learning needs. During the school closure, teachers will continue to provide parent-friendly online resources with speech-language activities.

In order to provide social and emotional support to students and parents, teachers and staff will continuously monitor student's well-being and participation and provide Zoom meetings as needed. Teachers will use Google sheets to track student participation with work completion. When a student does not submit an assignment, the teacher will make initial contact with the family to identify any concerns and offer support. If these supports do not resolve the problem, the behavior specialists will follow up with student.

Each day, students will be expected to complete a designated amount of grade, level-specific work. A sample schedule breaking up the day's work by grade level will be sent to staff, and forwarded to parents, in order to manage student engagement and instructional time which is a minimum of 330 minutes daily. Online office hours between 9 am to 4 pm during the weekdays will be held by at least one teacher to help any student or parent with any questions or homework.

Teachers will track and report student participation with work completion. When students do not submit an assignment, the teacher will make initial contact with the family to identify any concerns and offer support. If these supports do not resolve the problem, the behavior specialists or Dean of School will follow up with students and parents to get student in track.

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 the RTI Committee, based on predetermined performance criteria outlined in our MTSS structure. 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 increased chances of enrolling for MLL/ELL students through a weighted lottery system. We strive to ensure that all students, including English Language Learners, attain the highest level of academic success and language proficiency. We believe that all teachers are teachers of MLLs/ELLs. We do not assume that the 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 5-6 classes allows teachers to plan together, identify and closely review individual student needs, and target those needs 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-6, 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). 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 certified special education teacher(s) on staff and will contract with appropriately certified or licensed individuals to provide the special-education programs and services as indicated on each student's IEP. 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. 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.

CSARochester will collaborate with the Home City School District to develop an IEP based on the student individual needs. We will implement the mandated services on the IEP and collaborate with the Home City School District to access any resources that may be required. We will 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.

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 a request for a 504 evaluation by a teacher, parent or other staff member, 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 the 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 Charter School's 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, whose members may consist of classroom teachers, Special Education teacher(s), a School Counselor, intervention teachers, behavioral specialist/Dean of Students, and the Dean of School participants 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 which assessment tools will inform teacher progress monitoring on an eight-week cycle with check-ins at three and six weeks. Families will be informed of progress toward goals by a case manager and the documented cycle will continue until review at eight weeks, which will inform the success rate of interventions, thus confirming continued implementation or adjustment.

Staffing: CSARochester will hire staff as needed to implement interventions for students in the RTI and students with disabilities. In addition to the contracted interventionists and special-service providers noted above, CSARochester will hire a certified Special Education teacher to provide instruction for students with disabilities, as per their IEP. The Dean of School will oversee the RTI process and/or special education referrals and processes in close communication and collaboration with the special education teacher(s), whose responsibilities are detailed later in the proposal under section 3.C. Management and Staffing.

During the teacher-orientation week in August, the Dean of School will ensure that all staff are trained in the Special Education process and that review sessions are held to address areas of special-education services. All CSARochester staff members will attend the training and review session. The Dean of School 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 special-education services. During professional days, there will be dedicated sessions on special-education services. Professionals/experts will be invited for teacher workshops and will assist regular education teachers to incorporate various strategies with special-needs students in their classroom. Through these professional development speakers, teachers will learn and/or be refreshed with creative ideas to make 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 a parent or guardian, by a professional agency to whom the 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 may determine that some students with disabilities cannot participate in regular state assessments. In these instances, the State Alternate Assessment will be administered as required by law. The CSARochester will also 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 SWDs, CSARochester may create individualized assessment instruments based on the 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 a 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 the identification process, ancillary and support services, staff members, coordination with general education, and evaluation of MLL/ELL programs.

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 the 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 programs, 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, set goals and take action. Annual, quarterly, bi-monthly, and monthly assessments are determined at the district level and are implemented across all SANY Charter Schools for comparison; identification of best practices is shared amongst schools. School leaders solicit feedback from teachers, and discuss 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, math, and science content areas, which are delivered in grades 3-6, will provide quarterly and year-to-year comparative data 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, Reading, and 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 interventions or reteaching.

Grades K-2 will use CKLA Beginning and End of Year assessments, Skills Unit assessments to evaluate the mechanics of writing and development of phonics skills, and CKLA Listening and Learning Domain assessments to evaluate writing, speaking, and listening and reading comprehension within genres such as narrative, informational, opinion, etc. Grades 3-6 student writing will be assessed 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 the writing progress.

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

Also, the end-of-year state 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 for 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. Standard based 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.

SANY Charter Schools also administers mock assessments in order to simulate the 3-8 NYS tests. The mock assessments provide SANY teachers an opportunity to review assessment procedures and routines, as well as analyze the data to determine which standards need additional instruction for ELA and Math. 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 monthly basis to all students.

For subject-specific classrooms at the middle school level, the data meetings will be held with grade-level math and ELA teachers monthly and right after STAR assessments. Students at-risk will be given special attention. In these data meetings, school staff will review aggregated data in our online software, TEDS Education Software. It allows Dean of School and staff the ability to review various longitudinal data points which are auto-populated, such as all local and state assessments, demographics, and attendance and behavioral records, in order to make informed decisions around instructional practices. 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 groups will be reorganized frequently based on the data analysis.

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. The school's leaders may spend more time observing and mentoring teachers whose students are struggling to perform. School-wide action plans will be reported to the 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 place students into smaller groups for instruction, based on assessment results.

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–6, quarterly benchmarks, and NYSED tests will be reported and presented to the Board at a scheduled public meeting. Required data will be presented to NYSED. NYSED assessment results will be an integral part of the performance-accountability dashboard to measure school and instructor

effectiveness. For greater accountability and transparency to 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 through an online data dashboard, TEDS Education Software.

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. Students will have access to their STAR test results and will set goals according to their current level and end-of-year goals.

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:* Dean of School will conduct a full academic review of student progress and performance as related to the following elements: Common Core English Language Arts (ELA), Math Standards, Attendance, and Social Emotional development. The Dean of School will make the promotion decisions, with input from the child's teacher and parents. *3-6th Grades:* 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, he or she will not be promoted to the next grade level unless the student attends summer school in SANY's Summer School program, in an accredited online courses, or in the home district; and passes the core courses to be promoted to the next grade level. The student must also meet the attendance policy requirements.

Community Service: The total volunteer hour requirement 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-6th grades: 15 hours per year. All community services will be tracked as part of an online Student Information System that is accessible to students and parents 24/7. 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.

Grading Scale (K-2): Students in grades K-2 receive grades based on their performance on key descriptor items. These descriptors are based on the most critical components and skills of all core and special area classes. The scale that these are based upon is: *Academic Rubric:* 4- Exceeds grade level expectations; 3- Meets grade level expectations**;** 2- Progressing with some difficulty**;** 1- Difficulty even with additional support. *Skill Indicators:* C- Consistently; O- Often**;** S-Sometimes; R-Rarely.

Grading Scale (3-6): 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 points of grades earned in a particular phase:

Table 14: Sample Grading Scale for Grade 3-6

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

Failing Students: RTI program, which was described in section 2.D., will be utilized during the academic term for students identified as struggling in a core subject area. Additional academic support will be given, such as one-to-one or small-group tutoring, push-in, pull-out, progress monitoring, Saturday school and after-school programs (especially for grades 5-6). If a student fails one or more core subjects, the student will attend summer school in SANY's Summer School program, the home district, or accredited online courses and pass the core courses to be promoted to the next grade level.

G. School Culture and Climate

Discipline Policy: Attachment 4 includes the school's discipline policy and links to current elementary and middle school policies. To ensure that an environment is created where teaching and learning can flourish, 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 and middle 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 informed about the expected type of the school environment

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; and 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. Depending on the severity of the infraction, disciplinary responses will include counseling, restorative justice, suspension (short or long-term), detention, exclusion from extracurricular activities, and expulsion. When appropriate, school officials 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/or 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 cell phones and electronic devices brought to school which they may not 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 that 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 the 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, the 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 it may be considered a change in placement.

Provision of Services During Removal: We will, for those students removed for a period of fewer 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 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, online 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 the 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 prior misconduct, number of prior instances of misconduct, and discipline imposed for each instance); 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 data collected by the Dean of Students or Behavioral Specialist regarding the 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 a 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 are key design elements, and the two elements 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, also and to foster a harmonious, respectful environment for learning 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 4c provides the proposed school calendar for Year 1 (2021-22). The school year will be divided into four quarters. The school will have up to ten professional development days during Summer Institute in August and during the school year. In addition, during the school year, school will provide on-site professional development time to staff.

Breaks and Summer Schools: During week-long breaks, academically at-risk students 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" (2-4 hours of daily instruction with a 30-minute lunch break) to prepare them for the upcoming school year (Attachment 4c).

Weekly Student Schedule: Attachment 4a includes the weekly schedule samples for elementary and middle 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-2 will include 120 daily instructional minutes of ELA using the CKLA curriculum, which includes phonics-based instruction, reading comprehension, intervention, and writing. K-4 has 80 minutes of math daily, including concept development and fluency, application problems, and intervention. In grades 3-4, the ELA curriculum is blended to include 90 minutes of instruction in comprehension of text, phonics and writing. Science and social studies alternate quarterly, whereby students receive instruction aligned to state and national standards. On a daily basis, students spend time in art, music or physical education.

In grades 5-6, students will have two periods each day for ELA and math courses, one period for Science and Social studies daily, and two periods which alternate between music, art, computer, PE, and character education.

The school's master schedule will include daily developmental 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 applied understanding levels in core subjects. For up to one hour after school, CSARochester will provide tutoring and enrichment activities for at-risk students or students who need supplemental instruction, as well as those who would like to excel further through after-school activities. CSARochester will adopt SANY's Title 1, "Saturday School," and "Study During Break" programs.

Weekly Teacher Schedule: Attachment 4b includes the weekly teacher schedules for elementary and middle school 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 in a minimum of 40 hours of professional development (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 student support referred to as W.I.N. time in the sample schedule, such as homework help, or tutoring during dismissal period.

5-6th 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 of an after-school program for professional development or tutoring.

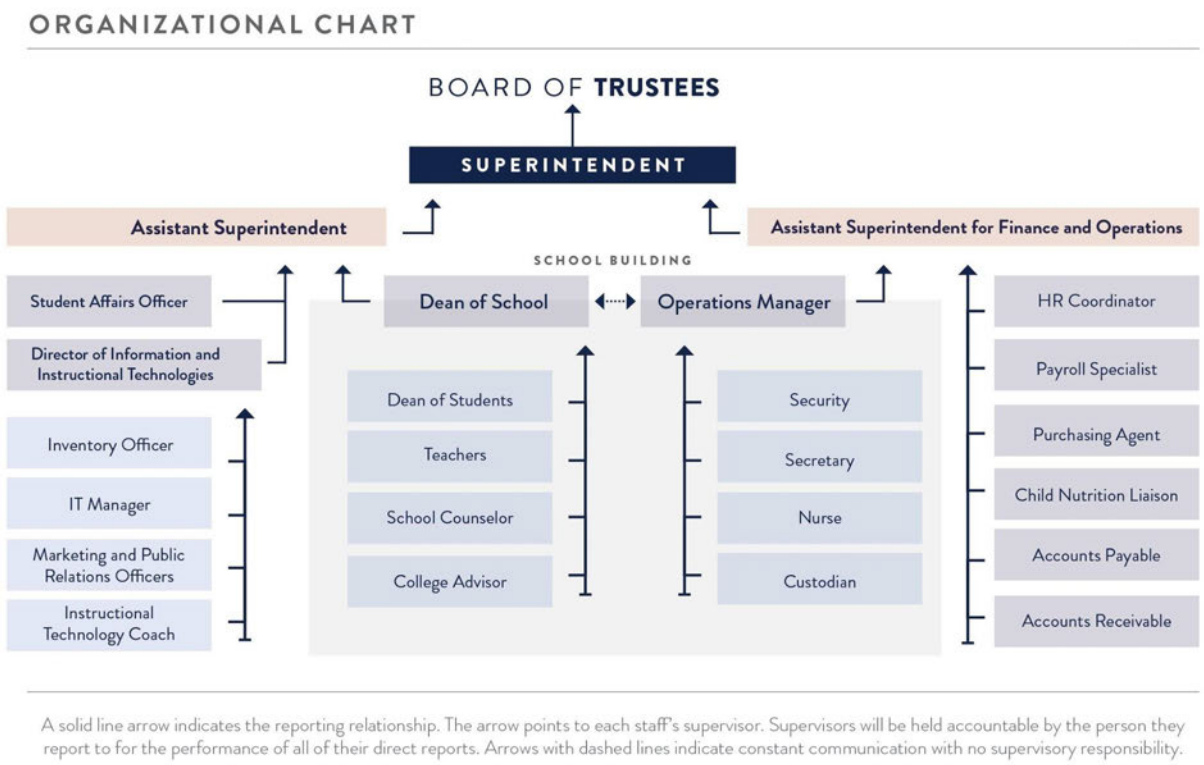
Teachers will have a weekly, common departmental planning time in which they will come together to ensure horizontal and vertical curriculum alignment and share best practices with one another. Table 15 summarizes weekly staff meetings for administrators and teachers. CSARochester will also promote staff 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 year.

Table 15: Sample Regular Staff Meetings at CSARochester

Monday	Tuesday	Wednesday	Thursday
▪ Admin meeting ▪ PD meetings ▪ Data Meetings (monthly) ▪ PLCs	▪ Standup Meeting with all Staff ▪ Organizational Council Meeting (twice a month) ▪ Meeting with Board President, Vice President, Superintendent and Assistant Superintendents ▪ Data Meetings (monthly)	▪ Grade-level Meetings ▪ Data Meetings (monthly) ▪ RTI meetings	▪ Admin and Grade Chairs Meeting ▪ Standup Meeting with all Staff and Administrators ▪ Data Meetings (monthly)

III. Organizational And Fiscal Plan

A. Organizational Structure



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

SANY Charter 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. Daily business chores unrelated to academics are managed by operations managers. This model allows Dean of School to dedicate 100 percent of their time to academics, such as instructional support to teachers, curriculum, assessment, evaluation, professional development, and academic data analysis. The dean and the operations manager, the two building leaders, do not have a supervisory relationship with each other and have clear job descriptions. Therefore, they can collaborate effectively to ensure operational and academic tasks within the building are executed to a high level. Although they do not report to each other, they work closely together day in and day out, so the school runs smoothly. Academic staff such as teachers, dean of

students, school counselors, and college advisors report to the Dean of School; while operational staff such as secretaries, security, nurses, and custodians report to the operations manager.

Professional-learning committees (PLC) have been developed among school deans, based on the grade levels they serve. Regular 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, Dean of Schools review their building's academic data, plan for instruction and intervention, and share best practices. Operations managers from each building in the network also meet in weekly PLC meetings to work on how to optimize operations in their buildings. Operations collaboration is effective since operations are similar in every school building, regardless of grades they serve.

Dean of School work with external, subject-area coaches who were former Superintendents and school leaders, to provide mentorship to their school's teachers. Dean of School also assign additional leadership responsibilities to qualified teaching staff who serve as grade chairs, coordinators, and mentors, creating 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 the 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 Deans of Schools. the I&IT director, and student affair officers. The Assistant Superintendent for finance and operations oversees operations managers and SANY 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 SANY Charter 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 Charter Schools 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 Charter Schools Model are addressed by Dean of School 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 affairs officer are assumed by the dean of the school and SANY District Office employees. As new schools grow by adding grade levels each year, new teaching staff is added to the team, preferably by promoting current, qualified co-teachers to lead teachers for the new classrooms. Co-teachers who do not already have teacher certification will be offered the

opportunity to partake in the "Teacher Certification Program" to earn certification while they are working at the school. In return, teachers will work for the school for at least five years, which will help the school teacher retention rate. This model allows training co-teachers to be future lead teachers in accordance with the school mission, goals, and key design elements while maintaining a positive school culture during the implementation of the SANY model.

The Superintendent presents academic, financial, and operational reports to the school Board at monthly Board meetings. These reports include analysis of regularly collected data 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 the 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 that 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 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 the 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 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 Law, the SANY'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 Ms. 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 the 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 as items are 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.

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. The SANY board will have a minimum of five and a maximum of 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 a 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 Charter Schools' websites 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: The 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. The 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.

Board Training and Development for New and Veteran Members: The Board will hold an annual retreat program to evaluate its governance roles, such as its 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 conference and certificate programs to advance their skills and knowledge on education, charters schools, leaderships, non-profit management, outreach, and public relations to effectively further the school's mission.

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. The Superintendent is responsible for recruitment and evaluation of his staff and will make recommendations 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 16 below, which aligns with the school's growth plan over the first charter term.

In Kindergarten, there will be two teachers, one as lead teacher and the other as co-teacher. 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

Positions	Avg. Starting Salary	FTE				
		Year 1	Year 2	Year 3	Year 4	Year 5
Dean of School	$75,000	1	1	1	2	2
Operations Manager	$60,000	1	1	1	2	2
Dean of Students	$55,000	1	1	2	2	2
MLL/ELL Teacher	$48,000	1	2	3	3	4
MLL/ELL Assistant Teacher	$30,000	1	1	1	1	1
Sped. Education Teacher	$48,000	1	1	2	2	2
Reading Specialist	$48,000	0	1	1	1	1
Lead Teacher	$48,000	7	10	16	20	23
Teacher Assistant	$30,000	7	10	17	20	22
Art/Music Teacher	$48,000	1	1	2	2	2
PE Teacher	$48,000	1	1	2	2	2
Resource/Technology/IT	$55,000	1	1	1	1	1
School Guidance Counselor	$50,000	0.5	0.5	1	1	1
Nurse	$46,000	1	1	1	2	2
Security	$25,000	1	1	1	2	2
Custodian	$30,000	1	1	1	2	2
Administrative Assistant	$35,000	1	1	2	2	2

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 the 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. The Dean of School will manage all academic staff and is responsible for all academic-related issues, including teacher evaluations, student discipline, curriculum, etc. The 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. The 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. The Dean of School will also start working on recruitment of academic staff during the planning period. An operations manager will also be hired during the planning period to ensure that the facility is fully prepared before commencement of instruction. The dean of students will be hired to assist the school dean to manage school culture and student behavior, and to implement the school's code of conduct and the 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 and 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 experienced HR office of the network 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 School and Superintendent in conjunction with HR. In Step 1, resumes and applicants are screened by the 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 selected 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 retain effective teachers. Effective teachers will be determined by the Superintendent, Assistant Superintendent, and Dean of School 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 at the Summer Institute, teacher-preparation weeks prior to school; staff-development programs, during the school year through academic-coaching staff; and feedback to excel after each class visitation. 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.

Dean of School will recommend the co-teachers who do not have a teacher certification for "Teacher Certification Program". The Teacher Certification Program offers full payments of a master's program that leads to teacher certification. In return, teachers will commit to the school at least for five years after the completion of the program.

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, verbal and written warnings will be followed by dismissal.

C.1. Charter Management Organization/Networked Schools

N/A

C.2. Partner Organization

N/A

D. Staff Supervision and Development

Instructional leadership: Dean of School is instructional leaders in the school building. Dean of School is 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 will also 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

4) SANY Teacher Certification Master's Program (TCMP) for staff who are not yet certified

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: The 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, the 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.

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 up 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 the 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. Board members will be introduced to all staff members and will have opportunity to meet and talk with them to share their vision for the school.

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.

4) SANY Teacher Certification Master's Program (TCMP): SANY Charter Schools has established partnerships with universities to provide master programs which will lead to teacher certification. Teachers and co-teachers who are not certified will be offered a teacher certification program by the Dean of School while they are working at CSARochester. SANY Charter Schools will pay for the master program in return for five years of service after completion of the master program. TCMP will prepare co-teachers for future lead positions at the school and will help teacher retention (Attachment 8a). Similarly, leadership certificate programs will be funded.

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 staff 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 regard to school-wide decisions, satisfaction, and school climate, through surveys and committee meetings. The high volume of staff supports from Professional Development, 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, and annual NYSED assessments.

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 auditor's bi-monthly report will include for HR, inventory, and procurement

Special reports will be provided to the School Board from different staff members on issues such as social/emotional and school culture issues by dean of students and school 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 the school's performance framework goals, assessment tools, and timetable. When the school is not meeting expectations, the Superintendent and SANY District Office staff will prepare an action plan.

Board Self-Evaluation: SANY Charter Schools believe that the board's performance can be improved through systematic assessments carried out with good planning, conscientious follow-

through and, where indicated, orderly change. The self-assessment rubric shown in Table 17 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 the 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

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

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 the 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) biannually by a committee consisting of minimum five members, including two board members, Assistant Superintendent, Dean of School, 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 Evaluation: The 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. Its results along with a development plan will be discussed with the dean.

Operations Manager Evaluation: The operations manager will be evaluated annually, using an internally developed, goal-oriented rubric, by the Superintendent, Assistant Superintendent of operations and finance, and the Assistant Superintendent.

Teacher Evaluation: The 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 the primary function of each class. Dean of School will be required to complete a minimum of one unannounced walk-through each day. These walk-throughs 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 manager 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 of 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 below and 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 a board meeting to take necessary actions based on the outcomes. 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 parent/guardian 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.I. 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 and the Board 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

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

F. FACILITIES

The school location has not been identified yet but possible locations have been investigated during outreach activities. Location options include current and former catholic, private and charter school sites, as well as former business sites. We visited and received additional information about seven different potential locations in and near Rochester. In addition, Rochester City School District recently announced that it would close two of its elementary schools, which may make these school buildings available.[32] The facility search strategies are described in detail in the business plan (Attachment 6a). The building being sought for the first five-year charter term should have approximately 30,000-40,000 sq. ft. of 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, a

[32] https://www.wxxinews.org/post/dade-proposes-cutting-100-additional-positions-closing-two-elementary-schools

playground and some green area with ample parking space. The space requirements over the first five-year charter term are presented in Table 19 below. No off-site, community facility resources are needed. The plan is to rent a facility at an affordable rate which will be accomplished with the assistance of Terra Science and Education, a non-profit, educational organization and friend of SANY. The school's funding plan for its facility is projected in the proposed school budget, based on current school rental rates in Rochester.

Table 19: Facility Requirements

	Year 1	Year 2	Year 3	Year 4	Year 5
General Education Classrooms	8	11	17	21	24
Special-Education Classrooms	1	1	1	1	2
Counseling/Guidance Offices	1	1	1	1	1
Administrative Offices	3	3	3	3	3
Cafeteria	1	1	1	1	1
Gymnasium	1	1	1	1	1
Auditorium					
Conference Rooms	1	1	1	1	1
Other: reception office	1	1	1	1	1
Other: nurse's office	1	1	1	1	1

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 quotes from various insurance brokers to find the most reasonable insurance plans. The following are the insurance coverage limits recommended by Austin & Co., Inc. for CSARochester. Liability insurance coverage will be sought as shown in Table 20 below.

Table 20: Insurance Coverage

Limits General Liability	$3,000,000
Business Personal Property	$500,000
Computer Equipment	$250,000
Directors and Officers Liability	$1,000,000
Excess Directors and Officers Liability	$1,000,000
Umbrella Liability	$25,000,000
Hired & Non-owned Auto	$1,000,000
Workers' Compensation & Employer Liability	$1,000,000
Catastrophic Student Accident	$1,000,000

H. NON-ACADEMIC OPERATIONS

Health Services: CSARochester will 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 will 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. A qualified individual will do hearing and vision testing on all new students. A review of student-immunization requirements and the health examinations records will 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 will 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, selected through a RFP process; food will be served at CSARochester's own facilities, including its kitchen and cafeteria accommodations. Expenses for subsidized meals will be met by subsidy revenues received from federal and state meal programs; 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.

During long-term emergency closings, SANY will continue to distribute breakfast and lunch to its students in need.

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's academic calendar, CSARochester has budgeted an allocation for its students coming from the RCSD population to obtain transportation from RCSD starting in the 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 the same or similar policies and procedures that have been in place for other established schools. All SANY operations managers and non-academic staff will have ongoing training together. 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's 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 through social media. The purpose of these events will be for the school and community to develop a common understanding of the school and of the 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 the school and community.

Following enrollment, CSARochester will conduct home visits and/or parent meetings to clarify the expectations of the school 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 RTI, 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 them about school policies, rules, and conduct
- Hold parent-student meetings for the first-time students and parents to talk about school culture, expectations, requirements and policies
- Build strong relations between student and teacher to enhance parents' education via home visits by teachers

- Organize staff so that at least one person knows each student well, and how he or she is doing in all subjects; whether he or she is making friends; whether he or she is stressed, etc.
- Make sure that the school office is open and friendly, and that parents are treated with respect and not kept waiting
- Use the school's web page and social-media accounts effectively for constant and immediate communication.
- Parents will be able to have access to daily homework assignments, grades, and attendance via the school's secure web-based database.
- Hold effective communications among staff members via email and several online tools used for different purposes
- Provide monthly school-activity reports by each Dean of School to Board meetings
- Provide in-person contact with parents whose primary language is not English, and ensure 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 successes to increase participation and school pride.

CSARochester believes 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 elements (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, password-protected access to student progress, daily assignments, class notes, and useful links. The website will feature 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 is included in the 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 donuts for distinguished men, muffins for marvelous women, 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 participation by its ELL parents, schools will also provide after-school and weekend programs in enhancing their language skills and their understanding of the 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 cornerstones of the 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 to 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 and support their achievement and growth.

Community Involvement: Both community service and involvement are key design elements and part of the school's mission. 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, [33] 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 will increase 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 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, 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, art exhibitions, curriculum nights, and other events. CSARochester believes in the value of learning at home. Students receive homework which parents and students are expected to read together and work together 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

[33] Epstein, J.; Salinas, K. C. Partnering with Families and Communities. Educational Leadership. 2004, 61, Pages 12-18. http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200405_epstein.pdf, accessed on May 14, 2020.

improvement, including but not limited to the following: academic review, review of needs assessment data, or 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. CSARochester will provide partnerships to any school that requests a partnership and/or the use of technology resources and/or professional-development workshop offerings. In addition, the school will be open for partnerships to develop joint grant proposals to benefit district and charter school, as practiced previously in the SANY Charter Schools with different school districts.

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 SANY expenses 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 provide regulatory oversight. The Board will adopt the CSARochester's fiscal policies, as currently practiced by SANY Charter Schools' network, 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. An internal auditor hired by the SANY school district will conduct a monthly review of the financial

operations (financial statements, purchase orders, payroll, policies) to submit a report to the Board.

Financial statements and dashboard metrics along with the internal auditor's report will be reported to the Board on a monthly basis. All annual budgets and interim modifications will be approved by the Board. The Board will review the financial reports submitted by the Assistant Superintendent of finance from SANY's district office. The 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. The 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 the 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 goods, will give the approval for a purchase request. The operations manager will track the budget allocation prior to approval. The purchasing agent at the SANY District Office will place the order upon the approval. Payment will be processed by accounts payable upon the receipt notice by 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 District Office, 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 an online financial database system for financial records. Both of those database systems will be hosted in Cloud Storage and their security will be maintained by 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 the operations manager as an admissions officer in the school. The operations manager will receive additional support from SANY 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 District Office bi-monthly. The status updates for eligibility for free- or-reduced-priced lunch will be tracked by a nutrition liaison from SANY 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 a RFP process. Once CSARochester 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 for 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 be an agreed upon procedure audit for CSP funds, if received.

K. Budget and Cash Flow

CSARochester Budget: CSARochester uses expertise from SANY Charter Schools to develop a sound budget, as provided in attachment 9. SANY Charter Schools have more than 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 increases over the years.

Revenue Assumptions: CSARochester will rely on the CSP Planning and Implementation start-up funds, $1,000,000, 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 the public-school district, which is based on the projected 2019-20 per-pupil tuition rate of $13,995. Per-student revenue assumed no increase throughout the initial charter period for five years. The initial student enrollment is projected to be 165 students (six students fewer than proposed enrollment), which will gradually increase to 515 students (ten students fewer than proposed enrollment) over five years 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 Charter Schools' Title I and II allocations for 2019-20.

The cash balance at the end of the fifth year will be $217,391. The budget was prepared with the assumption that enrollment targets will be achieved with six to ten fewer students. The projected surplus will serve as reserve/contingency funds against any unexpected/further events

or new programs. CSARochester will commit to maintaining positive cash flow and reserve 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 a 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 Charter School network, which are subject to change according to the conditions of the facility. The SANY 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. Teachers will be paid additionally for home visits and afterschool activities.

In order to successfully implement the key design elements, the school will offer comparable pay and benefits as well as performance-based bonuses to its school leaders and staff. In addition, there will be one teacher assistant assigned to each kindergarten classroom to achieve academic-performance goals and best serve the students. CSARochester will also invest in IT infrastructure 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 expenses and cut/delay expenditures when necessary to prevent any budget shortfalls. In case of cash-flow shortfalls, SANY Charter School 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 a pre-opening plan.

M. Dissolution Plan

Please see attachment 12 for dissolution plan.

General Information

Citizenship and Science Academy of Rochester (CSARochester) 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. The 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. All children who are residents of New York State in grades K-6 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. The school provides free public school education to the students from kindergarten to age 21. A student must be age 5 on or before December 1 to enter Kindergarten. Prospective students and their parents or guardians are encouraged to spend a day visiting the school and sitting in on a classroom instruction period prior to applying. 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 a public charter school, Citizenship and Science Academy of Rochester is a tuition-free school. Parents or guardians wishing to submit an application for their children to attend Citizenship and Science Academy of Rochester are required to complete and submit an application online, by mail, or in person. The applicant must be a resident of New York State at the time of application. 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 applications submitted by eligible students by April 1st exceeds the capacity for the grade level, students will be accepted for admission from among such applicants by a random selection process (lottery). When capacity has been met for the grade level, remaining applicants will be put on a waiting list based on the order drawn in the lottery.

The admissions lottery will be conducted by the last day of April each year. The admissions lottery with the available seats for each grade level will be publicized at least one week in advance and will be open to the public.

CSARochester will weight admissions by adding applicant's name between 1 and 4 times to

English Language Learners giving this at-risk subgroup a better chance of admission. The board of trustees will make the decision annually on the number of the times ELL students name to appear on the lottery list to keep the percentage of ENL students comparable to schools district.

CSARochester will enter or copy and paste student information (e.g., student's first and last name, ELL identification, grade level in the upcoming school year, district of residence, sibling of current students, and/or child of a current employee for every student who has submitted an application, etc.) into the a worksheet and identify those students who are eligible for weighting criteria. Upon submission of the applicant information worksheet to run the weighted lottery, a new admissions list (lottery results) will be generated in a PDF. During the lottery, an individual unaffiliated with CSARochester will supervise the use of computer software to generate a randomized, ordered list of all students who have submitted an application. CSARochester will then use the ordered list to admit students using the following process:

- First, children of employees will be admitted in the order their name appears in the list up to 15% of the charter school's total enrollment.
- Second, siblings of current CSARochester students will be admitted in the order their name appears on the list.
- Third, students residing in the school district in which the charter school is located in the order that their name appears on the list.
- Fourth, if additional seats remain, students who live outside of local school district will be admitted in the order that their name appears on the list.

Once a student has been admitted to CSARochester, within a week, his/her 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' main office and it is parents' responsibility to check the status of their students.

The following documents 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)
- Immunization records
- Documentation of a physical examination (done within the past 12 months)
- Documentation of a dental exam for all new students
- At least two of the following documents should be included for proof of address (excepts homeless students):
  - 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 the last day of May each year. 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. By March 31st, parents or guardians will be asked to submit a letter confirming their desire to enroll their child in the school for the following year. Parents should contact transportation department of the school district to provide transportation to the student's attending school as soon as they are accepted.

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 lottery-drawn 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 school will keep accurate records of the waitlist containing, the names, home address, telephone numbers, and grade levels of students who entered the lottery but did not gain admission and applied after the application deadline.

Under the following circumstances, the school will contact the parent or guardian of the students next on the waiting list:

a) an admitted student does not submit the required documentation by the deadline (May 31),

b) an enrolled student withdraws from the school, and

c) an enrolled student has been absent twenty consecutive school days.

CSARochester will send a letter and make three phone calls within five business days to 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. At the end of the fifth business day, if there is no response from the parents, 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 for which the students apply. Waiting lists will not be carried over from year to year.

If a student has been absent twenty consecutive school days, the following procedure will be complied with before the student dropped from enrollment: The dean of school will schedule and notify, in writing and at the last known address, both the student and the person in parental relation to the student of an informal conference. At the conference the dean of school will determine both the reasons for the pupil's absence and whether reasonable changes in the pupil's educational program would encourage and facilitate his or her re-entry or continuance of study. The pupil and the person in parental relation will be informed orally and in writing of the pupil's right to re-enroll at any time in the public school maintained in the district where he or she resides. If the pupil and the person in parental relationship fail, after reasonable notice, to attend the informal conference, the pupil may be dropped from enrollment provided that he or she and the person in parental relation are notified in writing of the right to re-enter at any time in the public school maintained in the district where he or she resides.

Citizenship and Science Academy of Rochester Charter School
School Address, Rochester, NY, csarochester@sany.org, www.csarochester.org

Application Form for 2021–2022 School Year

Application Deadline: April 1st, 2021
Lottery Date and Location: April 8th, 2021, 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						
Date(s) of Outreach (mm/dd/yy)	**Target Stakeholder Group**	**Description of the Outreach**	**Location of Outreach**	**Input Obtained**	**Action Taken on Input**	**Number of Attendees**
04/04/2019	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	Phone conversation, introducing the Citizenship and Science Academy of Rochester Charter School		Supportive of quality education for all children. Developing transparent relationship.	Possible transparent partnership through ROC the Future and Children's Agenda	2
03/26/2019	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.	Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School	500 East Avenue Rochester (Rochester Community Foundation)	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	Possible developing a partnership with the Greater Rochester After-School Alliance of Rochester Area Community Foundation.	5
03/28/2019	Malik Evans, a former president of Rochester Board of Education and current city councilman	Face-to-face Meeting conversation, introducing the Citizenship and	Rochester City Hall	Need for high quality schools to serve inner city Rochester area youth		3

	and Program Manager at ESL Federal Credit Union.	Science Academy of Rochester Charter School				
03/28/2019	Baye Muhammad Commissioner of Neighborhood and Business Development and former SASCS parent (3 of his children graduated from SASCS)	Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School	Rochester City Hall	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	2
03/20/2019	Joseph Robach, member of the NY Senate, representing the 56th District	Face-to-face Meeting conversation with his office staff , introducing the Citizenship and Science Academy of Rochester Charter School	Albany state Legislators Offices	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	4
03/20/2019	Assemblywoman Jamie Romeo and Justin Wilcox Monroe County Legislator – District 14	Face-to-face Meeting conversation with her office staff and Justin Wilcox , introducing the Citizenship and Science Academy of Rochester Charter School	Albany state Legislators Offices	In contact with her staff and looking for a local visit appointment		4
04/01/2019	Robert Duffy, he President and CEO of the Greater Rochester	Phone Conversation with Bob introducing the Citizenship and	Phone Conversation	Indicated the need for quality schools but preferred to stay neutral.	Presentation at the Education platform of	2

	Chamber of Commerce and co-chair of the Finger Lakes Regional Economic Development Council. Former mayor of Rochester, as well as first lieutenant governor	Science Academy of Rochester Charter School		Suggested a possible Presentation at the Education platform of the Greater Rochester Chamber of Commerce	the Greater Rochester Chamber of Commerce	
03/28/2019	Michael Boller, biology professor, director of the sustainability program, and coordinator for the Center for Sustainability at St. John Fisher College.	Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School	Coffee Shop in Rochester (Stacy nites Coffee Shop)	Developing environmental programs where students may come and get exposed to St. John Fisher College. Provided support letter	Developing possible environmental science and awareness programs between St. John Fisher and CSARochester	2
3/28/2019	Glenn Cerosaletti, the Asst. Dean of Students and Director of the Rochester Center for Community Leadership at the Uni. of Rochester.	Phone Conversation introducing the Citizenship and Science Academy of Rochester Charter School		There is a need in Rochester area for quality schools. No Support Letter currently.		2
03/26/2019	Kit Mayberry the VP for Strategic Planning & Special Initiatives at Rochester Institute of Technology.	Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School	RIT	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	3

03/26/2019	Jackie Campbell Alliance Director Children's Agenda	Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School	Children's Agenda Office Downtown Rochester	The need in Rochester area for quality education		3
04/04/2019	James Hall, Dean of University Studies Division/Executive Director of the School of Individualized Study at RIT	Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School	RIT	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.	4
04/04/2019	Dave Munson, the relatively new president of Rochester Institute of Technology.	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	RIT	Supportive of Public Education and looking forward for future developments		4
04/04/2019	Wanda Perez, the founding principal of Academy of Health Sciences Charter School,	Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of	Academy of health Science	Introduction Breakthrough Leadership in Rochester	Set up a day and time for meeting	2

	which is set to open this fall	Rochester Charter School				
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

03/18/2019	Holli Budd Executive Director, and Kristen Barclay -- respectively, the, Senior Program Officer of the Farash Foundation in Rochester	Representatives from the Farash Foundation in Rochester, NY	Farash Foundation, 255 East Avenue Rochester, New York 14604	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	Spoke with the individuals and organizations mentioned throughout the meeting	3
03/07/2019	Joel T. Helfrich, PhD Board Chair, Rochester River Foundation & proposed Rochester River School	Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School	Equal Grounds Coffee House, South Ave.	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	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	3
04/05/2019	James Taylor CEO of Taylor Construction and Geoff	introducing the Citizenship and Science Academy of Rochester Charter School	Face to face Spot coffee 200 east avenue Rochester ny	Need for high quality schools and possible working relationship with local businesses	Provided a couple location options for possible school buildings	3
04/12/2019	Jessica Odasz CEO of Odasz Dance Theater	introducing the Citizenship and Science Academy of Rochester Charter School and seeking support and partnership opportunity from Odasz Dance Theater	email	Need for high quality schools	Provided support letter and establishing possible partnership with Odasz Dance Theather	2

04/07/2019	Melissa Lattuca (Former SANY employee) current Rochester area Teacher	Current Teacher in a Rochester area Charter School and former SANY employee	email	Support for the Proposed CSARochester Charter school	Provided support letter and outreach support provided	2
04/05/2019	Rochester area Community	Survey – online and hard copy	Community meetings and social media	About 200 surveys showed interest in proposed Charter schools to one-on-one attention, fieldtrips, community service, extended after school and weekend programs, college visits and college dual enrollment, emphasis on diversity		254
03/22/2019	Press release to local newspapers and tv stations in Rochester area	Rochester Business Journal and Syracuse.com posted article in regards to the proposed CSARochester Charter School				
04/17/2019	Met with Councilman at large Dr. Mitch Gruber	Face-to-face Meeting conversation, introducing the Citizenship and	Foodlink 1999 Mt. Read Blvd,	Supportive of quality public education and possible locations within city of Rochester as well	Contacted and visited Refugee outreach organizations and possible partnership with	2

		Science Academy of Rochester Charter School and seeking partnership and support	Rochester NY 14615	as community organizations – refugee settlements	the Foodlink with CSARochester as well as Syracuse area schools. Provided Support Letter as well – as Councilman at Large	
04/17/2019	Met with Matthew Palocy – Program Director of Mary's Place Refugee Outreach	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	414 Lexington Ave, Rochester NY 14613	Supportive by passing the CSARochester school information to the children of the refugee families who they serve	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.....)	2
04/17/2019	Met with Ms. Conte from Washuku Foundation for Humanitarian Aid	Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School. Sharing information for the attendees' children	130 white street 2nd Floor Rochester	Supportive by passing the CSARochester school information, Ms. Conte would like to give professional development about culturalism	Invited to Syracuse schools in May and developing a sustainable relationship in Rochester with the proposed CSARochester Charter School	2
04/09/2019	Phone Conversation with Regent Wade Norwood	Phone Conversation introducing the Citizenship and Science Academy of Rochester Charter School		There is a need in Rochester area for quality schools especially the inner city Rochester area children. He asked to continue our	Setting up appointment to speak more about the possible challenges and opportunities in Rochester area.	

				conversation in Rochester		
04/01/2019	Joseph M. Martino Chief Executive Officer	Face-to-face Meeting conversation, introducing the Citizenship and Science Academy of Rochester Charter School.	4 Lakeviewpark Rochester NY	Supportive by sharing some possible school locations	Provided support letter	4
4/22/19	Ty Kelly, Director of Wegmans Work-Scholarship Connection Program, Former Board Member with Charter School and very involved in education sector in Rochester	Introduce Rochester Citizenship and Science Academy Charter School, Learn about the Wegmans Work Scholarship Program	Phone conversation	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.	Mr. Kelly suggested we reach out to Rochester Connected Communities to find outlets for community service plans for school.	2
4/22/19	Darryl Kittelberger, Former RCSD and Charter School Student Recruitment Specialist	Introduce Rochester Citizenship and Science Academy Charter School, explore areas of collaboration going forward to help us with student recruitment	Face-to-face, Spot Coffee in downtown Rochester	Insight about the importance of authentic community outreach and specifics about building student recruiting capacity. Letter of support.	Mr. Kittelberger will be glad to add capacity with messaging and outreach when establishing the school and recruiting students.	2
4/22/19	Bruce Mellen, President of the Upper Mount Hope	Explore community need for school in neighborhood,	Neighborhoo d home, face-	Insight about the need for a school in the neighborhood close to	Mr. Mellen is interested in making introductions to neighborhood groups	2

	Neighborhood Association, Former RCSD Teacher, MCC Adjunct Professor	Introduce Rochester Citizenship and Science Academy Charter School,	to-face meeting	the University of Rochester. Letter of support offered.	to help establish and develop additional community support.	
4/22/19	Bethany Centrone, Lawyer at Bond, Schonek, & King	Introduce Rochester Citizenship and Science Academy Charter School, explore utilizing services in the future	Phone conversation	Perspective on common legal concerns for schools in the region and the need for strong organization to mitigate risks.	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.	2
4/22/19	Joe Robach, State Senate, District 56	Spoke about the need for more high quality schools	Phone conversation	Offered letter of support in approval process, including demonstrated results from other regions	Senator Robach offered ongoing support.	2
4/22/19	Richard Glaser, Senior Vice President of Merrill Lynch, Community connector	Introduce Rochester Citizenship and Science Academy Charter School, hear his business and community leader perspective on education needs in Rochester	Face-to-face, Java Coffee in downtown Rochester	Affirmed the need for high quality school options for Rochester students, especially students of color	Mr. Glaser suggested we connect with other entrepreneurial and innovation organizations through the Roc Growth Initiative	2
4/23/19	Rochester Charter Leaders Meeting: representatives from Eugenio Maria de Hostos, UPrep, Rochester Prep,	Participate in charter community networking event and connect with other charter leaders	Rochester Academy, Latta Rd	Affirmed the challenges of starting a school in Rochester and the complexities in facilities and student recruitment	Some leaders offered ongoing support as needed to help our successful start, additional dates for meetings were shared	18

	Genesee, Urban Choice, Renaissance, Health Sciences Academy, Empire Charter Consultants, NECSN, St. John Fisher, Farash	running schools in Rochester				
4/24/19	Stephen Hoitt, Scout Executive, Seneca Waterways Council, Scouts BSA	Introduce Rochester Citizenship and Science Academy Charter School, explore partnerships with the Scouts BSA programming	Scout Service Center, Henrietta NY	Affirmed the need for alternatives for youth in the City of Rochester, Offered letter of support of future partnerships	Mr. Hoitt offered support for the need for youth programs that develop citizenship and character education. Glad to partner in the future.	2
4/24/19	Marie Cianca, Asso. Professor, St. John Fisher	Introduce Rochester Citizenship and Science Academy Charter School	Phone conversation	Suggested we further investigate the needs in Rochester by investigating the declining student population	Professor Cianca suggested we connect with the Education First research project on the teacher pipeline	2
4/24/19	Dr. Jason Willis, Director of Afro-American Studies, Rochester City School District, RIT Adjunct Professor, Community Organizer	Introduce Rochester Citizenship and Science Academy Charter School, Explore potential connections to culturally relevant teaching strategies	RCSD, 131 Broad Street	Provided insight on the needs of Rochester youth and the importance of connecting to the local community in an authentic way.	Dr. Willis suggested the need for culturally responsive teaching staff and for people who start with relationships with students first	2
4/24/19	Joe Carter, Head Dean, Vertus Charter High School	Introduce Rochester Citizenship and Science Academy Charter School, hear	Vertus High School, Humboldt St	Provided insight on the demographic challenges of poverty and challenging home lives	Mr. Carter agreed that authentic home visits will be essential to creating the high level of parent	2

		from an independent school leader about Rochester high school students' preparation and behavior intervention programs		that create the need for a high level of parental involvement from an early age.	involvement included in the design.	
4/25/19	Eric O'Connor, Director of Strategic Projects, True North/Uncommon Schools Rochester	Hear from a network school leader about Rochester's charter school environment, Introduce Rochester Citizenship and Science Academy Charter School	Uncommon Network Office, Lake Ave	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.	2
4/29/19	Dr. Michael Wischnowski, Dean of Education, St. John Fisher	Introduce Rochester Citizenship and Science Academy Charter School, Explore collaborations	Phone conversation	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.	2
4/29/19	Rich Funke's Office, Jake Chard, Deputy Chief of Staff for Constituent Services, State Senate District 55	Introduce Rochester Citizenship and Science Academy Charter School, hear needs of the district and seek support	Fairport Office	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.	2

4/29/19	Gladys Pedraza Bergos, Chief Operating Officer, Ibero-American Action League	Explore partnerships with Ibero-American Action League, Introduce Rochester Citizenship and Science Academy Charter School	Ibero, Main St	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.	2
4/29/19	Harry Bronson's Office, Elizabeth Morabito, Principal Legislative Analyst, State Assembly District 138	Introduce Rochester Citizenship and Science Academy Charter School, hear needs of the district and seek support	University Ave Office	Confirmed need for quality in public schools.	Glad to receive information on the progress of the school going forward.	2
05/01/2019	Deborah M. Stendardi Vice President for Government & Community Relations Rochester Institute of Technology	Introduce Rochester Citizenship and Science Academy Charter School, seek support and possible partnership opportunities	RIT – 30 Lomb Memorial Drive, Rochester	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.	2
5/01/2019	Rochester Prep representatives Director of Operations Mr. Clay-pool and Asst. Super-intendent Paul Powell.	Introduce Rochester Citizenship and Science Academy Charter School, seek support and possible partnership opportunities	Starbucks Coffee at Irondequoit	Challenges in Rochester area that faces the charter schools	Open for any visit and sharing information.	3
5/2/19	Jim Senall, President of Next Corps (Entrepreneurial	Hear about the need for education on STEM, Introduce Rochester Citizenship	Phone Conversation	Confirmed need for schools focused on STEM education.	Provided introduction to additional business person who has had interest in supporting	2

	Support Organizer) and business leader	and Science Academy Charter School,			charter schools in the past.	
05/03/2019	Andrea Rogers Barry Empire Charter School consultants	Introduce Rochester Citizenship and Science Academy Charter School	Email support	Confirmed need for quality charter schools in Rochester	Provide support letter for the new CSARochester Charter School	2
5/08/2019	Refugee Resettlement, Catholic Family center, Rochester Resettlement meeting with Dijifa	Confirmed Appointments to Introduce Rochester Citizenship and Science Academy Charter School, seek support, partnership, collaboration and outreach activities for enrollment	RCSD District Office, R.I.T,	Confirmed for quality education to all children and embracing the refugee population		4
5/08/2019	RCSD Interim Superintendent Lowengard	Introduce Rochester Citizenship and Science Academy Charter School, hear needs of the district and seek opportunities to collaborate	At the RCSD Office	Quality Schools are needed across the board	Make sure to replicate the similar practice and transparency in Syracuse in case opened in Rochester	2
5/08/2019	Meeting with Director of Boys and Girls Club Wayne Mahoney	Introduce Rochester Citizenship and Science Academy Charter School, hear needs of the district and seek	Boys & Girls Club 500 Genesee Street, Rochester, NY	Supportive of quality schools for Rochester area children and the need for those schools.	Collaboration and possible partnership with after school programs with Rochester Boys & Girls Club	2

		opportunities to collaborate				
6/11/2019	St. John Fisher President Rooney, vice president for institutional advancement Phil Castleberry	Introduce Rochester Citizenship and Science Academy Charter School, seek opportunities to collaborate and partnerships	St. John Fisher University	Confirmed the need for more high-quality charter schools for students. Introduced some of the St. John Fishers program that can be great opportunities for CASRochester children	Offered continuous support for the possible CASRochester children on and off campus. Supporting their learning in whatever capacity St. John Fisher can or able to do as it does to all Rochester area children!	3
12/12/2019	Meeting with Chris Widmaier – was Science Teacher at RCSD and now a graduate student	Introduce Rochester Citizenship and Science Academy Charter School, seek opportunities to collaborate with his newly founded organization	Stop Coffee in Rochester downtown	Confirmed the need for more high-quality schools for students.	Looking for possible partnership with his new not-for-profit organization	2
12/17/2020	Ian Mortimer, Vice President for Enrollment, Paul Keller, Director, International Enrollment, Office of Graduate and Part-Time Enrollment Lynn Rowoth, Assistant Vice President, Government & Community Relations	During Genius Olympiad 2020 preparation meeting, Dr. Hayali Introduce Rochester Citizenship and Science Academy Charter School, what it will look like, whom it will serve and looking for possible	Rochester Institute of Technology		Listened the proposed CSARochester charter school	12

	Carl Palmieri, Assistant Director, Events & Operations, University Arenas Carla Dilella, Exec Dir of Housing Operations & Global Initiatives Rich Morse, Manager Internal Programs & Operations, Campus Life James Entwistle, Lieutenant, Coordinator of Security for Special Events, Public Safety James Bober, Assistant Director Engineering Services, Production Services Katie DelDuca, Coordinator Special Events, Facility Management Services Donna Burnette, Executive Dir RIT K-12 University Ctr Erin Hartter, Business Support Administrator, Dining Services	collaboration and partnerships				

1/09/2019	Meeting with Darryl Kittleberger – morning, Lunch with Lindsay Cray, afternoon with Paul Clark from Center for youth	Talked the new application and their support with possible partnership opportunities	Stop Coffee, Magnolia Restaurant, Center for youth	Confirmed the support for CSARochester Charter School	Developed possible outreach activities for CSARochester Charter School	6
1/10/2020	Monthly meeting of Finger Lakes STEM Hub Joe Marinelli (FLX STEM Hub), Tammy Bonisteel (FLX STEM Hub), Harold Clark (RMSC), Michael DuPre (Science Exploration Days), Leah Hamilton (Optimax), Nadia Harvieux (Finger Lakes Institute), Jon Kriegel (RES, STEM Bridges), Bill Rotenberg (MCC), Eric Russel (Siemens), Dan Schneiderman (Rochester Maker Faire), Sara Silverstone (Brockport Research Institute), Ashley Simmons (RIT STEP), Jim VanKouwenberg (Optimax), Mary Eileen Wood (TERRA), Kellie Gauvin (FLCC), Emilee	Introduce CASRochester to representatives of many potential partners in STEM education and out of school services	Rochester Museum and Science Center	Welcomed addition of new academic partner for grants related to STEM education	Information included at meeting and in FLXSH minutes, contact information distributed to all attendees	19 live/virtual and 57 distributio n

	Williamson (GV BOCES), Steven Montemarano (BOCES 4 Science), Deb Dennis (Phelps Library), Marcus Ragland (BSA Exploring)					
2/11/2020	Charles Reaves Executive Director of Literacy Rochester	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer hear the needs in literacy with Rochester area and seek support	Literacy Rochester, 1600 South Av, #100, Rochester NY 14620	Welcomed the intensive support of ENL in combination with STEM curricular concentration	Provided support letter and looking forward to establishment of a partnership between CASRochester and Literacy Rochester	2
2/11/2020	Harold R. Clark, Ph.D., Senior Director STEM Learning and community of Rochester Museum and Science Center	Introduce Rochester Citizenship and Science Academy Charter School, hear the need in STEM, possible collaboration with Rochester Museum and Science Center	Rochester Museum and Science Center	Eager to introduce new partner to RMSC	Provided support letter and looking forward to establishing a partnership between CASRochester and Rochester Museum and Science Center	2
2/14/2020	Monthly meeting of Finger Lakes STEM Hub Joe Marinelli (FLX STEM Hub), Tammy Bonisteel (FLX STEM Hub), Harold Clark (RMSC), Michael	Proposed charter school, focused on partnerships and community organizations. Population focus is	Rochester Museum and Science Center	Interested in shared foci of New Americans and STEM	Information included at meeting and in FLXSH minutes, contact information distributed to all attendees	20 live and virtual; 60 distributio n

	DuPre (Science Exploration Days), Marion French (WXXI), Christopher Harris (GV BOCES), Karin Klock (ON Semiconductor), Steven Montemarano (BOCES 4 Science), Dan Schneiderman (Rochester Maker Faire), Sara Silverstone (Brockport Research Institute), Ashley Simmons (RIT STEP), Carla Stough-Hoffman (GRASA), Mary Eileen Wood (TERRA), Yuelisse Gray (GSWNY), Kellie Gauvin (FLCC), Sharon Sweeney (C&S Companies), Katherine Hammill (WFL BOCES), Sue Layton (RMSC), Nadia Harvieux (Finger Lakes Institute), Marcus Ragland (BSA Exploring).	New Americans, focus on STEM.				
02/26-29/2020	Explaining the proposed CSARochester Charter school and collecting Signatures from the	Introduce Rochester Citizenship and Science Academy Charter School, what	North	Pleased to support the school by signing the petition	Provided support signatures	94

	community who came to Tops (West Avenue, North Clinton and South Clinton – total three of them with the permission of the store manager) Grocery stores.	CASRochester can offer to our urban Rochester area children and how it will benefit to our children				
02/26-29/2020	Explaining the proposed CSARochester Charter school and collecting Signatures from the community who came to Family Dollars (Genesee Street, West main Street, North Clinton – total three of them with the permission of the store manager) stores.	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer to our urban Rochester area children and how it will benefit to our children	North	Pleased to support the school by signing the petition	Provided support signatures	73
03/01/2020	Explaining the proposed CSARochester Charter school and collecting Signatures from the community who came to Service at the Life Church of New York – Rochester, NY	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer to our urban Rochester area children and how it will benefit to our children	218 Murray Street, Rochester, NY	Pleased to support the school by signing the petition	Provided support signatures and support letter from the administration	42

2/25/2020	Explaining the proposed CSARochester Charter school and collecting Signatures from the community who came to Meat Marketplace, Fish Market Place	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer to our urban Rochester area children and how it will benefit to our children	626 W Main St., Rochester, NY, 14611	Pleased to support the school by signing the petition	Provided support signatures	36
03/06-12/2020	Andrew Terrace Apartments Door to Door Explaining the proposed CSARochester Charter school and collecting Signatures from the residents	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer to our urban Rochester area children and how it will benefit to our children	125 St Paul St, Rochester, NY 14604	Pleased to support the school by signing the petition	Provided support signatures	79
3/01/2020	Mike Coniff CEO of Rochester Refugee Settlement Services Inc.	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer; hear the needs for the refugee population and seek support	759 Dewey Ave, Rochester, NY 14613	Pleased to have expanded educational services to accelerate student learning of ENL and STEM	Provided support letter and looking forward to establishing a partnership between CASRochester and Rochester Refugee Settlement Services	2

03/08/2020	Explaining the proposed CSARochester Charter school and collecting Signatures from the community who came to the Faith Deliverance Christian Fellowship	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer to our urban Rochester area children and how it will benefit to our children	94 Central Park, Rochester, NY 14605	Pleased to support the school by signing the petition	Provided support signatures and support letter from the administration	45
03/09-04/01/2020	World Wide News on St. Paul Street	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer to our urban Rochester area children and how it will benefit to our children	100 St Paul St Rochester, NY 14604	Pleased to support the school by signing the petition	Provided support signatures	52
03/08-31/2020	Explaining the proposed CSARochester Charter school and collecting Signatures from the community who came Hair Saloon and save a Lot at Goodman plaza (talked with both places managers and with their permit)	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer to our urban Rochester area children and how it will benefit to our children	836 Goodman St N, Rochester, NY,	Pleased to support the school by signing the petition	Provided support signatures	57

03/11 – 31/2020	Explaining the proposed CSARochester Charter school and collecting Signatures from the community who came RTS Main Bus station on St. Paul	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer to our urban Rochester area children and how it will benefit to our children	60 St. Paul St. Rochester, NY 14604	Pleased to support the school by signing the petition	Provided support signatures	61
3/13/2020	Finger Lakes STEM Hub meeting Joe Marinelli (FLX STEM Hub), Sara Silverstone (Brockport Research Institute), Carla Stough-Hoffman (GRASA), Bill Rotenberg (MCC), Marion French (WXXI), Sue Layton (RMSC), Michael DuPre (Science Exploration Days), Jim VanKouwenberg (Optimax), Cory Wright (BOCES ONE), Tammy Bonisteel (FLX STEM Hub), Mary Eileen Wood (TERRA), Ashley Simmons (RIT STEP)	Expand introduction to Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and seek support	Face to face + conference call	Adding CASRochester to the city brings significant increase in services to the RCSD	Included in meeting discussion and in minutes to all members	12 live/online; 62 distributio n

3/16/2020	LaToya Manhertz Community Member	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can meet the need of our children	Face to face	Supported the idea of a high quality charter school option for Rochester Children and Families	Provided support letter and looking forward to support in any way possible	2
3/16/2020	Arlene Nanry RN Chair of Story of hope Comfort Care Home	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer	Phone	Supported the idea of a high quality charter school option for Rochester Children and Families	Provided a support letter and looking forward to support the new proposed charter school within the community	2
3/19/2020	Honorary Dr. Sarah Mc Nairy, Bishop and founder of Faith Deliverance Christian Fellowship (the only female African American Bishop)	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can meet the need of our children			Provided a support letter and looking forward to support the new proposed charter school within the community	2
3/20/2020	Yolanda Ranson, founder of Alpha and Omega youth ministries	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can meet the need of our children	phone	Supported the idea of a high quality charter school option for Rochester Children and Families	Provided a support letter and looking forward to support the new proposed charter school within the community	

3/23/2020	Christina Scott RN	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can meet the need of our children	phone	Supported the idea of a high quality charter school option for Rochester Children and Families	Provided a support letter and looking forward to support the new proposed charter school within the community	2
3/23/2020	Prophet Jeremy L. Butler, Life Church of New York,	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can meet the need of our children	Life Church of New York, 218 Murray Street, Rochester, NY 14611	Supported the idea of a high quality charter school option for Rochester Children and Families and received signatures from the church attendants	Prophet Jeremy provided a support letter	2
3/25/2020	Horrace Davis, President of the Western New York Pop Warner Football Association	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can meet the need of our children	phone	Supportive of providing an option for those who cannot afford to send their children to private school or move to a suburban school district	Provided a support letter will support when the school will be approved through his organization	2
3/25/2020	Grace Coley RN	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can	phone	Supported the idea of a high quality charter school option for Rochester Children and Families	Provided a support letter and looking forward to support the new proposed charter school within the community	2

		meet the need of our children				
3/26/2020	John Hogan (Retired RCSD Teacher) and Helen Hogan – Executive Director of Neighborhood Planning Community Southeast Area Coalition (SEAC)	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can meet the need of our children. Seek support from them	phone	Need for high quality schools, STEAM focus, collaboration with Community organizations. Opportunities in terms of employment at CSARochester Charter School	Provided Support letters for the proposed CSARochester Charter School and looking forward to collaborate and cooperate once it is established	2
3/26/2020	Press Release to all paper, radio and tv news outlets in Rochester area					
04/02/2020	Public outreach / community meeting	Explaining the CSARochester Charter School to the community after the press release	Zoom.us (recorded session is posted at CSARochester .org)			
04/02-17/2020	Updated last year's support for this year. Senator Robach, Geoff CEO of Taylor construction, Colby Farm, M.E. Wood and Associates, Jessica	Supported CASRochester last year reached out to update with this year's application		Supported the CASRochester and possible partnership	Provided updated support letters	6

	Odasz, Melissa Lattuca, updated support letter for CASRochester,					
04/20/2020	Communication and informing the Regents Brown and Regents Norwood	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can meet the need of our children	email		Reached out to the New York Regents for providing information in regards to CSARochester	2
04/22/2020	Andre Langston CEO WDKX Radio Station	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can meet the need of our children. Seek support from them	Phone	Supported the idea of a high quality charter school for Rochester Children and Families that lends to workforce & community development	Was interested to learn more. Advocated for individual community involvement. Wanted to consider writing a letter but was not able to complete in time to meet deadline to submit.	1
04/24/2020	Tarlon Gibson Dir. Of Early Childhood and Youth Development The Community Place	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can meet the need of our children. Seek support from them	Phone	Supported the idea of a high quality charter school for Rochester Children and Families that lends to workforce & community development	Provided a support letter and looking forward to support the new proposed charter school within the community	1

05/01/2020	Patricia Sinatra Board Co-Chair Salem Nutrition Center	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can meet the need of our children. Seek support from them	Phone	Supported the idea of a high quality charter school for Rochester Children and Families that lends to workforce & community development	Provided a support letter and looking forward to support the new proposed charter school within the community	1
05/05/2020	Antwan Williams Director of Youth System Services Rochester Works	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can meet the need of our children. Seek support from them	Phone	Supported the idea of a high quality charter school for Rochester Children and Families that lends to workforce & community development	Provided a support letter and looking forward to support the new proposed charter school within the community	1
05/06/2020	Dr. Seanelle Hawkins CEO Urban League Rochester	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can meet the need of our children. Seek support from them	Phone	Supported the idea of a high quality charter school for Rochester Children and Families that lends to workforce & community development	Provided a support letter and looking forward to support the new proposed charter school within the community	1
05/07/2020	Deborah Campbell Director of Workforce Development	Introduce Rochester Citizenship and Science Academy	Phone	Supported the idea of a high quality charter school for Rochester	Provided a support letter and looking forward to support the new	1

	Youth Build Program Catholic Family Center	Charter School, what CASRochester can offer and how it can meet the need of our children. Seek support from them		Children and Families that lends to workforce & community development	proposed charter school within the community	
05/08/2020	Isaac Bliss Executive Director Quad A For Kids Rochester Area Community Foundation	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can meet the need of our children. Seek support from them	Phone	Supported the idea of a high-quality charter school for Rochester Children and Families that lends to workforce & community development	Provided a support letter and looking forward to support the new proposed charter school within the community	1
05/08/2020	Paul Keller Director of International Enrollment at Rochester Institute of Technology	Introduce Rochester Citizenship and Science Academy Charter School, what CASRochester can offer and how it can meet the need of our children. Seek support from them	Phone	Supported the idea of a high quality charter school for Rochester Children	Provided support letter and shared possible school locations, as well as opportunities that will enhance CSARochester enrollment. He is willing to continue to support in any way possible	1

ATTACHMENT 2B: EVIDENCE OF PUBLIC REVIEW PROCESS

Citizenship and Science Academy of Rochester Charter School

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---------- Forwarded message ---------
From: **David Munson** <dcmpro@rit.edu>
Date: Thu, Apr 4, 2019 at 9:57 PM
Subject: Re: Introduction to CAS Rochester
To: Tolga Hayali <hayali@sany.org>

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 <hayali@sany.org> 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** <jchcms@rit.edu>
Date: Sun, Apr 7, 2019 at 3:12 PM
Subject: Re: Introduction to CAS Rochester
To: Tolga Hayali <hayali@sany.org>
Cc: Meg Walbaum <mswcms@rit.edu>

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
[redacted]

From: Tolga Hayali <hayali@sany.org>
Date: Thursday, April 4, 2019 at 7:26 PM
To: James Hall <jchcms@rit.edu>
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 <jchcms@rit.edu> 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
[redacted]

--------- Forwarded message ---------
From: **Simeon Banister** <sbanister@racf.org>
Date: Tue, Mar 26, 2019 at 11:33 PM
Subject: RE: Introduction to CAS Rochester
To: Tolga Hayali <hayali@sany.org>

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
500 East Avenue
Rochester, NY 14607
[redacted]

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**

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From: Tolga Hayali <hayali@sany.org>
Sent: Tuesday, March 26, 2019 10:53 PM
To: Simeon Banister <sbanister@RACF.org>
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://csarochester.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** <hayali@sany.org>
Date: Fri, Mar 22, 2019 at 9:43 AM
Subject: Fwd: CSA Rochester Information Session
To: Lindsay Cray <lindsay.cray@gmail.com>, Paul Clark <PClark@centerforyouth.net>

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** <dmsgrl@rit.edu>
Date: Tue, Apr 23, 2019 at 1:46 PM
Subject: RE: FW: Introduction to CAS Rochester
To: Tolga Hayali <hayali@sany.org>, James Hall <jchcms@rit.edu>
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
30 Lomb Memorial Drive
Rochester, NY 14623-5604
Email: dmsgrl@rit.edu
Phone: 585-475-5040

From: Tolga Hayali <hayali@sany.org>
Sent: Tuesday, April 09, 2019 12:06 PM
To: James Hall <jchcms@rit.edu>
Cc: Deborah Stendardi <dmsgrl@rit.edu>
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 <jchcms@rit.edu> 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
[redacted]
--

From: Tolga Hayali <hayali@sany.org>
Date: Monday, April 8, 2019 at 9:47 PM
To: James Hall <jchcms@rit.edu>
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 <jchcms@rit.edu> 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
[redacted]

From: Tolga Hayali <hayali@sany.org>
Date: Monday, April 8, 2019 at 2:56 PM
To: James Hall <jchcms@rit.edu>
Cc: Meg Walbaum <mswcms@rit.edu>
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 CSARochester 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 Joels. Thank you again and looking forward to seeing you

Tolga

On Sun, Apr 7, 2019 at 3:12 PM James Hall <jchcms@rit.edu> 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
[redacted]

From: Tolga Hayali <hayali@sany.org>
Date: Thursday, April 4, 2019 at 7:26 PM
To: James Hall <jchcms@rit.edu>
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 <jchcms@rit.edu> 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
[redacted]

From: Tolga Hayali <hayali@sany.org>
Date: Thursday, March 14, 2019 at 9:20 AM
To: "Joel T. Helfrich" [redacted]
Cc: James Winebrake <jjwgpt@rit.edu>, James Hall <jchcms@rit.edu>, Richard Beal <rbeal@terraed.org>
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 <jh002d@hotmail.com> 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** <PClark@centerforyouth.net>
Date: Tue, Mar 19, 2019 at 8:50 PM
Subject: Re: SASCS & Center for Youth Introductions
To: Tolga Hayali <hayali@sany.org>
Cc: Rick b <rickeb@kotkus.org>

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 <PClark@centerforyouth.net> 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. [redacted]

Have a great day!

Paul

Paul Clark | Director of School Based Programs
The Center for Youth Services, Inc. |
|p:585.473.2464
e:pclark@centerforyouth.net

From: Tolga Hayali <hayali@sany.org>
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** <hayali@sany.org>
Date: Fri, Mar 22, 2019 at 11:20 AM
Subject: Re: Introduction to CAS Rochester
To: Scott, Sara Lynn <Sara.Scott@cityofrochester.gov>
Cc: Richard Beal <rbeal@terraed.org>, Joel T. Helfrich [redacted]

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 [redacted] 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 <Sara.Scott@CityofRochester.Gov>
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
200 West Ave. Rochester, NY 14611
[redacted]

---------- Forwarded message ---------
From: **Harvey, Jodi** <jsharvey@genesee.edu>
Date: Mon, Mar 25, 2019 at 4:04 PM
Subject: RE: [External] Introduction to CAS Rochester
To: Joel T. Helfrich <jh002d@hotmail.com>, Tolga Hayali <hayali@sany.org>, Richard Beal <rbeal@terraed.org>

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

Assistant Professor of Teacher Education and Human Services
SUNY Genesee Community College
[redacted]

---------- Forwarded message ---------
From: **Nupp, Susan (Academic Services)** <snupp@monroecc.edu>
Date: Wed, Apr 24, 2019 at 2:34 PM
Subject: RE: FW: FW: FW: Introduction to CAS Rochester
To: Tolga Hayali <hayali@sany.org>
Cc: Richard Beal <rbeal@terraed.org>

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.

> When entering MCC's main entrance "B" from East Henrietta Road, turn left onto the campus road and then turn right into Lot A and veer immediately to the right into Visitor Lot V. Employee Lot A and Visitor Lot V share the same entrance. You do not need a parking permit for Lot V.
>
> In the event there is not a parking space available in Lot V, please use the attached parking permit which is valid in any parking lot. If it is a gated lot, press the buzzer and let them know you have a meeting with Andrea Wade. **Be sure to place the attached parking permit on your dashboard if you park in any lot other than Visitor Lot V to avoid being ticketed**. I would recommend either Employee Lot A or Employee Lot K in the event the visitor lot is full.
>
> Enter the building through the main entrance either on the ground level or walk up the cement stairs and enter on the second floor. Once inside the doors, there is an elevator to the left. Take the elevator to the 3rd Floor and go to the right as you exit the elevator. The Academic Services suite is the first opening in the hallway on the left (1-309). Andrea's office is 1-309C in the Academic Services suite. There is also an information desk on your right as you enter the building on the second floor and they can direct you.

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 [redacted] Mar 13, 2019, 10:22 AM

to AKitwana@esl.org, 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 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 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 [http://rocthefuture.org/].)

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

Joel T. Helfrich [redacted] Mar 13, 2019, 10:27 AM

to jennifer@bigpicturelearning.org, me, Richard

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 Ghidiu, the Director of Network Learning for Big Picture. Jennifer, put simply, kicks ass and is a great person with whom you should meet.)

Joel T. Helfrich [redacted] Mar 13, 2019, 10:35 AM

to JLeonard@racf.org, Simeon, cdandino@racf.org, me, Richard

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.)

Joel T. Helfrich [redacted] Mar 13, 2019, 10:45 AM

to hrubin@collaborative-leaders.com, me, Richard

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.)

Joel T. Helfrich [redacted] Mar 13, 2019, 10:57 AM

to Alex.Yudelson@cityofrochester.gov, Jessica.Wright@cityofrochester.gov, sandra.simon@cityofrochester.gov, Lovely, r

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.)

Joel T. Helfrich [redacted] Mar 13, 2019, 11:03 AM

to sevans26@monroecc.edu, awade13@monroecc.edu, me, Richard

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 [redacted] Mar 13, 2019, 11:12 AM

to Malik.Evans@cityofrochester.gov, Courtney.Thomas@cityofrochester.gov, 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 [redacted] Mar 13, 2019, 11:16 AM

to dorian@unseenentertainment.com, 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 [redacted] Mar 13, 2019, 11:27 AM

to jordan.jablonski@mail.house.gov, 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.)

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

to robach@nysenate.gov, 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.)

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

to rduffy@greaterrochesterchamber.com, adrian.hale@greaterrochesterchamber.com, 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.)

Joel T. Helfrich [redacted] Mar 13, 2019, 12:08 PM

to mboller@sjfc.edu, me, Richard

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.)

Joel T. Helfrich [redacted] Mar 13, 2019, 12:15 PM

to glenn.cerosaletti@rochester.edu, me, Richard

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 Cerosaletti, 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.)

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

to mike.haugh@cmhconsulting.us, gthomas@ceinfo.org, me, Richard

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 [redacted] Mar 13, 2019, 12:16 PM

to scotts@cityofrochester.gov, me, 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 [redacted] Mar 13, 2019, 12:22 PM

to kmckinseymabry@monroecc.edu, 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.)

Joel T. Helfrich <[redacted]> Mar 13, 2019, 12:29 PM

to kjmgpt@rit.edu, dabk12@rit.edu, djfk12@rit.edu, me, Richard

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.)

Hank Rubin <hrubin@collaborative-leaders.org> 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
Institute for Collaborative Leadership
hrubin@collaborative-leaders.org
[redacted]

Joel T. Helfrich <[redacted]> 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.

(Tolga and Rick: Please meet Jackie Campbell and Jessica Lewis, respectively, the Alliance Director and Communications Specialist of ROC the Future at The Children's Agenda.)

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 [redacted] Mar 13, 2019, 1:24 PM

to jjwgpt@rit.edu, jchcms@rit.edu, 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.

Cerosaletti, Glenn [redacted] 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 Cerosaletti
Assistant Dean of Students & Director
Rochester Center for Community Leadership
[redacted]

From: Joel T. Helfrich [redacted]
Sent: Wednesday, March 13, 2019 12:15 PM
[redacted]
Subject: Introduction to CAS Rochester

Dear Glenn,

Karen Schwartzman <kschwartzman@racf.org> Mar 13, 2019, 2:32 PM

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
500 East Avenue
Rochester, NY 14607
[redacted]

From: Simeon Banister <sbanister@RACF.org>
Sent: Wednesday, March 13, 2019 11:17 AM
To: Karen Schwartzman <kschwartzman@RACF.org>
Subject: FW: Introduction to CAS Rochester

Simeon Banister
Vice President, Community Programs
Rochester Area Community Foundation
500 East Avenue
Rochester, NY 14607
[redacted]

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

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From: Jennifer Leonard <JLeonard@RACF.org>
Sent: Wednesday, March 13, 2019 10:50 AM
To: Simeon Banister <sbanister@RACF.org>
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
[redacted]

From: "Joel T. Helfrich" [redacted]
Date: March 13, 2019 at 10:35:42 AM EDT
[redacted]
Subject: Introduction to CAS Rochester

Tolga Hayali <hayali@sany.org> 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

Joel T. Helfrich [redacted] Mar 15, 2019, 12:02 PM

to [redacted]

Dear 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.)

Tolga Hayali <hayali@sany.org> Mar 15, 2019, 12:08 PM

to jtedesco@foodlinkny.org, mgruber@foodlinkny.org, 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 [redacted] Mar 16, 2019, 4:07 PM

to [redacted]

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 grooney@sjfc.edu, mmcgowan@sjfc.edu, 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
[redacted]
www.TaylortheBuilders.com
www.RetailBuiltRight.com

Tolga Hayali <hayali@sany.org> Thu, May 2, 2:56 PM (21 hours ago)

to Geoff, grooney@sjfc.edu, mmcgowan@sjfc.edu

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://csarochester.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 gymnasium 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
[redacted]
www.TaylortheBuilders.com
www.RetailBuiltRight.com

Leah George VanScott <leah@rochesterbiz.com> Wed, May 1, 4:41 PM (2 days ago)

to Geoff, me, Matt

Geoff,
Thank you for the introduction.

Dr. Hayali,
Happy to assit. 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
[redacted]

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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 <hayali@sany.org> Thu, May 2, 9:20 AM (1 day ago)

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

District Office: *1409 West Genessee St. Syracuse, NY 13204*
p: 315-671-54-70 f: 315-671-5475

Kate Dailey <Kate@rochesterbiz.com> Thu, May 2, 10:21 AM (1 day ago)

to me, Geoff, Matt, Leah

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.

Tolga Hayali <hayali@sany.org> Thu, May 2, 12:32 PM (1 day ago)

to Kate, Geoff, Matt, Leah

Sure Kate, How about at 2:30 PM tomorrow

Sent from my iPhone

Kate Dailey Thu, May 2, 12:33 PM (1 day ago)

to me

Tolga, that works.

Geoff Cook Wed, May 1, 4:16 PM (2 days ago)

to michael.frame@cbre-rochester.com, angelo.nole@cbre-rochester.com, me, peterlanders@landersmgt.com, Karl

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
[redacted]
www.TaylortheBuilders.com
www.RetailBuiltRight.com

Tolga Hayali <hayali@sany.org> Thu, May 2, 9:25 AM (1 day ago)

to Geoff, michael.frame@cbre-rochester.com, angelo.nole@cbre-rochester.com, peterlanders@landersmgt.com, Karl

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 Genessee St. Syracuse, NY 13204*
p: 315-671-54-70 f: 315-671-5475

Our Charter Schools: *Syracuse Academy of Science at www.sascs.org*
Syracuse Academy of Science and Cittizenship at www.sasccs.org
Utica Academy of Science atwww.uascs.org

Michael Frame Thu, May 2, 10:20 AM (1 day ago)

to Geoff, Angelo, me, peterlanders@landersmgt.com, Karl

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.

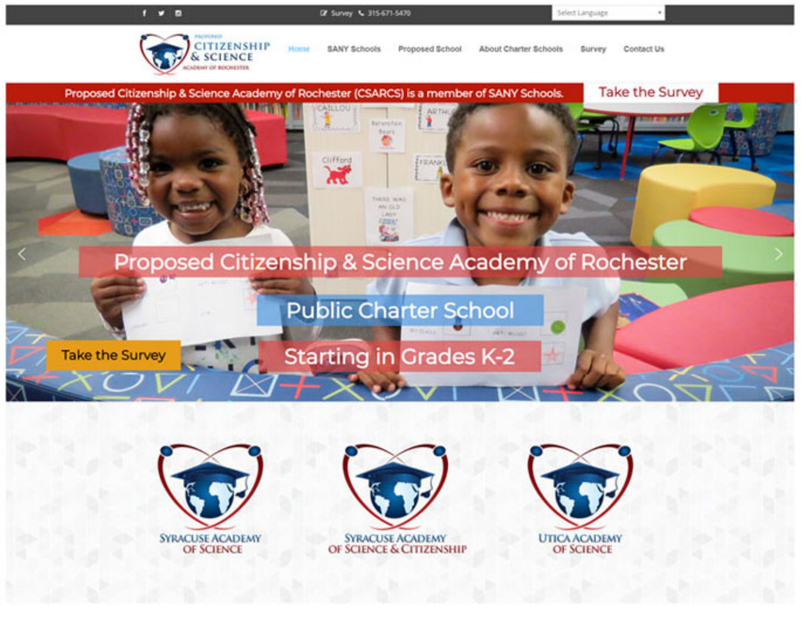
Best,

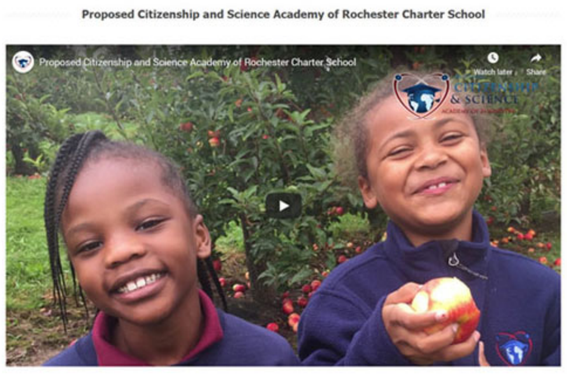
Michael Frame | Executive Vice President |Licensed Associate Real Estate Broker
CBRE|Rochester | Advisory & Transaction Services
[redacted]

ATTACHMENT 2A: INITIAL SAMPLES OF PUBLIC OUTREACH



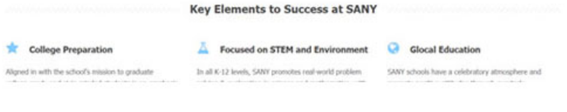


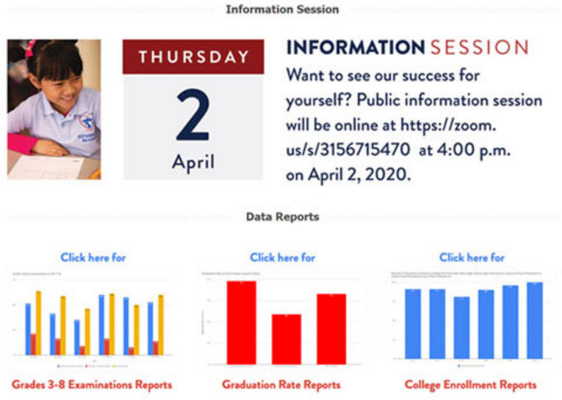


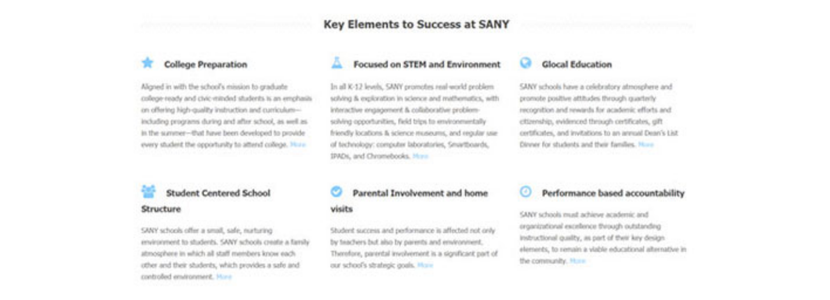


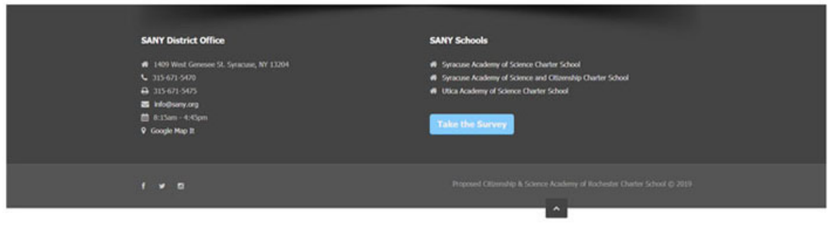


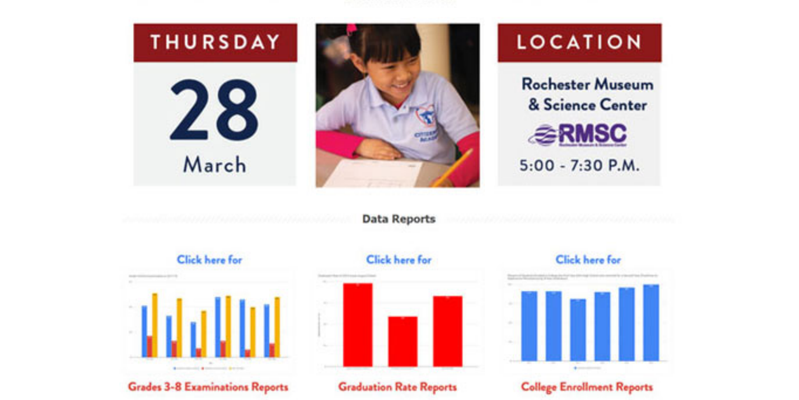


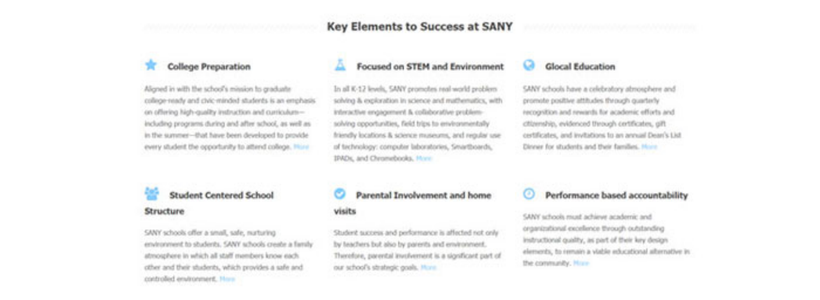


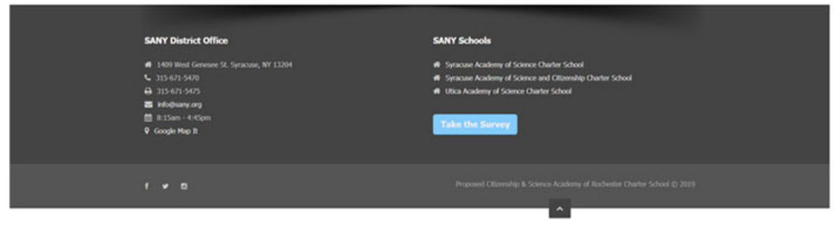












Education Improvement Survey

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.

PROPOSED CITIZENSHIP & SCIENCE ACADEMY OF ROCHESTER

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:

more hands on experience

First and Last Name: Kristin Duran

City: Rochester

Caitlin MacSeamus <c.macseamus@sany.org>

For Immediate Release: Proposed Charter School Information Session

1 message

Caitlin MacSeamus <c.macseamus@sany.org> Thu, Mar 26, 2020 at 10:31 AM
To: assignment@charter.com

NEWS RELEASE: March 26, 2020
Contact: Dr. Tolga Hayali
Phone: 315-671-5470
E-Mail: hayali@sany.org

Citizenship & Science Academy of Rochester Charter School

Rochester, NY: Science Academies of New York (SANY) Charter Schools (serving children in Syracuse and Utica) announced 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 (CSA Rochester). The CSA Rochester, which would open for the 2021-22 school year serving 168 students in grades k-2 with an emphasis on serving English Language Learners in a college-bound, STEM setting. In 10 years, CSA Rochester 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), glocal education (teaching to think globally and acting locally by character education, mentorship program, community service, international trips and activities, and various citizenship programs), and performance based accountability.

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 90% of those graduates receiving College Acceptances from several Universities and Colleges. According to National Clearinghouse Data, on average more than 70% of the Alumni who went to college successfully finished their freshman year and moved on as a sophomore.

CSA Rochester Charter School will give priority to ELL students to provide them with a college-preparatory educational experience while meeting their unique cultural and social needs.

SASCS has been recognized with a bronze medal as one of the best public high schools in the nation two years in a row by U.S. News & World Report. SANY has consistently maintain ed a waiting list in excess of 1,400 students.

Public information session will be online at https://zoom.us/s/3156715470 **at 4:00 p.m. on April 2, 2020.**

To learn more about the proposed CSA Rochester Charter School please visit www.casrochester.org.

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 f or 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 lear ning and civic involvement; and who are conscious of local, global and environmental issues.

--
Caitlin MacSeamus
Multimedia Developer & Marketing Strategist
Science Academies of New York - SANY at www.sany.org

District Office:
1409 West Genesee St. Syracuse, NY 13204
P: 315-671-5470 ext 7108 | F: 315-671-5475

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

SANY_RochesterCharterSchool_MediaRelease_032620 (1).docx
154K

PROPOSED

CITIZENSHIP & SCIENCE

ACADEMY OF ROCHESTER

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.**

Scan to load survey

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 2021.**
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!



THURSDAY

2

April

INFORMATION SESSION

Want to see our success for yourself? Public information session will be online at https://zoom.us/s/3156715470 at 4:00 p.m. on April 2, 2020.

WANT TO LEARN MORE? CSAROCHESTER.ORG

@csarochester @csa_rochester

PROPOSED

CITIZENSHIP & SCIENCE

ACADEMY OF ROCHESTER

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Does our school sound like the right fit for your student?

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THURSDAY

28

March

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

@csarochester @csa_rochester

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Syracuse organization proposes charter school in Rochester

By: Velvet Spicer March 27, 2019

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 ...

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April 4, 2019



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April 4, 2019



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CENTRAL NY NEWS

Syracuse charter school operator may expand in Rochester

Posted Mar 28, 2019



Scott Schild | sschild@syracuse.

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.

8 9 shares

By James T. Mulder | jmulder@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 Hayali, superintendent of Science Academies of New York. The nonprofit also operates a charter school in Utica.

Hayali 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.

View Comments (8)

RECOMMENDED FOR YOU



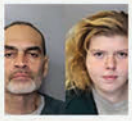
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Citizenship and Science Academy of Rochester Charter School
Published by Hootsuite [?] · May 4 at 1:15 PM ·

We believe in the value of hands-on experiences. By offering culturally rich field trips to our students, we strive to develop them into culturally aware global citizens. Field trip locations are chosen by classroom teachers, vary annually, and are integrated into the student curriculum to enrich and reinforce scholars' educational experience.

Learn more 👉 csarochester.org/



15 People Reached | 1 Engagement | Boost Post

Citizenship and Science Academy of Rochester Charter School
Published by Hootsuite [?] · May 6 at 10:01 AM ·

To increase student motivation, SANY invites community, academic, and business leaders to speak to our students and encourage them to strive for excellence. Speakers are selected from diverse backgrounds to reach out to all students. Learn More 👉csarochester.org/



17 People Reached | 0 Engagements | Boost Post

Citizenship and Science Academy of Rochester Charter School
Published by Hootsuite [?] · May 10 at 1:25 PM ·

SANY offers a small school environment to its students. By creating a small school environment at its locations, SANY creates a family atmosphere in which all staff members know each other and their students. Learn More 👉 csarochester.org/



13 People Reached | 1 Engagement | Boost Post

Citizenship and Science Academy of Rochester Charter School
Published by Hootsuite [?] · May 12 at 1:25 PM ·

We believe college is for everyone. To ensure that our students achieve that goal, we strive to provide students individualized guidance to produce the best match between our students' interests and colleges. Learn More 👉 csarochester.org/



8 People Reached | 0 Engagements | Boost Post

Citizenship and Science Academy of Rochester Charter School
Published by Hootsuite [?] · May 8 at 11:20 AM ·

Home visits help our teachers and parents find common ground. We understand our students have lives away from school, so we partner with their families to develop an understanding of what that life is like to help better serve our students. Learn More 👉 csarochester.org/



12 People Reached | 0 Engagements | Boost Post

Citizenship and Science Academy of Rochester Charter School
Published by Hootsuite [?] · May 14 at 9:02 AM ·

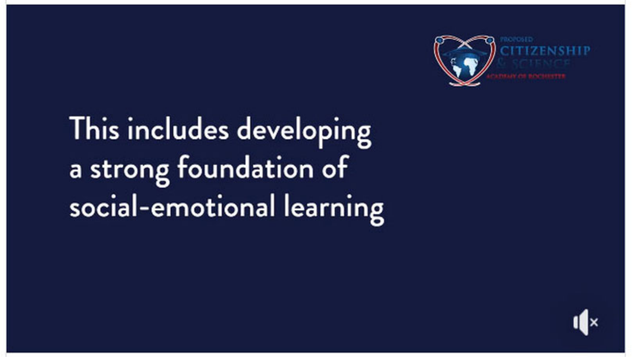
Focus on character education 🍎 Education is not just about book smarts. We believe soft skills like leadership, teamwork, kindness, forgiveness, perseverance, and integrity are equally as necessary as a strong academic foundation. Learn More 👉 csarochester.org/



5 People Reached | 0 Engagements | Boost Post

Citizenship and Science Academy of Rochester Charter School
Published by Caitlin MacSeamus [?] · May 14 at 11:17 AM ·

See what SANY can bring to Rochester!



9 People Reached | 5 Engagements | Boost Post

1 Comment

CSA Rochester
@csarochester

We believe in the value of hands-on experiences. By offering culturally rich field trips to our students, we strive to develop them into culturally aware global citizens.

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CSA Rochester
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To increase student motivation, SANY invites community, academic, and business leaders to speak to our students and encourage them to strive for excellence. Speakers are selected from diverse backgrounds to reach out to all students. Learn More 👉csarochester.org

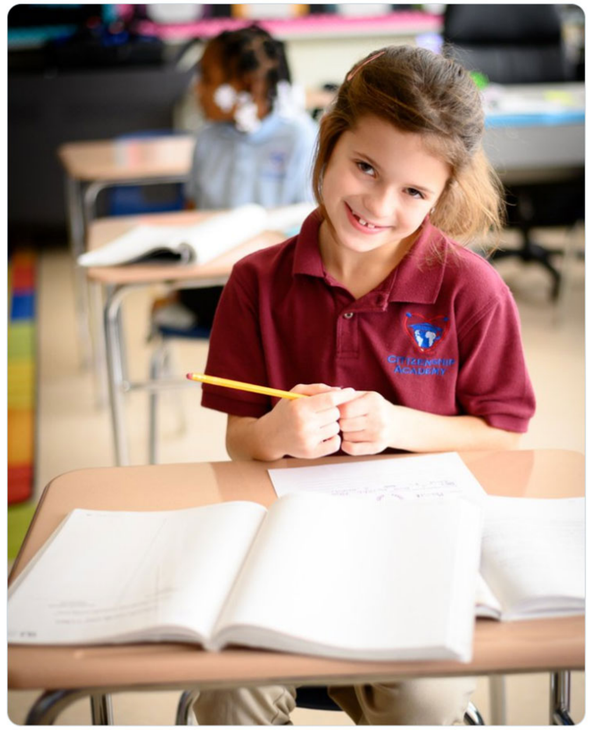


10:01 AM · May 6, 2020 · Hootsuite Inc.

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CSA Rochester
@csarochester

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1:25 PM · May 10, 2020 · Hootsuite Inc.

1 Like

CSA Rochester
@csarochester

We believe college is for everyone. To ensure that our students achieve that goal, we strive to provide students individualized guidance to produce the best match between our students' interests and colleges. Learn More 👉 csarochester.org



1:25 PM · May 12, 2020 · Hootsuite Inc.

CSA Rochester
@csarochester

Home visits help our teachers and parents find common ground. We understand our students have lives away from school, so we partner with their families to develop an understanding of what that life is like to help better serve our students. Learn More 👉 csarochester.org



11:20 AM · May 8, 2020 · Hootsuite Inc.

1 Like

CSA Rochester
@csarochester

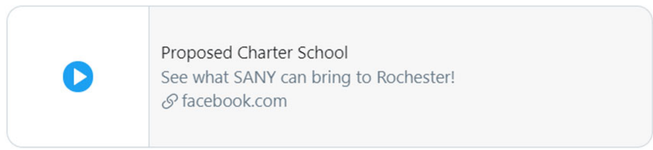
Focus on character education 🍎 Education is not just about book smarts. We believe soft skills like leadership, teamwork, kindness, forgiveness, perseverance, and integrity are equally as necessary as a strong academic foundation. Learn More 👉 csarochester.org



9:02 AM · May 14, 2020 · Hootsuite Inc.

CSA Rochester
@csarochester

Curious about what SANY can bring to Rochester? Watch this video to learn about our proposed Charter School!



11:28 AM · May 14, 2020 · Twitter Web App



csa_rochester • Following

csa_rochester We believe in the value of hands-on experiences. By offering culturally rich field trips to our students, we strive to develop them into culturally aware global citizens. Field trip locations are chosen by classroom teachers, vary annually, and are integrated into the student curriculum to enrich and reinforce scholars' educational experience.

Learn more csarochester.org/

2w

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csa_rochester To increase student motivation, SANY invites community, academic, and business leaders to speak to our students and encourage them to strive for excellence. Speakers are selected from diverse backgrounds to reach out to all students. Learn More csarochester.org/

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csa_rochester • Following

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csa_rochester We believe college is for everyone. To ensure that our students achieve that goal, we strive to provide students individualized guidance to produce the best match between our students' interests and colleges. Learn More csarochester.org/

6d

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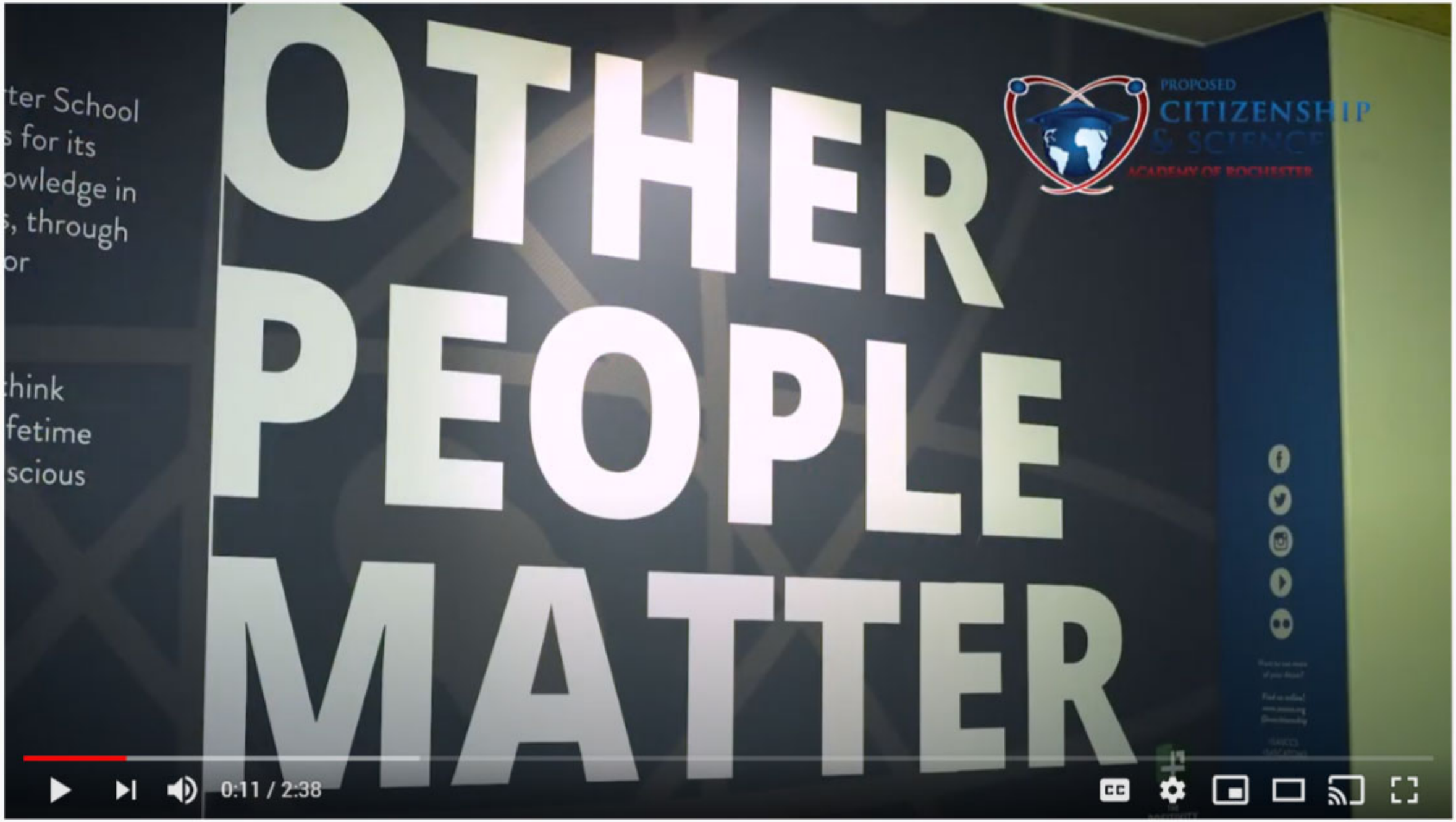
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youtube.com/watch?v=1hWEcfoULoY



Proposed Citizenship and Science Academy of Rochester Charter School

6 views • Apr 29, 2020

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Desktop News Feed

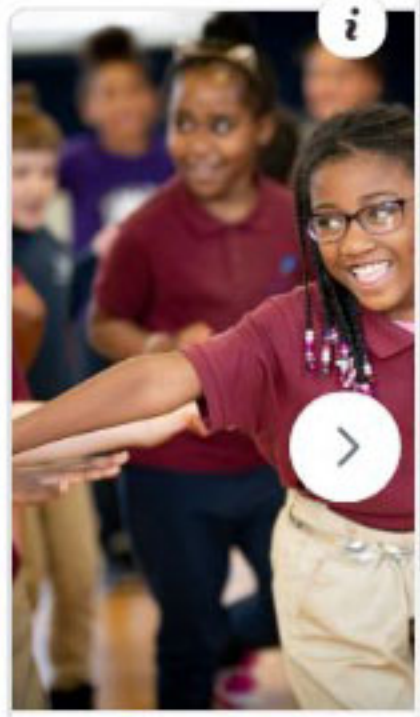
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Are you interested in your child attending a STEM-focused college-preparatory school, for free?

The Citizenship and Science Academy of Rochester is a proposed charter school. Take our survey to show your support!





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Your Voice Matters
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13

2021_CharterProposal_Rochester_FullRun > 1 Ad Set > 2 Ads

Active

Lifetime: Apr 26, 2018 – Apr 2, 2

Performance | Demographics | Placement | Delivery

1,797
Results: Link Clicks

54,391
People Reached

$1,009.19
Amount Spent

Custom

1,797 **Results: Link Clicks** $0.56 **Cost per Result** 1.20% Result Rate



Ad Preview

Ad Preview | 1 of 1 Ad

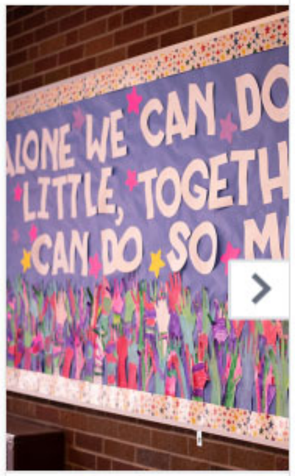
Desktop News Feed | 2 of 17

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Ads Reporting | Search

Science Academies of New York (...

All Reports › SANY Social Media Ad Usage | None

Columns | Ungroup Breakdowns | Had Delivery | Ad Set Name: rocheste | + Add filters to narrow the data you are seeing. | Report I 1

Columns (10)

Add columns +

Breakdowns
- Ad Set Name
- Ad Name

Metrics Create
- Delivery
- Reach
- Impressions
- Frequency

Ad Set Name	Ad Name	Delivery	Reach	Impressions	Frequency	Results	Results On ad
1920_CharterProposal_Rocheste_FullRun	All	Not Delivering Ad Set	16,993	85,707	5.04	254 Link Clicks	254 Link Clicks
	1920_CharterProposal_...	Not Delivering Ad	16,993	85,707	5.04	254 Link Clicks	254 Link Clicks
1920_CharterProposal_Rochester - 1	All	Completed Ad Set	1,934	3,595	1.86	14 Link Clicks	14 Link Clicks
	1920_CharterProposal_...	Not Delivering Ad	1,934	3,595	1.86	14 Link Clicks	14 Link Clicks
1920_CharterProposal_Rochester - 2	All	Completed Ad Set	66	76	1.15	— Link Click	— Link Click
	1920_CharterProposal_...	Not Delivering Ad	66	76	1.15	— Link Click	— Link Click
Total Results 6 / 6 rows displayed			**17,389** People	**89,378** Total	**5.14** Per Person	268 Link Clicks	268 Link Clicks

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THE SENATE
STATE OF NEW YORK

JOSEPH E. ROBACH
Senator, 56th District

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ROOM 615
LEGISLATIVE OFFICE BUILDING
ALBANY, NY 12247
(518) 455-2909
FAX: (518) 426-6938

MONROE COUNTY OFFICE:
2300 WEST RIDGE RD.
ROCHESTER, NY 14626
(585) 225-3650
FAX: (585) 225-3661

INTERNET ADDRESS:
www.robach.nysenate.gov
robach@nysenate.gov

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) 225-3650.

Sincerely,

Joseph E. Robach

Joseph E. Robach
56th Senate District

RANKING MINORITY MEMBER
CULTURAL AFFAIRS, TOURISM, PARKS AND RECREATION
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Senator, 55TH District

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PACKETTS LANDING
SUITE 230
FAIRPORT, NEW YORK 14450
(585) 223-1800
FAX: (585) 223-3157

E-MAIL ADDRESS:
FUNKE@NYSENATE.GOV

WEBSITE:
FUNKE.NYSENATE.GOV

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 alterative 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

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RANKING MINORITY MEMBER
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COMMITTEE MEMBER
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THE SENATE
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JOSEPH E. ROBACH
Senator, 56th District

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FAX (518) 426-6918

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ROCHESTER, NY 14626
(585) 225-3656
FAX (585) 225-3664

INTERNET ADDRESS:
www.robach.nysenate.gov
robach@nysenate.gov

April 17, 2020

Dr. Tolga Hayali, Superintendent of SANY
1409 W. Genesee Street
Syracuse, NY 13204

Dear Dr. Hayali,

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 [redacted]

Sincerely,

Joseph E. Robach

Joseph E. Robach
56th Senate District

City of Rochester, NY
Rochester City Council
City Hall Room 301A • 30 Church Street • Rochester, New York 14614-1290

Mitch Gruber Councilmember At-Large
Email: Mitch.Gruber@cityofrochester.gov

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

Rochester Works! A proud partner of the americanjobcenter network

May 5, 2020

Re: Letter of Support

To Whom It May Concern:

It is with great pleasure, I express my support towards creating a Citizenship & Science Academy of Rochester Charter School in Rochester, New York. I strongly believe we share the same mission of providing positive outcomes to reduce the rate of poverty, unemployment and the improvement of the high school graduation rate.

It is essential to have a Charter School within our Rochester City School District be tailored to the needs of the students, families and community. By elevating the bar to require more high school credits, intertwining community service as an educational component starting from Kindergarten and providing a more intimate school atmosphere to give attention to all students; is the formula for what is needed and missing currently in our educational institutions.

With my current standing within the human service field, I provide youth employment readiness services coupled with youth advocacy. I can vouch for the importance of a solid foundation that is composed of a support system beginning within the homes and schools and the ability to flourish academically. The needs of our youth and community are constantly changing and it is important our schools begin to tailor their curriculum and mission towards addressing those needs. It is my strong belief that this type of school will advance not only the youth within the City of Rochester but will help set the tone and be an example of what it means to be a school that is working for its community.

I am confident the Citizenship & Science Academy of Rochester Charter School's proposal and outcomes will be a great success for our area in preparing youth. If you have additional questions about my support, please feel free to contact me at any time at [redacted]

Sincerely,

Antwan Williams

Antwan Williams

Director of Youth System Services

255 N. Goodman St., Rochester, New York 14607 Phone: 585-258-3500 Fax: 585-473-6755
www.RochesterWorks.org

The COMMUNITY PLACE of GREATER ROCHESTER, INC.

Strengthening Community, One Person, One Family at a Time.

April 24, 2020

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). It is my understanding that CSA Rochester will replicate the nationally recognize Science Academy of New York (SANY) Public Charter Schools in Syracuse and Utica, NY and provide the essential services of college preparation, STEM, and environmental education, with a student-centered school structure in one of the lowest performing districts in the country, here in Rochester, NY.

Our children, families, and communities need more opportunities for academic and educational achievement. I know this will create a strong educational foundation for Rochester, NY and I wish you success in building this school.

As Director of Early Childhood and Youth Development services, I will continue to provide my support by offering enrichment and academic wraparound supports to the children and families enrolled through CSA Rochester.

Sincerely,

Tarlon Gibson
Director of Early Childhood and Youth Development

145 Parsells Avenue, Rochester, NY 14609 × 57 Central Park, Rochester, NY 14605 × 500 Carter Street, Rochester, NY 14621
Tel: (585) 288-0021; Fax (585) 288-8662 × Tel: (585) 327-7200; Fax (585) 546-8839 × Tel: (585) 336-4697; Fax (585) 336-6704

Urban League of
Rochester, N.Y., Inc.

Empowering Communities. Changing Lives.

265 North Clinton Avenue
Rochester, N.Y. 14605-1857

P (585) 325-6530
F (585) 325-4864
E-m www.ulr.org

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May 6, 2020

Dr. Tolga Hayali
SANY Superintendent
1409 West Genesee Street
Syracuse, New York 13204

Re: Citizenship and Science Academy of Rochester Public Charter School

To Whom It May Concern:

On behalf of the Urban League of Rochester, NY, Inc, (ULR) I am pleased to provide this letter in support of the approval of the proposed Citizenship and Science Academy of Rochester Public Charter School (CSA Rochester). The proposed school is a replication of the highly successful and nationally recognized Science Academy of New York (SANY) Public Charter Schools in Syracuse and Utica, NY.

The Mission of ULR is to enable African-Americans, Latinos, the poor and other disadvantaged to secure economic self-reliance, parity and power, and civil rights. Throughout our 55-year history, we have focused on working with the hardest-to-reach urban poor and collaborating with the public, nonprofit, and private sectors to provide innovative and culturally enriched programs. Our educational programs are comprised of students who live in the City of Rochester with an overall poverty rate of 33%, extreme poverty rate of 16.8% and a childhood poverty rate of 51%. Eighty-five percent (85%) of youth in the Rochester City School District have experience traumatic life events and 33% have reported having experienced three of more of these events.

It is of no surprise, the SANY model caught my eye. Dr. Hayali's educational model in both Syracuse and Utica has enrolled students from economically disadvantaged backgrounds, students with disabilities, and ELL students to provide a Culturally Responsive Teaching and Learning environment. The impressive curriculum includes STEM, 225 hours of volunteer community work, parent engagement, home visits, and local education (thinking globally and acting locally). SANY schools began in 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. This educational model would effectively breach the systemic barriers that affect the least privileged communities and offer a path to graduation and post-graduation success and raise the level of excellence in education here in Rochester.

Sincerely,



Dr. Seanelle Hawkins
CEO and President

Catholic Family Center
Since 1917

May 7, 2020

To whom it may concern:

I am writing this letter in support for the Citizenship & Science Academy in Rochester, New York. I commend this new charter school, which has seen success in Syracuse and Utica, and I believe this academic model is needed to improve the educational outcomes for students in the City of Rochester.

As the Director of Workforce Development at the Catholic Family Center, one of the areas of concern for most young people entering work programs or looking for employment services is the lack of satisfactory completion of high school. It is in the early years of a child's development that requires a school agenda dedicated to building a competent foundation that will lead students to success and I see CSA Rochester as that foundation. Their emphasis on math, science, technology, is valued and will build a competent workforce for the future. More importantly, the integral role of citizenship to form positive, caring, and hopeful students is a concept I fully endorse.

I am confident that Dr. Hayali and his colleagues have a clear vision and are committed to bringing this proven education model for the students in our community.

Best Regards,

Deborah Campbell

Deborah Campbell
Catholic Family Center

Quad A FORKIDS
Off the streets and on to life

Martin Kennedy, Chair
Richard Wien, Vice-Chair
Bruce Forsyth, Secretary
Stan Jones, Treasurer

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Leslie Knox
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Ashley Roady
Julie Strasenburgh-Waterman
Andrea Stridiron
Kathryn Triplett

Executive Director
Isaac Bliss

Founder
Joe U. Posner
(1924 - 2001)

May 8, 2020

To whom it may concern:

On behalf of the Quad A for Kids afterschool program , I am please to write this letter in support for the proposed Citizenship and Science Academy Rochester Charter School (CSA Rochester). The Quad A for kids after school programs serve over 400 youth annually providing wholistic project-based workshops and arts and athletics activitites that lead youth to academic achievenments. Our programs are offered 5-days per week to youth in grades K-6.

After hearing about CSA Rochester's proposed academic program model I am confident that the school will assist young people who choose to attend, in the City of Rochester find academic success during the school day. With one the poorest performing public school districts in the country, the Rochester City School District, it is always refreshing to hear about new, innovative and proven education models being introduced into our community. CSA Rochester's proposal to replicate the nationally recognized Science Academy of New York (SANY) Public Charter Schools in Syracuse and Utica, NY, offering its students services such as college preparation, STEM and environmental education in addition to core subjects is both encouraging and welcomed!

It is my earnest belief the youth in our community are filled with curiousity, talent, and intelect that is waiting to be tapped into. I am excited to see the impact the CSA Rochester will have given more young people in our commuinty the opportunity to explore these areas within themselves.

Best Regards,

Isaac Bliss
Executive Director

Salem Nutrition Center
60 Bittner Street
Rochester, New York

May 1, 2020

To Whom It May Concern:

As the Co-Chairpersons of the Board of Directors for the Salem Nutrition Center, it is our pleasure to write this letter supporting the efforts to bring the Citizenship and Science Academy of Rochester Charter School to Rochester, New York.

We are very excited to welcome this opportunity to have CSA here in Rochester to help fulfill needs of families and students of the underserved areas of our community by providing support, challenges, and opportunities to students, teaching them necessary skills and knowledge in the STEM subjects, and preparing them for college, careers, and to be responsible, productive citizens.

This proposed academy is currently running in two other locations with a proven record of success and longevity: The Syracuse Academy of Science (SAS) and the Utica Academy of Science (UAS). The shared vision and leadership of these institutions in addition to their drive to bring academic excellence in the development and well-being of individuals and the community as a whole, can only lend itself to a win-win situation here in Rochester. With their extensive experience and expertise together, we will hopefully establish a great new school.

Again, we strongly support the intent to bring CSA of Rochester Charter School to Rochester, New York.

Sincerely,

Jean Cray
Patricia Sinatra
Co-Chairpersons
Salem Nutrition Center

R·I·T

Rochester Institute of Technology

Vice President for Strategic Planning and Special Initiatives
George Eastman Building
157 Lomb Memorial Drive
Rochester, New York 14623-5603

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

RIT | Division of Enrollment Management

April 2, 2020

To Whom It May Concern:

It is my pleasure to offer this letter of support for the proposed Citizenship and Science Academy of Rochester (CSA Rochester) in Rochester, NY. Having worked in the enrollment field in higher education for over 25 years, I can speak to how vital charter schools like the proposed CSA Rochester provide to urban communities like Rochester, NY.

CSA Rochester is modelled after the successful Science Academy of NY Public Charter Schools in Syracuse and Utica. The focus on STEM and Environmental education, college preparation, home visits (family support), tutoring and after-school programs is a recipe for successful students and academic excellence. The emphasis placed on personal mentorship, volunteer and community service, provides opportunities for students and their families to develop strong community bonds.

RIT continues to be committed to Rochester area schools by providing scholarships through our Destler/Johnson Rochester City Scholars program. The scholarship provides full tuition to graduates of the Rochester City School District and approved charter schools who are admitted as freshman to full-time study in baccalaureate programs at RIT.

It is clear the vision and planning Dr. Hayali is proposing for CSA Rochester will continue to provide much needed educational opportunities for students in the City of Rochester and surrounding communities.

I look forward to working alongside Dr. Hayali and his colleagues to launch CSA Rochester.

Sincerely,



Ian J. Mortimer
Vice President
Enrollment Management

RIT

Office of International Admissions

Rochester Institute of Technology
Bausch & Lomb Center
58 Lomb Memorial Drive
Rochester, NY 14623-5604
[redacted]
www.rit.edu/admissions

May 8, 2020

To Whom It May Concern,

I write this letter in support of proposed charter for the Citizenship and Science Academy that is being proposed by Dr. Tolga Hayali. His leadership and dedication to education has been clearly demonstrated by the successes of similar programs in Syracuse and Utica. The model being suggested is one that would serve Rochester well, particularly its focus on family inclusion and understanding the impact of poverty in learning.

This is an easy letter for me to write because Dr. Hayali is a tremendous leader who has an articulate vision for education. I am also eager to write this letter because of the need for new avenues within the city of Rochester at a time when there are so many struggles within the city's school district. This was something I witnessed firsthand as I recently left a post as the Head at The Norman Howard School, a 529 school that runs very similar to a charter school here in Rochester. I encourage you to spend time speaking with Tolga. His articulation of his vision is something that I have not seen in Rochester as of yet and believe both he and his model will have great success if given the charter and the resources needed.

My hope is to hear of the opening for the Citizenship and Science Academy of Rochester. I will certainly be present for its opening and now without hesitation that allowing this school to open would serve Rochester well. Please feel free to contact me with any questions that you have.

All The Best,

Paul Keller

Director of International Enrollment

Rochester Institute of Technology

ST. JOHN FISHER COLLEGE

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

Rochester Refugee Resettlement Services
Address: 759 Dewey Avenue, Rochester, NY 14613
Mailing Address: PO Box 15733, Rochester, NY 14615
(585) 732-5803 (phone) • (585) 319-3134 (fax)
www.rochesterrefugeenetwork.org

March 1, 2020

Dr. Tolga Hayali
Science Academies of New York
1409 West Genesee Street
Syracuse, NY 13204

Dear Dr. Tolga,

Please consider this a letter of support for a proposed Science Academy in Rochester, patterned after the successful programs in Syracuse. We are especially supportive of the approach of mutual engagement of New Americans with US born students. It is an environment of mutual support and mutual understanding when managed well, which is what the Science Academies have accomplished.

The science emphasis of the curriculum is appropriate for students' success in a technological world, and certainly benefits our community where these skills and education are important for our community economic growth.

Our especial interst is also in the "immersion in content-driven English as a New Language (ENL) studies. Not only does it foster fluency but also practical use of English in a technological framework. The Academies' use of field trips and project-based learning makes for practical and real life experience.

We are hopeful that you will succeed in your efforts to bring an Academy here to Rocehster.

Sincerely,

Mike Coniff, CEO
Rochester Refuge Resettlement Services, Inc.
393 Lexington Avenue
Rochester, New York 14613

February 17, 2020

Dr. Tolga Hayali
Science Academies of New York
1409 West Genesee Street
Syracuse, New York 13204

Saint's Place

Re: Proposed Academy of Science and Citizenship Charter School in Rochester, New York

To Whom It May Concern:

It is my pleasure as the Executive Director of Saint's Place and as a Rochesterian to support the Science Academies of New York's (SANY) application to establish the new Academy of Science and Citizenship Charter School in Rochester.

SANY already operates the Syracuse Academy of Science and Citizenship Charter School. All seven of SANY's campuses in Syracuse and Utica are very well regarded. SANY clearly documents its ability to provide a consistently high-caliber education with qualified and dedicated faculty and staff and rich experiences. From the perspective of Saint's Place, I am encouraged by the charter school's mission statement:

> "[to] provide support, challenges and opportunities for its students, and … 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."

It is the mission of Saint's Place to prepare refugee families to take advantage of such opportunities with homes, clothing and other necessities. I know firsthand how essential it is then to provide New Americans with intense, immersive study in English, both written and spoken. We operate two tutoring programs as part of mission and recently launched an Educational Initiative that provides refugees with partial tuition for college or vocational training. We also have awarded laptop computers to students attending college. We recognize the only way out of poverty is education.

This is what the charter school offers, built around *and through* its STEM-focused curriculum. That content will prepare these students for 21st century jobs as part of Rochester's workforce – a great benefit to our community and the dream of the families we serve.

I welcome enthusiastically the possibility of adding this new partner to the essential services provided for our newest Rochesterians. I am confident that our Academy of Science and Citizenship Charter School will become an essential and capable resource for our community and our citizens.

Sincerely,

Isabel Miller

Isabel Miller
Executive Director

46 South Main Street • Pittsford, New York 14534 • [redacted]
www.saintsplace.org

FARASH FOUNDATION

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

Isobel Goldman
Director of Grants and Programs
Farash Foundation
255 East Avenue, Suite 400
Rochester, N.Y. 14617

BOY SCOUTS OF AMERICA®
SENECA WATERWAYS COUNCIL

Burt and Chuck August Scout Service Center
2320 Brighton-Henrietta Town Line Road
Rochester, NY 14623
Ph: 585.244.4210 Fax: 585.256.8533
www.senecawaterways.org

April 29, 2019

Mr. Tolga Hayali
Science Academy of New York Charter School
1409 West Genesee Street
Syracuse, NY 13204

Dear Mr. Hayali,

Jason Mellen visited me last week and shared information about his endeavor to develop a new Charter School in the City of Rochester. As he continues to develop plans for the new Citizenship and Science Academy we look forward to partnering with the school to develop citizenship programs for youth in Rochester.

I'm glad Mr. Mellen thought to approach me about this opportunity and I look forward to working with him as he works towards a Fall 2020 school opening. Please let me know if we can provide any assistance during the planning and building phase.

Sincerely,

Stephen T. Hoitt
Scout Executive

CC. Jason Mellen, Charter School Consultant
Marcus Ragland, Director of Field Service

girl scouts of west

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

Buffalo Service Center, Headquarters
3332 Walden Avenue, Suite 106
Depew, New York 14043
T (716) 837-6400
F (716) 706-1359

Batavia Service Center
5 Jackson Street
Batavia, New York 14020
T (585) 344-7050
F (585) 344-0765

Jamestown Service Center
2661 Horton Road
Jamestown, New York 14701
T (716) 665-2225
F (716) 488-9501

Lockport Service Center
5000 Cambria Road
Lockport, New York 14094
T (716) 434-6212

Rochester Service Center
1000 Elmwood Avenue, Suite 200
Rochester, NY 14620
T (585) 292-5160
F (585) 292-1086

All Offices
Toll-free 1 (888) 837-6410 gswny.org

United Way

Education Success Foundation

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

Richard Sands, Board Chair
Joseph M. Martino, CEO

4 Lake View Park, Rochester, NY 14613 | educationsuccessfoundation.org

LITERACY ROCHESTER

Dr. Tolga Hayali
Science Academies of New York
1409 West Genesee Street
Syracuse, New York 13204

February 14, 2020

Re: Proposed Academy of Science and Citizenship Charter School in Rochester, New York

To Whom It May Concern:

I write you as the Executive Director of Literacy Rochester. As an organizational leader and as a dedicated citizen, I support wholeheartedly the application by the Science Academies of New York (SANY) to establish the new Academy of Science and Citizenship Charter School in Rochester.

SANY proposes duplicating the Syracuse Academy of Science and Citizenship Charter School to serve our community. SANY's seven campuses in Syracuse and Utica are highly regarded and have demonstrated their ability to provide a high-quality education that emphasizes the crucial skills in science, math and technology that our community requires if we are to expand our region's 21st century workforce.

For me, the second piece of the proposed school's mission is equally powerful. I know firsthand how essential it is to provide New Americans with intense, immersive study in English, both written and spoken. Within our own organization, this is a priority. Not only does Literacy Rochester provide one-to-one tutoring, but we also provide small-group instruction for family literacy and the basic math and reading skills students need for high school equivalency or vocational training programs, and English Conversation groups to enhance daily life skills. We have shown that our life-changing tools are greatly needed by recent arrivals to our shores. Imagine the impact on children of such intensive focus on English as a New Language throughout an entire school day!

I applaud this effort and look forward enthusiastically to the addition of such services for our newest Rochesterians. I believe that the Academy of Science and Citizenship Charter School in Rochester would be an outstanding educational partner sharing the vision of Literacy Rochester for the people we serve.

Sincerely,

Charles Reaves

Charles Reaves
Executive Director
Literacy Rochester

STORY OF HOPE
COMFORT CARE HOME

http://www.storyofhoperochester.com/

https://www.facebook.com/StoryofHopeComfortCareHome

March 16, 2020

To whom it may concern,

I want to express my support for the efforts to start a Citizenship & Science Academy of Rochester Charter School in Rochester, New York.

As a mother, grandmother and member of the community I realize the need and importance for this type of school in the Rochester area. Personally, I home schooled my two children and would have seriously considered placing my children in a Charter school if it were available at that time. I believe in school choice.

I believe in the concept and the goals of this Charter School. I believe it is vital for students to learn about community. An educational setting is the best way to give them a desire to be good citizens by give back to its community.

Please consider their application for the Rochester CSA to be established. I support those who endeavor to complete this exciting new Charter School. Donna Smith one of the founders for this project worked with me at a Hospice Facility and I know her to be an outstanding member of the community. One who will prove that this project is a cornerstone for the future of schools in our nation.

Sincerely,

Arlene Nanry, RN

Chair of Story of Hope CCH

[redacted]



ALFA & Omega Youth Ministries

March 27, 2020

To Whom It May Concern,

Citizen & Science School will be a perfect choice for the Rochester community. Youth attending Charter School settings, build character, build social skills as well as decision making skills.

I am the founder of ALFA & Omega Youth Ministries. ALFA is an acronym for a look for alternatives . My professional history entails that of working with youth in Juvenile Probation, Mental Health, Addiction and Homelessness.

ALFA & Omega started in 2008 taking girls and boys ages 13 to 18 to Attica Correctional Facility to show them prison life then to colleges to show them college life. My logo stands for it's literally in your hands you can graduate or go to prison. Each choice you make determines your future.

Citizens & Science Academy of Rochester Character School will be a necessity and in the best interest of the youth in the Rochester Community. For any further questions or concerns, I can be reached at 585-286-8163.

Best regards,

Yolanda Ransom

Founder, ALFA & Omega Youth Ministries

[redacted]

March 23, 2020

To whom it My concern

I support this proposed type of Charter Science Academy for Rochester, NY

I am a Registered Nurse I attend Roberts Wesleyan College and I studied Nursing at Monroe Community College.

Our children would benefit from having
1. College Preparation
2. Global/Environmental Education
3. Focused in STEM Science Technology Engineering and Mathematics
4. Parental involvement/Supportive home visits
5. Student Centered Educational Structure

I support this type of Science Academy to our community and city,
I particularly like their concept of global education with a strong emphasizes on mentorship, volunteering, and public service.

These proposed schools provide individualized services and supports so that students can attain academic success, graduate, and succeed beyond high school. The children and families we work for, could benefit from having a new, high quality choice like Syracuse Science Academy.

The most important thing I must express is that in the face of this world's crisis The Syracuse Science Academy K-12 was ready for Corona virus 19 Their schools went on line one day after school were locked down in New York State.

1. 1 location for meals for students
2. Free chrome-book pick ups
3. Online learning with virtual classrooms, instruction, notes etc.
4. Web site with emergency information and updates

Thank you for your time and consideration of this project. I give my full support to the success. of this proposal. We so desperately need these school in our community.

Sincerely: Christine Scott RN

Grace Coley

Wed, Mar 25, 8:29 PM (2 days ago)

To whom it may concern,

my name is Grace Coley, I am a RN
. I grew up in the city of Rochester on Columbia Avenue. My mother still resides in that neighborhood and my children, grandchildren, great grandchildren and nieces and nephews all have and continue to be raised in that neighborhood

I fully support having Citizenship and Science Academy of Rochester schools in and around the city of Rochester. Our children need more advanced educational, support and positive promotion to grow and handle life's challenges.

Interpretation is vital to the development of young minds. Due to historical and institutional racism, there is limited equity and inclusion in the field of STEM.
There is a need for minority students a need to be able to envision a world of change, where they can be trailblazers and effect public change in new and groundbreaking ways.

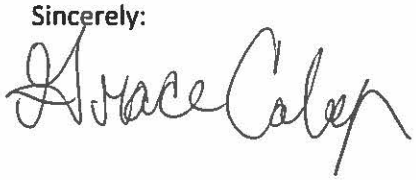
Interpretation is vital to the development of young minds. Due to historical and institutional racism, there is limited equity and inclusion in the field of STEM.
There is a need for minority students, to be able to envision a world of change, where they can be trailblazers and effect community change in new and groundbreaking ways. More representation in the field means more diverse ideas and implementation which will ultimately serve the highest good.

The most important thing I must express is that in the face of this world's crisis The Syracuse Science Academy K-12 was ready for Corona virus 19 Their schools went on line one day after school were locked down in New York State.

1. 1 location for meals for students
2. Free chrome-book pick ups
3. Online learning with virtual classrooms, instruction, notes etc.
4. Web site with emergency information and updates

I support, approve and welcome schools in areas that will allow all cultures the chance for a bright and fulfilling education.

Sincerely:



March 30, 2020

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).

During my role as Executive Director of a Neighborhood Planning Community, the Southeast Area Coalition (SEAC) for seven years and my service as a commissioner on the City of Rochester's Planning Commission (CPC) for six years I have witnessed first hand the positive results that community input provides to initiatives that help improve a city and the lives of those who live within that city.

I have been fortunate to work with many Rochester citizens through grass roots efforts in developments such as ArtWalk, Collegtown, Culver Road Armory, and the Rochester Public Market to name a few.

It is important to groom our future leaders with an understanding of how important civic duty as a citizen is to the growth of a community. I believe in the promise and commitment of the Citizenship and Science Academy Charter School to create a strong foundation of constructive community involvement for its students, and I strongly urge you to approve its charter application.

Sincerely,

Helen B. Hogan

Dear Charter School Constitutions. March 29, 2020

I am Horace Davis President of Western New York Pop Warner Football Association.

I have volunteered for many years working with a large amount of the children in the Rochester City Schools. We Need to offer our children a more modern new aged style of learning and we welcome and support this proposal.

Our children as well as our community would benefit from having The Science Academy, where they have exposure and access to being recognized as an individual. A learning atmosphere where there is structured learning and connection. An Academy staffed by a committed caring team of educators. An Academy with forward based learning through the results of: College preparation, Focused STEM and Environmental/Global education.

The difference is being made all over Syracuse New York with These Type of schools.

Presently in operation 3 Elementary Schools, 2 Middle Schools, and 2 High Schools

Syracuse Academy of Science K-12 www.sascs.org

Our Children would benefit from having

1.College Preparation

2.Global/Environmental Education

3.Focused STEM Science Technology Engineering and Mathematics

4.Parental involvement/Supportive home visits

5.Student Centered Educational Structure

The most important thing I must express is that in the face of this world's crisis, The Syracuse Science Academy K-12 was ready for Corona Virus 19. The schools went on line 1 day after New York State closed all schools.: These a few of the emergency measures they took.

1. 1 location for meals for students
2. Free chrome-book pick ups
3. Online learning with virtual classrooms, instructions, notes etc.

I support this type of Science Academy to our community and city: we welcome the opportunity to help our children, our future, move forward in their educational endeavors. Thank you

Sincerely: Horace Davis

March 25, 2020

Prophet Jeremy L. Butler
Life Church Of New York
218 Murray Street, Rochester New York 14611

To Whom It May Concern.

I am writing to show my support of the proposed Citizenship and Science Academy of Rochester, NY. I am a world traveled Prophet my home church is Life Church of New York I have spent my entire adult life in service of the less fortunate in my community and wherever there is a need. I have Pastored my own congregation for close to 10 years.

My church is in one of the poorest neighborhoods within the City of Rochester. On behalf of the congregation of Life Church of New York, we welcome, want and so desperately need these types of schools in Rochester New York.

I am confident that the children in my aera will prosper if the children were given the opportunities to go to schools such as The Syracuse Science Academy K-12. They would benefit from there already established

STEMS focused curriculum, college prep, community volunteering, and positive parent inclusion.

Twice the Syracuse Science Academy have 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.

The most important thing I must express is that in the face of this world's crisis The Syracuse Science Academy K-12 was ready for Corona Virus 19 Their schools went on line one day after school were locked down in New York State.

1. 1 location for meals for students
2. Free chrome-book pick ups
3. Online learning with virtual classrooms, instruction, notes etc.
4. Web site with emergency information and updates

Thank you for your time and consideration of this project we welcome and support these efforts to be a part of Rochester's educational system.

Sincerely:

Prophet Jeremy L. Butler

March 29, 20

To whom this concerns,

My name is John Hogan and I'm writing this letter in support of the proposal to establish the Citizenship and Science Academy of Rochester Public Charter School (CSA Rochester). I am a retired educator who has worked in the field of education for over 40 years and counting, both as a teacher and in various related capacities through state agencies and community based organizations. Much of my experience has been with the Rochester City School District where I am currently employed as a consultant special education substitute teacher.

Unfortunately, I encounter many students who are not enthusiastic and fully engaged in their learning programs, despite a majority of talented, dedicated teachers and support staff, and state of art resources and materials. I often feel that our large urban district, serving an overwhelming population that struggles with poverty, is trying to do too much with too little too late.

The low graduation rate of our district speaks volumes and clearly shows that what we're doing is not working for far too many students, their families, and our community at large.

The proposed charter school I write in support of offers Rochester an opportunity to significantly improve the education we provide our children. The element of choice leads to a greater sense of ownership, increased participation, and motivation to succeed by all those involved. Next, CSA will be small, and especially when it comes to education small is beautiful, to borrow the title of E. F. Shumacher's book and the approach it favors. The smaller scale of the school will allow for students to be given greater individual attention and enhance relationship building between students and staff, both key elements of student success.

No doubt all charter schools are small and involve choice but yield varying degrees of success. The big advantage CSA will have related to this concern, if approved, is its close connection to the Science Academy of New York Public Charter Schools in Syracuse and Utica NY (SANY); indeed CSA will be another SANY school, designed to utilize the same successful principles as the other SANY schools and administered by that organization's highly capable leadership team. Besides a nationally acknowledged proven record of success, SANY schools enroll difficult to serve populations such as ELL students and those with disabilities, helping these students succeed as well.

Given the current poor performance of the Rochester City School District and the much better SANY one, CSA will increase the number of Rochester students in grades K-12 who attain educational success and beyond. Obviously, this will be of great benefit to all concerned parties. For these reasons, I strongly recommend that CSA be granted a charter to operate a school in Rochester NY.

Finally, at this point in my career and with grandchildren in the area, I am very grateful to have this opportunity to support such a worthy endeavor.

Sincerely,

John Hogan

To whom this may concern: March 25, 2020

I am LaToya Manhertz, raised in the city of Rochester in what has been categorized as one of the most poverty stricken and violent zip codes. I fully support Syracuse Academy of Science and STEM learning.

Benefit A:

A majority of the student population in the city of Rochester are under-served and underrepresented in the field of STEM. Studies show that in high poverty and high minority areas there have been noticeable gains in reading and math for students at charter schools. With math and reading being fundamental building blocks for success in STEM, this is a promising aspect.

Benefit B
Due to cultural norms and lack of mentorship, girls' loose interest in Math and Science by their first year in high school. The sooner we introduce these STEM concepts and mentors the more likely they will be interested in STEM careers after high school completion.

Long term goal
Representation is critical to the development of young minds. Due to historical and institutional racism, there is limited equity and inclusion in the field of STEM. Students of color in particular a need to be able to envision a world of change where they can be leaders and effect societal change in new and innovative ways. More representation in the field means more diverse ideas and implementation which will ultimately serve the highest good.

I sincerely believe that a STEM charter school will be good for our community and welcome the efforts to bring Syracuse Academy of Science to Rochester. Rochester is 3rd in the nation for child poverty. Where there is poverty, there is violence and many Rochester families are all too familiar with that. But it's time for a new normal. Children are sponges, they literally absorb everything around them. Imagine if their learning environment is inundated with encouragement, curiosity and opportunity. It's time for our children to escape their poverty-stricken realities and dream big so they can secure amazing futures.

Thank you for allowing me to share my voice.

Warm regards,
LaToya Manhertz

March 23, 2020

To whom it My concern:

Dr. Sarah McNairy, Bishop and founder of Faith Deliverance Christian Fellowship. The only African American female to build a 1.5-million-dollar church in the heart of the city. The only organization to do a free gas give away (20017) putting free gas into the cars of over 100 City residents. The Honorary Dr. Sarah McNairy established "The Starter Kit" a college stipend for high school graduates, assisting parents with toiletries, comforters, and care packages.

I support this proposed type of Charter Science Academy for Rochester on behalf of my entire congregation we support and welcome this proposed school to the Greater Rochester Aera.

Our children would benefit from having
1. College Preparation
2. Global/Environmental Education
3. Focused in STEM Science Technology Engineering and Mathematics
4. Parental involvement/Supportive home visits
5. Student Centered Educational Structure

I support this type of Science Academy to our community and city. We need choices for high quality educational options in Rochester NY.

The most important thing I must express is that in the face of this world's crisis The Syracuse Science Academy K-12 was ready for Corona virus 19 Their schools went on line one day after school were locked down in New York State.

1. 1 location for meals for students
2. Free chrome-book pick ups
3. Online learning with virtual classrooms, instruction, notes etc.
4. Web site with emergency information and updates

Thank you for your time and consideration of this project. I give my full support to the success. of this proposal. We so desperately need these school in our community.

Sincerely:

Honorary Dr. Sarah Mc Nairy

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.

[redacted]

E3ROCHESTER
educational excellence–for every child

585-491-9700 I 255 East Avenue, Suite 310 I Rochester, NY 14604
E3Rochester.org | /E3Rochester | @E3chartersROC

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

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

M. E. WOOD AND ASSOCIATES
604 Walberta Road, Syracuse NY 13219 [redacted]

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, CSARcohester 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

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) have more than 1,400 students on its waiting list.

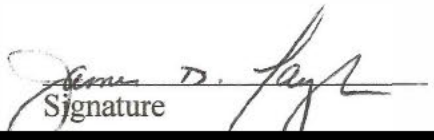
- The School of Citizenship and Science in Rochester will initially be open to grades K-2, enabling early intervention for language needs, therefore providing the necessary building blocks to prevent gaps in learning stemming from language proficiency concerns. The school will complete its K-12 plan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

T › 585. 248. 6000 F › 585. 248. 5630 www.TaylorTheBuilders.com 2580 Baird Rd, Penfield NY 14526

- 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)		04/02/2020
Name (print full name)	Signature	Date

[redacted]

The Center for Youth

3/26/19

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.

The Center for Youth

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 Spaull Elaine Spaull 3/27/19

[redacted]

905 Monroe Avenue • Rochester, NY 14620 • Phone: (585) 473-2464 • Fax: (585) 271-8134 • www.centerforyouth.net
24-hour hotline 271-7670

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

[redacted]

IBERO
AMERICAN ACTION LEAGUE, INC.
817 East Main Street Rochester, NY 14605-2722

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

United Way
Community Partner

[redacted]

E-mail: information@iaal.org
Website: www.iaal.org

Upper Mount Hope Neighborhood Association
Serving our community since 1994

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

Bruce Mellen, President@umhn.com [redacted] 114 Edgemont Road, Rochester NY 14620
Dan Hurley, Vicepresident@umhn.com • Carol Baumeister, Secretary@umhn.com
Frank Scarcelli, Treasurer@umhn.com • General information, umhn@umhn.com

40 YEARS OF SOCIAL INNOVATION
FOODLINK

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

Julia Tedesco
President & CEO

ROCHESTER
RIVER SCHOOL

March 21, 2019

To Whom It May Concern:

I am pleased to support the work of Tolga Hayali, the Superintendent of Science Academies of New York (SANY), and his efforts to create Citizenship & Science Academy of Rochester Charter School in Rochester, New York. During the past two weeks, I have spoken with Superintendent Hayali several times, including during a recent visit to Rochester. Based on the success of three existing charter schools in Syracuse and Utica that SANY opened and operates; the proposed school's curriculum, with its focus on citizenship and public ethics, including deep-seated community service expectations, STEM and Glocal (global/local) education, and environmental stewardship; and the concerted effort to create an intentional and safe "family atmosphere" at existing schools, I support his efforts.

Given the great amount of trauma, racial segregation, and poverty that exists in the City of Rochester and its urban district, it is refreshing when a school comes along that will not only put students in front of an excellent curriculum but also provide opportunities and exposure for students to national and international places and people through travel, volunteer and community service, mentorship programs, and other activities. Given the Rochester City School District's abysmal graduation rates, including a rate for English Language Learners (ELL) at 20 percent, planned home visits, early intervention for language needs, and other deliberate action on the part of existing SANY schools and the proposed school in Rochester will also make a difference.

I also imagine that if the proposed school embeds itself within Rochester—within the culture, history, and environment of this place—it will be successful. That Rochester's legacy and assets will provide a backdrop for this new school is, indeed, exciting. Rochester's place as the country's first boom town, with a strong foundation in social justice, science and technology, and citizenship, which still exists today, will help both the school and its students find success. Frederick Douglass reportedly stated, "It is easier to build strong children than fix broken men [and women]." That he likely did not make such a statement is of no use. The sentiment, however, is. I think that Citizenship & Science Academy of Rochester will help to educate, "build," and foster students with a strong sense of both science and community. Wow!

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.

peace,

Joel T. Helfrich

Joel T. Helfrich, PhD
Board Chair, Rochester River Foundation
& proposed Rochester River School
229 Linden Street
Rochester, NY 14620

Jessica Odasz
Odasz Dance Theater
[redacted]

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

Melissa A. Lattuca
[redacted]

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: 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: 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 and writing. 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: ELA Intervention
Grades: K-4
Materials: Scholastic Leveled Library, MyLexia

Description:
This is a 40-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. Teachers can also utilize a MyLexia software program for differentiated individual support.

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 manipulative for student engagement and interactive centers.

Model B: Half of the students are assigned work for the day in text or on MyLexia 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 manipulative 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: 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 the 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.

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

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.

Course: Math
Grade: 1
Materials: New York State Math Modules

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, extending counting sequences, and measuring objects, temperature, and time.

Course: Math
Grade: 2
Materials: New York State Math Modules

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: learn multiplication and division of fractions, develop understanding of expressions and equations, and solve one-variable equations and inequalities.

Course: Science
Grade: K-6
Materials: District Created Curriculum

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: 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 develop 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 manipulative, 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: Math Intervention and Enrichment
Grade: K-6
Materials: District Created

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 iReady, or IXL, 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 supported by math 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 7:45 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 two to 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 teachers help students develop their ongoing skills in the English Language including: inferences, 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, consists 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 groups of two to 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,, 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 40-60 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 the 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 to work on phonics and decoding skills. This explicit instruction teaches 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 40 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 given 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 the 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 visuals 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.

3rd Grade Math Pacing Guide										
Lesson	**Description**	**DIN (Argo Book)**	**Mini Lesson**	**Exit Ticket**	**Reteach**	**Homework (Khan Academy)**	**Online**	**Dates**	**Objectives**	**Standard**
Diagnostic Assessment										
Lesson 0	Lessons for the First Five Days									
Lesson 1	Understand the Meaning of Multiplication									
Day 1		Week 2 Day 1	M1: L 1	L1: ET	RNY: L1: p: 2-3		**IXL: E.1-4 Zearn: M1, L1 Khan: Intro to Multiplication Topic: Introduction to Multiplication Video and Practice**	Sept. 16	Obj. 2,3	3.OA.A.1
Day 2		Week 2 Day 2	M1: L 2	L 2: ET	RNY: L1: p: 4-5		**IXL: E.5-7 Zearn: M1, L2 Khan: Intro to Multiplication: Equal Groups Video and Practice**	Sept. 17	Ob. 3, 16, 17	3.OA.A.1
Day 3		Week 2 Day 3	M1: L 3	L3: ET	RNY: L1: p: 6-7		**IXL:E.1-7 Zearn:M1,L3 Khan: Intro to Multiplication: Multiplication with arrays video and practice**	Sept. 18	Ob. 3, 16, 17,20	3.OA.A.1
Facts Practice										
Day 1	5, 10	Week 2 Day 4	GM 4.2	pg. 176 # 20,	Flashcards	Multiply by 5 &10 (14 Questions)	**IXL: F. 6, 11 Khan: 1 Digit Multiplication: Multiply by 5 & 10 Practice**	Sept. 19	Ob. 15, 16	3.OA.A.1
Day 2	2,4	Week 2 Day 5	GM 4.1	pg. 176 # 21, 25	Flashcards	Friday (No HW)	**IXL: F.3,4 Khan: 1 digit muliplication: Multiply by 2 & 4**	Sept. 20	Ob. 15, 17	3.OA.A.1

							Practice			
Day 3	3,6	Week 3 Day 1	GM 4.3	pg. 177 # 22,23	Flashcards	Multiply by 3 & 6 (14 questions)	**IXL: F.4,7 Khan: 1 digit multiplication: Multiply by 3 & 6 Practice**	Sept. 23	Ob. 15, 18	3.OA.A.1
Day 4	7,8	Week 3 Day 2	GM. 4.5/4.8	pg. 176-177 # 27, 29	Flashcards	Multiply by 7,Multiply by 8 (10 questions each)	**IXL: F.7,8 Khan; 1 digit Multiplication: Multiply by 7, Multiply by 8 Practice**	Sept. 24	Ob. 15, 19	3.OA.A.1
Day 5	9	Week 3 Day 3	GM 4.9	pg. 177 # 28	Flashcards	Multiply by 9 (10 questions)	**IXL:F.10 Khan; 1 digit Multiplication: Multiply by 9 Practice**	Sept. 25	Ob. 15, 20	3.OA.A.1
Lesson 2	Use Order and Grouping to Multiply									
Day 1		Week 3 Day 4	M1: L7	L7: ET	RNY: L2: p: 8-11	Commutative Property of Mulitplication Video (4 mins) & Understand the Commutative Property of Multiplication (4 questions)	**IXL: G.1-4 Zearn:M1, L7 Khan : Intro to Multiplication: Commutative Property of Mulitplication Video (4 mins) & Represent the Commutative Property of Multiplication (4 questions)**	Sept. 26	Obj, 7	3.OA.B.5
Day 2		Week 3 Day 5	M1: L 8	L8 : ET	RNY: L2: p: 12-15	Friday (No HW)	**IXL: G.5-8 Zearn: M1, L8 Khan: Intro to Multiplication: Commutative Property of Multiplication Practice**	Sept. 27	Obj, 7	3.OA.B.5

Day 3		FR Week 2 Day 1	GM 4.6	pg. 175 # 4, 176 # 24,	RNY: L2: p: 16-17	Associative Property of Mulitplication Video (3 minutes) & Understand Associative Property of Multiplication 4 questions)	**IXL:N.8 Khan: More with Multiplication and Divison: Properties of Multiplication Video and Associative Property of Multiplication Practice**	Sept. 30	Obj, 7	3.OA.B.5
Day 4		FR Week 2 Day 2	M3: L 9	L9: ET	RNY: L2: p: 18-19	Intro to Multiplcation Quiz 3 (5 questions) * Commutative Property	**IXL:N.8 Zearn:M3, L9 Khan: 1 Digit Multiplication: Distributive when Multiplying Video & Visualize Distrubutive Property Practice**	Oct. 1	Obj, 7	3.OA.B.5
Lesson 3	Split Numbers to Multiply									
Day 1		FR Week 2 Day 3	M1: L 10	L 10 ET	RNY: L3: p: 20-21	Rewatch Distributative Property when Mulitplying Video (6 minutes)	**IXL:N.6 Zearn: M1, L10 Khan: 1 Digit Multiplication: Visualize Distrubutive Property Practice**	Oct. 2	Obj. 9	3.OA.B.5
Day 2		FR Week 2 Day 4	M1: L 16	L 16 ET	RNY: L3: p:22-23	Visualize Distributive Property (4 questions) & Distributive Property (4 questions)	**IXL:N.7 Zearn: M1, L16 Khan: 1 digit Multiplication: Properties and Patterns for Multiplication Video and Distributive Property Practice**	Oct. 3	Obj. 9	3.OA.B.5
Day 3		FR Week 2 Day 5	M1: L 18	L 18 ET	RNY: L3: p: 24-27	Friday (No HW)	**IXL:**N.8 **Zearn**:M1,L18 **Khan:** Distributive Property Practice	Oct. 4	Obj. 9	3.OA.B.5

Day 4		Week 6 Day 1	GM 4.4	pg. 176 # 19,26	RNY: L3: p: 28-29	1 digit multiplication: Distributive Property Practice	**IXL**:N.5 **Khan:** 1 Digit Multiplication: Quiz 3	Oct. 7	Obj. 9	3.OA.B.5
Lesson 4	Understand the Meaning of Division									
Day 1		Week 6 Day 2	GM 6.1	pg. 230 # 10, 11	RNY L4: p: 30-31	Division with Groups of Objects (7 questions)	**IXL**: I.1 : **Khan:** Intro to Division: Division as Equal Groups Video and Division with Groups of Objects Practice	Oct. 8	Obj, 4, 5	3.OA.A.2
Day 2		Week 6 Day 3	M1: L 4	L 4 ET	RNY L4: p: 32-33	Divide with Visuals (7 questions)	**IXL:** I.2 **Zearn:**M1,L4 **Khan**: Intro to Division: Visualizing Division with Arrays Video & Division with Arrays Practice	Oct. 9	Obj, 4,5,6	3.OA.A.2
Day 3		Week 6 Day 4	M1 L 5	L 5 ET	RNY L4: p: 34-35	Intro to Division Quiz 1 :	**IXL:** I.4 **Zearn**:M1,L5 **Khan**: Intro to Division: Divide with Visuals Practice	Oct 10	Obj, 4-6, 18	3.OA.A.2
Lesson 5	Understand How Multiplication and Division Are Connected									
Day 1		Week 6 Day 5	GM 6.7	pg. 248 #5, pg. 249 # 18	RNY L5: p: 36-37	Friday (No HW)	**IXL**: I.3 **Khan:** Relating Division to Multiplication Video (3 minutes) & Relate division to Multiplication (7 questions)	Oct. 11	Obj, 11, 12	3.OA.B.6
Day 2		Week 4 Day 1	M1: L 17	L 17 ET	RNY L5: p: 38-39	Relate division to Multiplication (7 questions)	**IXL:** I.5 **Zearn:** M1,L17 **Khan**:	Oct. 15	Obj. 12	3.OA.B.6

3rd Grade ELA Pacing Guide						
Date	**Lesson #/ Title**	**Objective**	**Standards**	**Vocabulary**	**Formative Assessment**	**Homework**
9/9	Lesson 1: The River Bank, Part I	**Speaking and Listening** Students will determine the main idea and supporting details of a text read aloud. [SL.3.2] **Reading** Students will compare and contrast the two characters from The Wind in the Willows. [RL.3.3] **Foundational Skills** Students will review short vowel sounds and multisyllable words. [RF.3.3] **Reading** Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1]	[SL.3.2] [RL.3.3] [RF.3.3] [RL.3.1]	• backwater • bolted • contemplated • hesitating • interferes • meandered	**Character Analysis** Venn Diagram Compare and contrast Water Rat and Mole. [RL.3.3] **Activity Page 1.2** The Beginning Answer questions about the text and cite evidence. [RL.3.1]	Have students take home Activity Page 1.1 to read to a family member and Activity Page 1.3 to share with a family member
9/10	Lesson 2: The River Bank, Part II	**Speaking and Listening** Students will determine the main idea and supporting details of a text read aloud. [SL.3.2] **Writing** Students will use descriptions of actions, thoughts, and feelings to rewrite a scene from Rat's perspective. [W.3.3b] **Foundational Skills** Students will review long and short vowels and write multisyllable words. [RF.3.3] **Reading** Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1]	[SL.3.2] [W.3.3b] [RF.3.3] [RL.3.1]	• arranged • dejected • escorted • seized • stability	**Perspective** Story Rewrite Rewrite a scene from the Read-Aloud from Rat's perspective. [W.3.3b] **Activity Page 2.2** The Thief Answer questions about the text and cite evidence. [RL.3.1]	Have students take home Activity Page 2.1 to read to a family member
9/11	Lesson 3: The Open Road	**Speaking and Listening** Students will recount the events of the story using images. [SL.3.4] **Reading** Students will identify the themes of the story. [RL.3.9] **Foundational Skills** Students will review long vowel sounds and practice reading multisyllable words. [RF.3.3] **Reading** Students will sequence the events of a story. [RL.3.2]	[SL.3.4] [RL.3.9] [RF.3.3] [RL.3.2]	• call-on • common • mended • possessed • state	**Activity Page 3.2** All's Well That Ends Well Sequence the events of a story. [RL.3.2]	Have students take home Activity Page 3.1 to read to a family member.
9/12	Lesson 4: The Wild Wood	**Speaking and Listening** Students will discuss the main idea and supporting details of a text read aloud. [SL.3.2] **Writing** Students will write collaboratively to produce an alternative ending to a story. [W.3.3] **Foundational Skills** Students will review long vowel sounds and practice writing multisyllable words. [RF.3.3] **Reading** Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1]	[SL.3.2] [W.3.3] [RF.3.3] [RL.3.1]	• domestic • evasively • feeble • heartily • postpone	**Story Ending** Alternative Ending Write an alternative ending to the story. [W.3.3] **Activity Page 4.2** The Hungry Troll Answer questions and cite evidence from text. [RL.3.1]	Have students take home Activity Page 4.1 to read to a family member.

9/13	Lesson 5: Mr.Badger	**Speaking and Listening** Students will describe how characters in a Read-Aloud demonstrate the story's theme of hospitality. [SL.3.2] **Reading** Students will explain how characters' actions demonstrate specific story themes. [RL.3.3] **Foundational Skills** Students will review sounds and syllables with 'le' and practice reading multisyllable words. [RF.3.3] **Reading** Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1]	[SL.3.2] [RL.3.3] [RF.3.3] [RL.3.1]	• atmosphere • conduct • retired • summoned • thoroughly	**Themes Description** Paragraph about Themes Write a short paragraph explaining how a character is demonstrating a theme from the story. [RL.3.3] **Activity Page 5.2** Fire! Answer questions about the text and cite evidence. [RF.3.3]	NONE
9/16	Lesson 6: Dulce Domum, Part I	**Speaking and Listening** Students will identify a theme in a Read-Aloud text and provide examples to support the theme. [RL.3.2] Students will recount a story listening carefully to act out a character's actions and feelings. [SL.3.4] **Reading** Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1]	[RL.3.2] [SL.3.4] [RL.3.1]	• advance • recollection • reproached • subtle • unerring • tailor • nephew • merchant • magician • treasure • glittering • precious	**Activity Page 6.1** Beginning-of-Year Assessment **Activity Page 6.2** Beginning-of-Year Assessment	NONE
9/17	Lesson 7: Dulce Domum, Part II	**Speaking and Listening** Students will identify examples of the theme of hospitality in a Read-Aloud text. [SL.3.2] **Reading** Students will explain how characters' actions demonstrate specific story themes. [RL.3.3] **Reading** Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1]	[SL.3.2] [RL.3.3] [RL.3.1]	• blues • capital • dismally • forage • perceive • slumber	**Themes Description** Paragraph about Themes Write a short paragraph explaining how a character is demonstrating a theme from the story. [RL.3.3] **Activity Page 7.1** Beginning-of-Year Assessment **Activity Page 7.8** Aladdin and the Wonderful Lamp, Part 1 Answer questions and cite evidence from the text. [RL.3.1]	Have students take home Activity Page 7.9 to read to a family member.

9/18	Lesson 8: Mr. Toad	**Speaking and Listening** Students will listen to a Read-Aloud for details that describe a character. [SL.3.2] **Language** Students will demonstrate an understanding of the saying “One rotten apple spoils the whole barrel.” [L.3.4] **Reading** Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1]	[SL.3.2] [L.3.4] [RL.3.1]	• conceited • gross • hour • impertinence • improvised • sensible • whisk • genie • monstrous • glimpse • sultan • astounding • radiant • servant • palace • celebrate	**Activity Page 8.1** Beginning-of-Year Assessment **Illustration** One Rotten Apple Create an illustration to demonstrate the saying and add sentences to describe it	Have students take home Activity Page 8.6 to read to a family member.
9/19	Lesson 9: Toad's Adventures	**Speaking and Listening** Students will make and confirm predictions for a Read-Aloud using details of the text. [SL.3.2] **Reading** Students will rewrite a passage, changing it from third-person to first-person point of view. [RL.3.6] **Reading** Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1]	[SL.3.2] [RL.3.6] [RL.3.1]	• disguise • distress • dungeon • particularly • pursued • lurk • peddler • obey • storm • deed • thunder • celebration • pleasure • justly	**Activity Page 9.5** Point of View Rewrite a passage from third- to firstperson point of view. [RL.3.6] **Activity Page 9.1** Beginning-of-Year Assessment **Activity Page 9.4** Aladdin and the Wonderful Lamp, Part III Answer questions and cite evidence from the text. [RL.3.1]	Have students take home Activity Page 9.6 to read to a family member.
9/20	Lesson 10: The Further Adventures of Mr. Toad, Part I	**Speaking and Listening** Students will identify the main idea in a Read-Aloud text. [SL.3.2] **Writing** With assistance, students will complete a graphic organizer to prepare for writing an opinion paragraph. [W.3.1] **Reading** Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1]	[SL.3.2] [W.3.1] [RL.3.1]	• deprive • fate • occupant • revenge • solitary • unrestrainedly • adventures • remarkable • peculiar • pop • cupboard • ma’am • spotted	**Activity Page 10.4** Planning an Opinion Paragraph Complete a graphic organizer to plan for writing an opinion paragraph.	NONE

By the end of Grade 6, 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 genres.
- 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

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:

Code Blue Infractions	Code Blue Consequences
1. Being in a restricted or unauthorized area 2. Conspiracy to harm others or cause damage to property 3. Disrespectful attitudes toward teachers 4. Excessive disruptions during class 5. Failure to follow school-wide rules 6. Leaving the class without permission 7. On-going disrespectful conduct 8. Profanity towards students 9. Public display of affection 10. Refusing to follow teacher's directions 11. Use of another person's password or online accounts 12. Verbal confrontation with peers (heated argument) 13. Academic dishonesty 14. Skipping class	• Lunch Detention • Restorative Justice • After School Detention • Multiple After School Detentions • Saturday Detentions 1-5 days • AES placement 1-10 days • 1-3 days out of school suspension **NOTE:** Depending on severity and repetition; any of these consequences may be issued.

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

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

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

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:

- **K-4:** https://www.sascs.org/documents/Policies/SASCS-Elementary-2018-19.pdf
- **5-6:** https://www.sascs.org/documents/Policies/SASCS-Middle-High-2018-19.pdf

Sample Weekly Student Schedule for Grades K-4th

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

Sample Weekly Student Schedule for Grades 5-6th

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

Sample Weekly Teacher Schedule for Grades K-4th

Kindergarten	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period 8:00 – 8:50	Guided Reading Centers	Guided Reading Centers	Guided Reading Centers	Guided Reading Centers	Guided Reading Centers
2nd Period 8:52 – 9:52	CKLA Listening and Learning	CKLA Listening and Learning	CKLA Listening and Learning	CKLA Listening and Learning	CKLA Listening and Learning
3rd Period 9:54 – 10:54	CKLA SKILLS	CKLA SKILLS	CKLA SKILLS	CKLA SKILLS	CKLA SKILLS
4th Period 10:56 – 11:56	Professional Learning Communities	Common Planning Time	Common Planning Time	Common Planning Time	Common Planning Time
11:58 – 12:28	Lunch	Lunch	Lunch	Lunch	Lunch
12:30– 12:50	Recess Supervision	Recess Supervision	Recess Supervision	Recess Supervision	Recess Supervision
5th Period 12:52 – 1:42	Math	Math	Math	Math	Math
6th Period 1:44– 2:34	Intervention and Enrichment	Intervention and Enrichment	Intervention and Enrichment	Intervention and Enrichment	Intervention and Enrichment
7th Period 2:36 – 3:26	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies
Dismissal 3:28 – 4:15	W.I.N. Time	W.I.N. Time	W.I.N. Time	W.I.N. Time	W.I.N. Time

Sample Weekly Teacher Schedule for Grades 5-6th

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

ATTACHMENT 4C: PROPOSED FIRST YEAR CALENDAR

Citizenship & Science Academy of Rochester 2021-22 Academic Calendar

August 2021

SU	MO	TU	WE	TH	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2	Administrators report to work
18-20	Summer nstitute, New
23-27	Summer nstitute, A Staff
30-31	Teacher nstitute, A Staff Report

January 2022

SU	MO	TU	WE	TH	FR	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20

1	New Years Day
17	Martin Luther King Jr. Day (No Schoo)
28	Marking Period 2 - Ends

September 2021

SU	MO	TU	WE	TH	FR	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

18

6	Labor Day (No Schoo)
7	First Day of Schoo

February 2022

SU	MO	TU	WE	TH	FR	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

15

21	President s Day (No Schoo)
22-25	Mid-Winter Recess (No Schoo)

October 2021

SU	MO	TU	WE	TH	FR	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

20

4	Progress Reports (PTC)
11	ndigenous People Day/Columbus Day (No School)

March 2022

SU	MO	TU	WE	TH	FR	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

22

10	Staff Deve opment (No Schoo)

November 2021

SU	MO	TU	WE	TH	FR	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

17

5	Marking Period 1 - Ends
11	Veteran s Day (No Schoo)
17	Staff Deve opment (Terra) (No Schoo)
24-26	Thanksgiving Recess (No Schoo)

Apri 2022

SU	MO	TU	WE	TH	FR	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

16

14	Marking Period 3 - Ends
15	Good Friday (No Schoo)
18-22	Spring Recess (No Schoo)

December 2021

SU	MO	TU	WE	TH	FR	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17

13	Progres Repor s Sen Home wi h S uden s
24-31	Winter Recess (No Schoo)

May 2022

SU	MO	TU	WE	TH	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

21

30	Memoria Day (No Schoo)

No Schoo
Staff Deve opment
Marking Period Ends

Contingency Snow Days

Total = 183 Days

June 2022

SU	MO	TU	WE	TH	FR	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	24	23	25
26	27	28	29	30		

18

24	Last Day of C asses
24	Marking Period 4 - Ends

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WE ARE BUILDING SUCCESS, ONE ATOM AT A TIME.

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: Fehmi Damkaci

Proposed Charter School Name: Citizenship and Science Academy of Rochester Charter School

[redacted]

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 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.

Educational Philosophy -Proposed Board of Trustees Only

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

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: **Ian Mortimer**

Proposed Charter School Name: The Citizenship & Science Academy of Rochester

[redacted]

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.

   ☒ 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.
   Invited to participate by Dr. 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.

   ☒ 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.

Ian Mortimer, Vice President, Enrollment Management, RIT
Printed Name



Signature

April 2, 2020

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

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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: ___ CSARochester_____

[redacted]

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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

   ☐ 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.

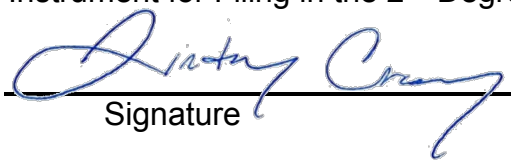
3. Accountability

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

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

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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

[redacted]

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.

   ☒ 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

Chanel M Turnquest

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.

Chanel M Turnquest
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

[redacted]

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.

   ☑ 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

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: __Coskun Cetinkaya_____

Proposed Charter School Name: _Citizenship and Science Academy of Rochester

[redacted]

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.

   ☒ 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):
    a. Board president, Cosmos Foundation, Houston TX (2000-2002)
    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.

☐ 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 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.

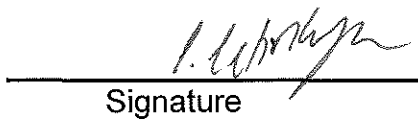
24. Please explain your understanding of the educational program of the charter school.

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 objective 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

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: Jawwaad A. Rasheed
Proposed Charter School Name:
Citizenship & Science Academy of Rochester Charter School

[redacted]

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.

   ☒ 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.

Statement of Intent—All Applicant Group Members

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.**

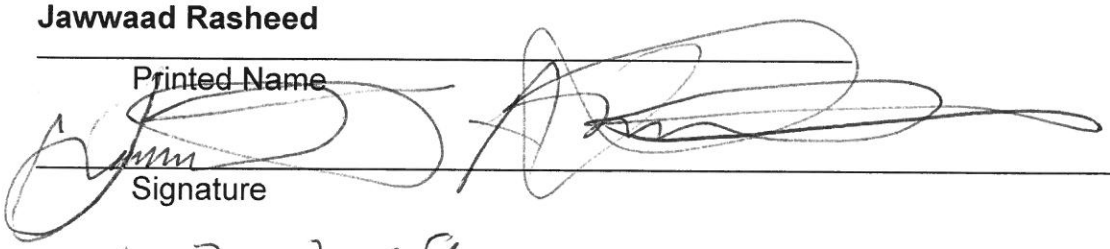
6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board 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

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.
    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

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

[redacted]

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.

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 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 Hayali
Printed Name


Signature

04/03/2019
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: Mehmet Murat Baysal

Proposed Charter School Name: Citizenship and Science Academy of Rochester

[redacted]

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.

   ☑ 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.

M. Murat Baysal

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.

   ☑ 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 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.

☑ 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 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

04/02/2019

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: Linda M. Spencer

Proposed Charter School Name: Citizenship and Science Academy of Rochester

[redacted]

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.

   ☒ 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

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.

    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, Linda M. Spencer (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.

Linda M. Spencer

Signature

4-2-19

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: _____

Syracuse Academy of Science Charter School and Utica Academy of Science Charter School use the following 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 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 75% receiving fee-reduced lunch;
    b. Syracuse Academy of Science and Citizenship is a K-4 school that will be serving 375 students, with 80% receiving fee-reduced lunch;
    c. Utica Academy of Science has 660 students in grades K-2 and grades 6-12, gradually building to serve grades K-12 with a maximum of 858 students, with 77% of the students receiving fee-reduced lunch.

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 one school in Rochester and 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, 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:**

2021-2022 school year in Rochester. After CSARochester 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):**

One K-12 school in Rochester. SANY will apply another charter school 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:**

No

- **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 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 has 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 operation 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 operation 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 with paid Masters degree in Educational Leadership 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. Last two years, Terra provided close to $170,000 to SANY charter school staff students in the form of scholarship and 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 (501c3) 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:

Function	Network/Management Organization Decision-Making	School Decision-Making
Performance Goals	The network oversees school goals in alignment with the NYSED Performance Framework.	School deans and teachers set up individualized student, grade level and all students, including subgroups, academic goals.
Curriculum	The network develops curriculum with collaboration of school deans and teachers in alignment with NYSED standards.	The school deans oversee the district approved curriculum implementation by the teachers.
Professional	The network develops the PD for the	The school deans provide job-embedded

Development	common needs of all schools and teachers such as educational technology, use of data management, classroom management, review of employee handbook.	professional development opportunities that is directly related to their instructional growth goals. Teachers are encouraged to provide PD opportunities for their own professional growth.
Data Management and Interim Assessments	The network selects interim assessments, assessment schedules and data management tools for all of its schools	School deans implement the assessments, analyze the assessment results, makes programmatic adjustments with teachers and provide feedback to the network.
Promotion Criteria	The network makes the decision	School deans implement the network's promotion criteria and provides feedback by the end of the year.
Culture	The network determines the main cultural framework that is implemented in all schools	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.
Budgeting, Finance, and Accounting	The network makes the budget, finance and accounting decisions.	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.
Student Recruitment	The network creates print material, social media and web content, communication and marketing tools.	School deans and operation managers host open houses, school tours, and community meetings.
School Staff Recruitment and Hiring	The network plans the HR strategy for recruitment and hiring	The school deans determine the instructional staff needs. School deans conduct interviews of candidates and make a recommendation for hiring to Superintendent
H/R Services	The school network provides HR services through its district office such as payroll, benefits, and contracts.	Operations Managers in each school deals with general HR issues and collect paperwork required in hiring process.
Development/F	The network oversees the strategy,	Schools are responsible of grant writing

undraising	compliance and reporting of funds raised.	in collaboration with the district office, community and club-based fundraisers, including collecting student-activity funds.
Community Relations	The network is responsible for community relations by establishing and maintaining productive relationships with students, families, community organizations, and stakeholders	Schools develop community relations through outreach, attending local events, and inviting community to school events.
Information Technology	The network oversees all information and instructional technology strategy, services and training through its district office.	
Facilities Management	The network selects school sites and pursues grants to enhance the facilities.	Operations Managers in each school oversee facility management.
Vendor Management/Procurement	The network does procurements for all schools through its district office.	Operations managers receive quotes for procurements for their schools.
Other operational services, if applicable	The network is responsible for selecting food service provider for its schools.	Operations managers are responsible for coordinating student transportation and nursing services with school districts and breakfast and lunch services with the contracted food company.

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 ESL populations.

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 ELL/MLL population. Rochester has one of the lowest proficiency scores across New York State for its students and the gap achievement is getting larger.

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 ELL teachers. We offer monthly field trips for all students. SANY opened a second K-4 elementary school in Syracuse based on community demand.

Business Plan Attachments

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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: _____

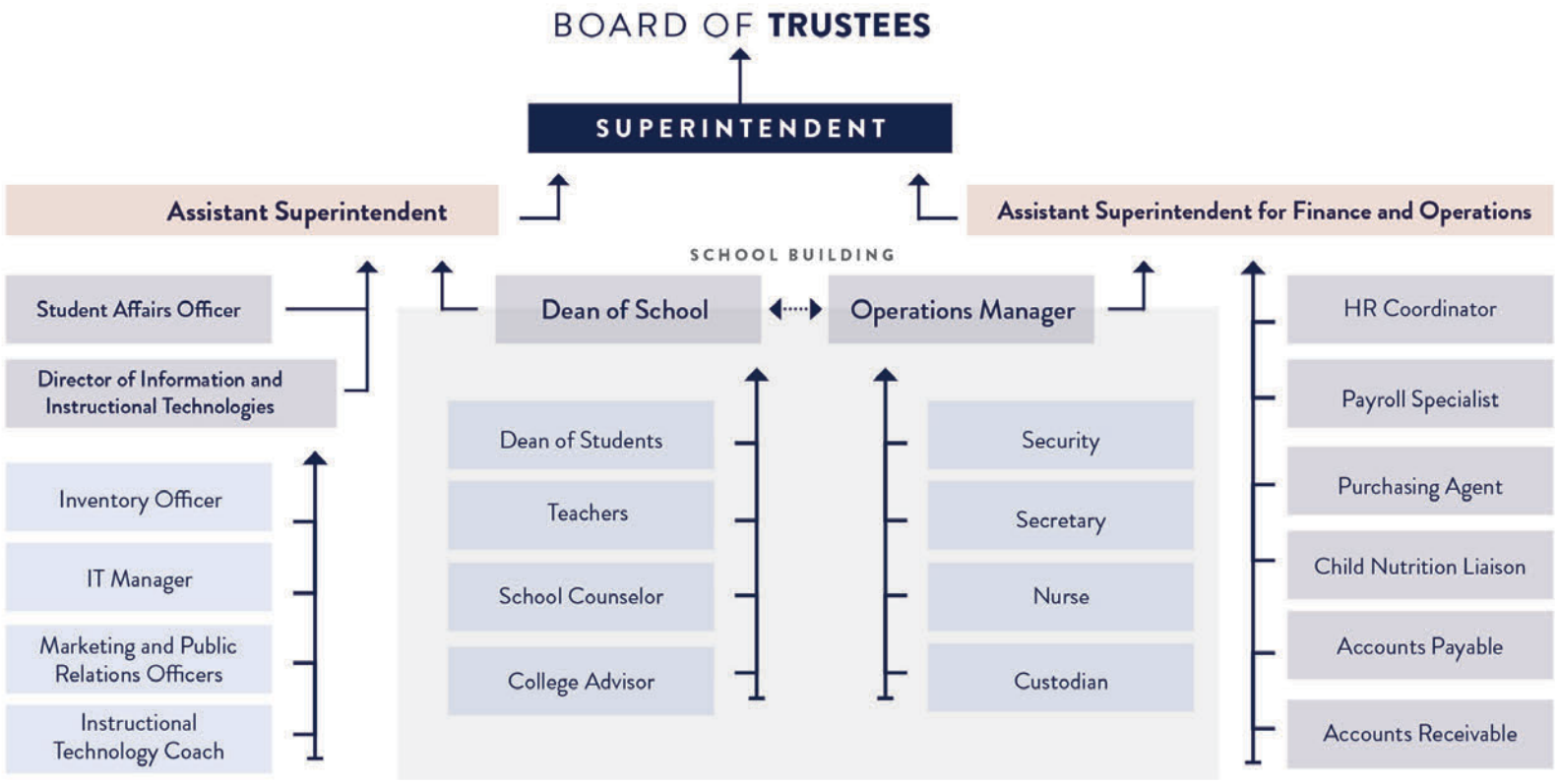
Current Year Board Meeting Dates

- July 9, 2019
- August 8, 2019
- September 10, 2019
- October 8, 2019
- November 12, 2019
- December 10, 2019
- January 14, 2020
- February 11, 2020
- March 10, 2020
- April 14, 2020
- May 12, 2020
- June 9, 2020

Proposed School Board Meeting Dates

- July 13, 2021
- August 10, 2021
- September 14, 2021
- October 12, 2021
- November 9, 2021
- December 14, 2021
- January 11, 2022
- February 8, 2022
- March 8, 2022
- April 12, 2022
- May 10, 2022
- June 14, 2022

ORGANIZATIONAL CHART



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.

Not applicable. SANY is a cost-sharing educational corporation. Cost-sharing is based on the number of students in each charter.

SANY Donors	Past three years contributions	
Terra Education	$	98,840.00
Pathfinder Bank	$	17,250.00
CNY Community Foundation	$	7,900.00
SRC Inc. (Syracuse Research Corporation)	$	7,800.00
M&T Bank	$	5,200.00
Barclay & Damon	$	5,000.00
100 Black Men of Syracuse	$	2,800.00

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS

FINANCIAL STATEMENTS

June 30, 2019

Heveron&Company
CERTIFIED PUBLIC ACCOUNTANTS

INPACT

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Certified Women Owned Business

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Heveron&Company
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
Science Academies of New York Charter Schools
Syracuse, New York

We have audited the accompanying financial statements of Science Academies of New York Charter Schools (a nonprofit organization), which comprise the balance sheets as of June 30, 2019 and 2018, and the related statements of cash flows for the years then ended, and the related statements of activities and functional expenses for the year ended June 30, 2019, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Audit Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Science Academies of New York Charter Schools as of June 30, 2019 and 2018 and its cash flows for the years then ended and the changes in net assets and functional expenses for the year ended June 30, 2019 in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the Science Academies of New York Charter Schools's statements of activities and functional expenses for the year ended June 30, 2018, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 16, 2018. In our opinion, the summarized comparative information presented herein, as of and for the year ended June 30, 2018 is consistent, in all material respects with the audited financial statements from which it has been derived.

Report on Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The statement of activities by school and schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated October 8, 2019 on our consideration of Science Academies of New York Charter Schools' internal control over financial reporting, and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Science Academies of New York Charter Schools' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Science Academies of New York Charter Schools' internal control over financial reporting and compliance.

Heveron & Company

Heveron & Company
Certified Public Accountants

Rochester, New York
October 8, 2019

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
BALANCE SHEETS
June 30, 2019 and 2018

ASSETS

	2019	2018
Current Assets		
Cash and Cash Equivalents	$10,044,257	$ 7,371,104
Restricted Cash - Extra Classroom Funds	94,101	81,192
Accounts Receivable	257,882	400,407
Grants Receivable	1,094,739	778,828
Prepaid Expenses	211,347	171,896
Inventory	-	28,377
Total Current Assets	11,702,326	8,831,804
Property and Equipment		
Leasehold Improvements	3,891,740	3,052,093
Furniture, Fixtures and Equipment	1,700,468	1,387,019
Computer Software and Hardware	1,395,539	1,286,677
Vehicles	412,747	409,599
Less: Accumulated Depreciation and Amortization	(3,311,246)	(2,687,892)
Net Property and Equipment	4,089,248	3,447,496
Other Assets		
Restricted Cash - Escrow Accounts	204,439	179,264
Security Deposits	233,286	208,286
Total Other Assets	437,725	387,550
TOTAL ASSETS	$16,229,299	$12,666,850

LIABILITIES AND NET ASSETS

	2019	2018
Current Liabilities		
Accounts Payable	$ 475,892	$ 388,292
Accrued Payroll and Benefits	1,701,672	1,456,838
Extra Classroom Funds	94,101	81,192
Deferred Revenue	-	60,949
Total Current Liabilities	2,271,665	1,987,271
Net Assets		
Without Donor Restrictions		
Undesignated	13,957,634	10,639,480
With Donor Restrictions		
Purpose Restrictions	-	40,099
Total Net Assets	13,957,634	10,679,579
TOTAL LIABILITIES AND NET ASSETS	$16,229,299	$12,666,850

See Independent Auditors' Report and Notes to Financial Statements.

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
STATEMENT OF ACTIVITIES
For The Year Ended June 30, 2019
(With Comparative Totals For The Year Ended June 30, 2018)

	Without Donor Restrictions	With Donor Restrictions	Totals 2019	Totals 2018
Revenues and Other Support:				
Public School District:				
Resident Student Enrollment	$ 21,247,385	$ -	$ 21,247,385	$ 18,497,132
Students with Disabilities	574,491	-	574,491	558,315
Special Charter School Aid	476,070	-	476,070	568,869
Food Service	1,261,763	-	1,261,763	892,195
Federal Grants	1,643,943	-	1,643,943	1,554,804
State Grants	149,046	-	149,046	127,962
Other Grants and Contributions	20,860	-	20,860	56,831
Other Income	146,440	-	146,440	91,830
Released From Restriction	40,099	(40,099)	-	-
Total Revenues and Other Support	25,560,097	(40,099)	25,519,998	22,347,938
Expenses:				
Program Services:				
Regular Education	15,485,418	-	15,485,418	14,517,891
Special Education	1,551,980	-	1,551,980	1,377,154
Other Programs	1,518,718	-	1,518,718	1,226,794
Total Program Services Expense	18,556,116	-	18,556,116	17,121,839
Supporting Services:				
Management and General	3,685,827	-	3,685,827	3,167,583
Total Expenses	22,241,943	-	22,241,943	20,289,422
Change in Net Assets	3,318,154	(40,099)	3,278,055	2,058,516
Net Assets - Beginning of Year	10,639,480	40,099	10,679,579	8,621,063
Net Assets - End of Year	$ 13,957,634	$ -	$ 13,957,634	$ 10,679,579

See Independent Auditors' Report and Notes to Financial Statements.

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES

For The Year Ended June 30, 2019

(With Comparative Totals For The Year Ended June 30, 2018)

	No. of Positions	Program Services			Management and General	Totals	
		Regular Education	Special Education	Other Programs		2019	2018
Personnel Service Costs							
Instructional Personnel	169	$ 7,241,968	$ 807,369	$ 54,176	$ 213,982	$ 8,317,495	$ 7,372,870
Non-Instructional Personnel	52	316,870	-	-	657,246	974,116	913,937
Administrative Personnel	26	317,771	44,495	-	1,870,366	2,232,632	2,218,258
Total Salaries and Wages	247	7,876,609	851,864	54,176	2,741,594	11,524,243	10,505,065
Retirement		861,646	80,324	-	92,906	1,034,876	878,507
Fringe Benefits and Payroll Taxes		2,222,883	237,066	4,144	255,450	2,719,543	2,341,336
Total Personnel Services		10,961,138	1,169,254	58,320	3,089,950	15,278,662	13,724,908
Building Rent and Taxes		1,389,496	152,692	-	110,846	1,653,034	1,588,023
Food		-	-	1,079,553	-	1,079,553	808,587
Depreciation and Amortization		555,350	65,335	-	32,668	653,353	572,953
Other Professional Services		539,876	23,868	-	20,305	584,049	551,413
Supplies and Materials		456,611	37,322	-	16,916	510,849	483,327
Technology		401,334	18,116	-	76,902	496,352	500,838
Repairs and Maintenance		360,974	38,062	-	25,964	425,000	407,290
Student Services		-	-	380,845	-	380,845	340,381
Utilities		250,630	29,440	-	21,496	301,566	292,956
Other Expenses		120,149	1,097	-	76,449	197,695	231,144
Professional Development		87,008	699	-	83,813	171,520	119,430
Insurance		146,171	-	-	14,449	160,620	154,750

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES

For The Year Ended June 30, 2019

(With Comparative Totals For The Year Ended June 30, 2018)

(Continued)

	Program Services				Totals	
	Regular Education	Special Education	Other Programs	Management and General	2019	2018
Equipment and Furnishings	115,549	13,018	-	18,013	146,580	238,040
Marketing and Recruitment	70,758	1,619	-	7,920	80,297	87,334
Legal Services	17,450	-	-	58,350	75,800	134,065
Accounting and Auditing Fees	-	-	-	29,667	29,667	26,895
Office Expense	12,924	1,458	-	2,119	16,501	27,088
Total Expenses	$15,485,418	$ 1,551,980	$ 1,518,718	$ 3,685,827	$22,241,943	$20,289,422

See Independent Auditors' Report and Notes to Financial Statements.

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2019 and 2018

	2019	2018
Cash Flow From Operating Activities		
Revenue from School Districts	$ 21,901,256	$ 18,870,664
Grant Revenues	1,743,153	1,877,214
Food Service Fees	1,157,344	845,245
Other Sources	167,300	148,661
Payments to Vendors for Goods and Services Rendered	(5,941,792)	(5,777,686)
Payments to Charter School Personnel for Services Rendered	(15,033,828)	(13,562,612)
Net Cash Flow Provided By Operating Activities	3,993,433	2,401,486
Cash Flow From Investing Activities		
Purchase of Property and Equipment	(1,295,105)	(1,298,371)
Change in Extra Classroom Funds	12,909	22,332
Cash Flow Used By Investing Activities	(1,282,196)	(1,276,039)
Net Increase in Cash and Cash Equivalents, and Restricted Cash	2,711,237	1,125,447
Cash and Cash Equivalents, and Restricted Cash - Beginning of Year	7,631,560	6,506,113
Cash and Cash Equivalents, and Restricted Cash - End of Year	$ 10,342,797	$ 7,631,560

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2019 and 2018
(Continued)

	2019	2018
Reconciliation of Change in Net Assets to Net Cash Provided by Operating Activities		
Change in Net Assets	$ 3,278,055	$ 2,058,516
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Depreciation and Amortization	653,353	572,953
(Increase)/Decrease In:		
Accounts Receivable	142,525	(356,557)
Grants Receivable	(315,911)	(265,613)
Inventory	28,377	6,739
Prepaid Expenses	(39,451)	73,287
Security Deposits	(25,000)	(42,840)
Increase/(Decrease) In:		
Accounts Payable	87,600	131,756
Accrued Payroll and Benefits	244,834	162,296
Deferred Revenue	(60,949)	60,949
Net Cash Flow Provided By Operating Activities	$ 3,993,433	$ 2,401,486

See Independent Auditors' Report and Notes to Financial Statements.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

Science Academies of New York Charter Schools (the School) is a not-for-profit education corporation that operates three public charter schools. Syracuse Academy of Science Charter School maintains grades K-12 in Syracuse, NY. Utica Academy of Science Charter School maintains grades K-1 and 6-12 in Utica, NY, with plans to expand and include grades 2-5 by 2023. Syracuse Academy of Science and Citizenship Charter School maintains grades K-3 and plans to expand to grade 12 by 2027. All three charters place a special emphasis on math, science, and technology. The School seeks to empower students through high intellectual standards and prepare them for college, career, and citizenship. The School obtains its revenue mainly from charter school basic tuition from the Syracuse City School District, Utica City School District and a few other surrounding school districts, in addition to food service, and state and federal grants.

The main programs of the School are as follows:

REGULAR EDUCATION: The School's curriculum is focused on mathematics, science, and technology. 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. All courses align with the New York State Learning Standards.

SPECIAL EDUCATION: The School is open to all children and does not discriminate on the basis of ethnicity, national origin, gender, disability, or any other grounds that would be unlawful or deny the civil rights of any individual. In accordance with the Individuals with Disabilities Education Act, the Rehabilitation Act, Section 504, and the Americans with Disabilities Act, the School provides a free and appropriate education, in the least restrictive environment to students with disabilities. The primary service delivery for students with special needs is inclusion. Services for students requiring supplemental services are provided by the Syracuse and Utica City School Districts.

OTHER PROGRAMS: Other programs include food services, athletics, and extra-curricular activities.

Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting. The significant accounting policies followed are described below to enhance the usefulness of the financial statements to the reader.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Net Assets

In accordance with accounting principles generally accepted in the United States of America, the School reports information regarding its financial position and activities according to the existence or absence of donor or grantor imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Contributions restricted by donors are reported as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions, based on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

Revenue Recognition

A portion of the School's revenue is derived from grants. Amounts received but not yet earned are reported as deferred revenue.

Funding sources may, at their discretion, amend the grant and contract amounts. In addition, reimbursement for expenses or return of funds, or both, may be requested as a result of noncompliance by the School with the terms of the grants and contracts. The School records such amendments, reimbursements, and returns of funds as an adjustment to revenue in the year of the amendment.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Accounts and Grants Receivable
Receivables are stated at the amount management expects to collect. Amounts that management believes to be uncollectible after collection efforts have been completed are written off. In addition, management evaluates the need for, and if appropriate, provides an allowance to reduce receivables to amounts management expects will be collected. Management determined that no allowances were necessary at June 30, 2019 and 2018.

Contributions
Contributions are recorded at the time of receipt or when evidence of a non-conditional promise to give has been received. Promises subject to conditions are not recorded as income until those conditions have been met. Contributions that are expected to be received in future years are recorded at their present value.

Deferred Revenue
Deferred revenue consists of amounts received prior to when they are earned. The related revenue is recognized when services are performed.

Income Taxes
The Internal Revenue Service has determined that the School is qualified as a charity exempt under Section 501(c)(3) of the Internal Revenue Code. As a result, no provision for federal or state income taxes has been made.

Functional Expenses
The costs of providing the various program services have been summarized on a functional basis in the statement of functional expenses. Accordingly, certain costs have been allocated among program and management and general services. An immaterial amount of fundraising costs for the year ended June 30, 2019 and 2018 are included in management and general expenses.

The financial statements report certain categories of expenses that are attributed to both program and management and general functions. Therefore, allocation on a reasonable basis that is consistently applied is required. The expenses that are allocated include occupancy, repairs and maintenance, insurance and depreciation, which are allocated on a square footage basis, as well as salaries and wages, benefits, payroll taxes, other purchased services, student services, supplies, office expenses, and other expenses, which are allocated on the basis of estimates of time and effort for each category.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Advertising
Advertising costs are expensed as incurred.

Property and Equipment
Property and equipment are stated at cost. The School capitalizes property and equipment with an estimated life of 3 years and amounts over the following thresholds:

	Cost
Leasehold Improvements	$5,000
Furniture, Fixtures and Equipment	$2,000
Computer Software and Hardware	$2,000

Furniture, fixtures, and equipment purchased as a bundle greater than $25,000 will also be capitalized and all land and vehicle acquisitions are capitalized. Depreciation and amortization is computed using the straight-line method based on the estimated useful lives of the assets as follows:

	Years
Leasehold Improvements	5-40
Furniture, Fixtures and Equipment	5-10
Computer Software and Hardware	3-10
Vehicles	5-10

Depreciation and amortization expense amounted to $653,353 and $572,953 for the years ended June 30, 2019 and 2018, respectively.

Use of Estimates in the Preparation of Financial Statements
Accounting principles generally accepted in the United States of America require management to make estimates and assumptions that affect the amounts of assets and liabilities, revenues and expenses, and the disclosure of contingent assets and liabilities. Actual results could vary from those estimates.

Reclassifications
Certain account balances as of June 30, 2018 have been reclassified to conform with the presentation as of June 30, 2019.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Recent Accounting Pronouncements

During 2018, the School adopted Accounting Standards Update (ASU) No. 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities*. This guidance is intended to improve the net asset classifications and the information presented in the financial statements and notes about a not-for-profit entity's liquidity, financial performance, and cash flows. Main provisions of this guidance include, when applicable, the presentation of two classes of net assets versus the previously required three. The guidance also enhances disclosures for board designated amounts, composition of net assets with donor restrictions, liquidity, and expenses by both their natural and functional classification.

A recap of the net asset reclassifications driven by the adoption of ASU No. 2016-14 as of June 30, 2018 follows.

Net Asset Classifications	Without Donor Restrictions	With Donor Restrictions	Total Net Assets
As Previously Presented:			
Unrestricted	$ 10,639,480	$ -	$ 10,639,480
Temporarily Restricted	-	40,099	40,099
Net assets, as reclassified	$ 10,639,480	$ 40,099	$ 10,679,579

Comparative Financial Information

The financial statements include certain prior year summarized comparative information in total. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2018 from which the summarized information was derived.

NOTE 2 - LIQUIDITY AND AVAILABILITY

The School regularly monitors the availability of resources required to meet its operating needs and other contractual commitments. For purposes of analyzing resources available to meet general expenditures over a 12-month period, the School considers all expenditures related to its ongoing activities, as well as the conduct of services undertaken to support those activities to be general expenditures.

NOTE 2 - LIQUIDITY AND AVAILABILITY (Continued)

At June 30, 2019, the following financial assets could readily be made available within one year of the balance sheet date to meet general expenditures:

Cash and cash equivalents	$ 10,044,257
Accounts receivable	257,882
Grants receivable	1,094,739
	$ 11,396,878

The School also receives basic charter school tuition and grants throughout the year to provide additional funds for general expenditures.

NOTE 3 - CASH AND CASH EQUIVALENTS, AND RESTRICTED CASH

Cash and cash equivalents include all cash on hand and in banks, which at times, may exceed federally insured limits. The School considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Certain of these accounts are not federally insured, however, the School does have a collateral agreement with their bank that provides a possible avenue of recovery in the unlikely event of a bank failure. The School has not experienced any losses in these accounts and does not believe it is exposed to any significant credit risk with respect to cash and cash equivalents.

The School maintains cash in an escrow account in accordance with the terms of their charter agreement. The escrow is restricted to fund legal and other costs related to the dissolution of the School.

The School also maintains funds on behalf of the students. The amounts collected are reported as a liability on the balance sheet.

Cash and cash equivalents, and restricted cash consisted of the following at June 30:

	2019	2018
Checking	$ 7,862,038	$ 5,198,907
Savings	2,182,219	2,172,197
Total Cash and Cash Equivalents	10,044,257	7,371,104
Restricted Cash - Escrow Accounts	204,439	179,264
Restricted Cash - Extra Classroom Funds	94,101	81,192
Total Cash and Cash Equivalents, and Restricted Cash	$10,342,797	$ 7,631,560

NOTE 4 - RELATED PARTY TRANSACTIONS

The School leases schools and office space from Terra Science and Education, Inc. ("Terra"). Terra and the School share one common board member. This board member abstains from voting matters affecting both the School and Terra and is not paid a salary from Terra nor the School. Total rent expense paid to Terra for the years ended June 30, 2019 and 2018 was $1,514,016 and $1,474,634, respectively. Terra also holds $233,286 of security deposits due to the School at the termination of the building leases.

NOTE 5 - PENSION EXPENSE

The School participates in the New York State Teachers' Retirement System (System), a cost-sharing, multiple-employer, defined benefit pension plan administered by the New York State Teachers' Retirement Board. The System provides retirement, disability, withdrawal, and death benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York.

Plan members who joined the System before July 27, 1976 are not required to make contributions. Those joining after that date and before January 1, 2010, who have less than ten years of service or membership are required to contribute 3% of their annual salary. Those joining on or after January 1, 2010 and before April 1, 2012 are required to contribute 3.5% of their annual salary for their entire working career. Those joining on or after April 1, 2012 are required to contribute between 3% and 6%, dependent upon their salary, for their entire working career.

Employers are required to contribute at an actuarially determined rate. The rate applicable to the fiscal years ended June 30, 2019 and 2018 was 10.62% and 9.8%, respectively. The total retirement contribution expense for the System was $1,027,891 and $873,667 for the years ended June 30, 2019 and 2018, respectively.

The School also has a 403(b) annuity retirement plan for its employees. Employees that are not eligible for the New York State Teachers' Retirement System, and who work more than 20 hours per week, are made eligible immediately upon employment and may contribute a portion of their taxable salary not to exceed the statutory limits each year. Eligible employees may also receive discretionary amounts the School contributes. The School matches contributions up to $100 per month and $1,000 per year. The total 403(b) contribution expense was $6,985 and $4,840 for the years ended June 30, 2019 and 2018, respectively.

NOTE 6 - COMMITMENTS

The School is obligated under operating leases for six buildings. The leases can be terminated with a ten month notice. For each lease, the School is responsible for payment of utilities, maintenance, and real property taxes.

The first lease term ends June 30, 2026. Rent is payable in monthly installments of $35,323 with an escalation clause equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The second lease term ends June 30, 2026. Rent is payable in monthly installments of $30,109 with an escalation clause equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The third lease term ends June 30, 2029. Rent is payable in monthly installments of $19,659 with an escalation clause equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The fourth lease term ends June 30, 2032. Rent is payable in monthly installments of $22,277 with an escalation clause to an amount equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The fifth lease term ends March 31, 2021. Rent is payable in monthly installments of $6,798 with an escalation clause equal to the greater of 3% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The sixth lease term ends April 30, 2030. Rent is payable in monthly installments of $24,114 with an escalation clause equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

Total rental expense for June 30, 2019 and 2018 totaled $1,595,593 and $1,543,826, respectively.

Future minimum lease payment commitments are as follows:

Year	Amount
2020	$1,659,969
2021	1,703,909
2022	1,706,528
2023	1,774,789
2024	1,845,780

NOTE 7 - ACCOUNTING CHANGE

The School has adopted ASU 2016-18, Statement of Cash Flows (Topic 230): Restricted Cash. Management believes that the adoption of the new accounting standard provides a better presentation of cash flows to the user of its financial statements. Before the change, restricted cash was not included with cash and cash equivalents when reconciling the beginning-of-period and end-of-period total amounts reported on the statement of cash flows, but now is included since the adoption of the standard.

NOTE 8 - NET ASSETS WITH DONOR RESTRICTIONS

There were net assets with donor restrictions of $40,099 at June 30, 2018 restricted for rent. There were no net assets with donor restrictions at June 30, 2019.

NOTE 9 - DONATED SERVICES AND GOODS

The School receives donated services that, although substantial, do not meet the criteria for recording as revenue and expense under accounting principles generally accepted in the United States of America.

NOTE 10 - SPECIAL EDUCATION AND OTHER SUPPORT

Some of the special education services required by students of the School are provided by the Syracuse and Utica City School Districts. The Syracuse and Utica City School Districts also provided transportation and nursing services. The School was unable to determine a value for these services, thus, these financial statements do not reflect revenue or expenses associated with those services.

The School receives State Aid in the form of textbooks, computer hardware, computer software, and library materials through the Syracuse City School District and Utica City School District. The total aid received for the years ended June 30, 2019 and 2018 was $149,046 and $127,962, respectively .

The School also receives Federal Aid in the form of food commodities from the United States Department of Agriculture. The total aid received for the years ended June 30, 2019 and 2018 was $39,744 and $45,000, respectively.

NOTE 11 - SUBSEQUENT EVENTS

Subsequent events have been evaluated through October 8, 2019, which is the date the statements were available for issuance.

The School is in the process of obtaining two new charters in the cities of Buffalo and Rochester, New York.

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS

SUPPLEMENTARY INFORMATION

For the Year Ended June 30, 2019

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
STATEMENT OF ACTIVITIES BY SCHOOL
For The Year Ended June 30, 2019

	Syracuse Academy of Science	Utica Academy of Science	Syracuse Academy of Science and Citizenship	Total
Revenues and Other Support:				
Public School District:				
Revenue - Resident Student Enrollment	$12,594,304	$ 5,405,978	$ 3,247,103	$21,247,385
Revenue - Students with Disabilities	366,729	150,794	56,968	574,491
Special Charter School Aid	263,578	144,560	67,932	476,070
Food Service	679,917	381,879	199,967	1,261,763
Federal Grants	902,631	428,774	312,538	1,643,943
State Grants	81,101	52,326	15,619	149,046
Other Grants and Contributions	20,860	-	-	20,860
Other Income	103,740	38,401	4,299	146,440
Total Revenues and Other Support	15,012,860	6,602,712	3,904,426	25,519,998
Expenses:				
Program Services:				
Regular Education	8,945,345	4,470,025	2,070,048	15,485,418
Special Education	933,565	396,960	221,455	1,551,980
Other Programs	880,614	451,193	186,911	1,518,718
Total Program Services Expense	10,759,524	5,318,178	2,478,414	18,556,116
Supporting Services:				
Management and General	2,054,443	993,030	638,354	3,685,827
Total Expenses	12,813,967	6,311,208	3,116,768	22,241,943
Change in Net Assets	2,198,893	291,504	787,658	3,278,055
Net Assets - Beginning of Year	9,130,728	876,556	672,295	10,679,579
Net Assets - End of Year	$11,329,621	$ 1,168,060	$ 1,459,953	$13,957,634

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CERTIFIED PUBLIC ACCOUNTANTS

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Independent Auditors' Report

To the Board of Trustees
Science Academies of New York Charter Schools
Syracuse, New York

We have audited, in accordance with the auditing standards generally accepted in the United States of America, and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Science Academies of New York Charter Schools as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise Science Academies of New York Charter Schools' basic financial statements, and have issued our report thereon dated October 8, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Science Academies of New York Charter Schools' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Science Academies of New York Charter Schools' internal control. Accordingly, we do not express an opinion on the effectiveness of Science Academies of New York Charter Schools' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees in the normal course of performing their assigned functions to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency or a combination of deficiencies in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Science Academies of New York Charter Schools' financial statements are free of material misstatements, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

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Certified Public Accountants

Rochester, New York
October 8, 2019

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REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Independent Auditors' Report

To the Board of Trustees
Science Academies of New York Charter Schools
Syracuse, New York

Report on Compliance for Each Major Federal Program

We have audited Science Academies of New York Charter Schools' compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Science Academies of New York Charter Schools' major federal programs for the year ended June 30, 2019. Science Academies of New York Charter Schools' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Science Academies of New York Charter Schools' major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Science Academies of New York Charter Schools' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

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We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Science Academies of New York Charter Schools's compliance.

Opinion on Each Major Federal Program

In our opinion, Science Academies of New York Charter Schools complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019.

Report on Internal Control Over Compliance

Management of Science Academies of New York Charter Schools is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Science Academies of New York Charter Schools' internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program, and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Science Academies of New York Charter Schools' internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected and corrected on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency or a combination of deficiencies in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

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Certified Public Accountants

Rochester, New York
October 8, 2019

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For The Year Ended June 30, 2019

Section I - Summary of Auditors' Results

Financial Statements
The auditors' report expresses an unmodified opinion on the general-purpose financial statements of Science Academies of New York Charter Schools.

No material weaknesses were identified in the internal controls over financial reporting.

No significant deficiencies were identified in the internal controls over financial reporting.

No instances of noncompliance material to the financial statements of Science Academies of New York Charter Schools were disclosed during the audit.

Federal Awards
The auditors' report on compliance for major programs expresses an unmodified opinion.

No material weaknesses were identified in the internal control over major programs.

No significant deficiencies were identified in the internal controls over major programs.

There are no audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a).

Identification of Major Programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.010	Title I Grants to Local Educational Agencies
84.424	Student Support and Academic Enrichment Program
84.424A	Student Support and Academic Enrichment Program

Dollar Threshold used to distinguish
between type A and type B programs: $ 750,000

The auditee did not qualify as a low-risk auditee.

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For The Year Ended June 30, 2019
(Continued)

Section II - Financial Statement Findings

None

Section III - Federal Award Findings and Questioned Costs

None

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Year Ended June 30, 2019

Federal Grantor/Program Title/ Pass Through Grantor	Federal CFDA Number	Agency or Pass Through Number	Federal Expenditures
United States Department of Agriculture			
Child Nutrition Cluster:			
School Breakfast Program Passed Through New York State Education Department	10.553	421800860854	$ 325,653
National School Lunch Program	10.555	Not Applicable	39,744
National School Lunch Program Passed Through New York State Education Department	10.555	421800860854	778,663
Total Child Nutrition Cluster			1,144,060
Total United States Department of Agriculture			1,144,060
United States Department of Education			
Title I Grants to Local Educational Agencies Passed Through New York State Education Department	84.010	421800860854	729,678
Supporting Effective Instruction State Grant Passed Through New York State Education Department	84.367	421800860854	88,323
Student Support and Academic Enrichment Program Passed Through New York State Education Department	84.424	421800860854	47,858

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Year Ended June 30, 2019
(Continued)

Federal Grantor/Program Title/ Pass Through Grantor	Federal CFDA Number	Agency or Pass Through Number	Federal Expenditures
United States Department of Education (Continued)			
Student Support and Academic Enrichment Program Passed Through New York State Education Department	84.424A	421800860854	316,263
Charter Schools Program Passed Through New York State Education Department	84.282	421800861124	186,736
Total United States Department of Education			1,368,858
Total Federal Expenditures			$ 2,512,918

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Year Ended June 30, 2019

Note 1 - Basis of Presentation:

The accompanying Schedule of Expenditures of Federal Awards (the "Schedule") includes the federal award activity of Science Academies of New York Charter Schools under programs of the federal government for the year ended June 30, 2019. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of Science Academies of New York Charter Schools, it is not intended to and does not present the financial position, change in net assets or cash flows of Science Academies of New York Charter Schools.

Note 2 - Summary of Significant Accounting Policies:

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Science Academies of New York Charter Schools has not yet elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

Note 3 - Amounts Provided to Sub-recipients:

Of the Federal expenditures presented in the schedule, Science Academies of New York Charter Schools provided no federal awards to sub-recipients.

SCIENCE ACADEMIES OF
NEW YORK CHARTER SCHOOLS

FINANCIAL STATEMENTS

June 30, 2018

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
Science Academies of New York Charter Schools
Syracuse, New York

We have audited the accompanying financial statements of Science Academies of New York Charter Schools (a nonprofit organization), which comprise the balance sheet as of June 30, 2018, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Audit Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Science Academies of New York Charter Schools as of June 30, 2018 and its changes in net assets, functional expenses, and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The statement of activities by school and schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated October 16, 2018 on our consideration of Science Academies of New York Charter Schools' internal control over financial reporting, and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Science Academies of New York Charter Schools' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Science Academies of New York Charter Schools' internal control over financial reporting and compliance.

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Certified Public Accountants

Rochester, New York
October 16, 2018

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
BALANCE SHEET
June 30, 2018

ASSETS

Current Assets	
Cash and Cash Equivalents	$7,550,368
Restricted Cash - Extra Classroom Funds	81,192
Accounts Receivable	400,407
Grants Receivable	778,828
Prepaid Expenses	171,896
Inventory	28,377
Total Current Assets	9,011,068
Property and Equipment	
Leasehold Improvements	3,052,093
Furniture, Fixtures and Equipment	1,387,019
Computer Software and Hardware	1,286,677
Vehicles	409,599
Less: Accumulated Depreciation and Amortization	(2,687,892)
Net Property and Equipment	3,447,496
Other Assets	
Security Deposits	208,286
TOTAL ASSETS	$12,666,850

LIABILITIES AND NET ASSETS

Current Liabilities	
Accounts Payable	$ 388,292
Accrued Payroll and Benefits	1,456,838
Extra Classroom Funds	81,192
Deferred Revenue	60,949
Total Current Liabilities	1,987,271
Net Assets	
Unrestricted	10,639,480
Temporarily Restricted	40,099
Total Net Assets	10,679,579
TOTAL LIABILITIES AND NET ASSETS	$12,666,850

See Independent Auditors' Report and Notes to Financial Statements.

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
STATEMENT OF ACTIVITIES
For The Year Ended June 30, 2018

	Unrestricted	Temporarily Restricted	Total
Revenues and Other Support:			
Public School District:			
Revenue - Resident Student Enrollment	$18,497,132	$ -	$18,497,132
Revenue - Students with Disabilities	558,315	-	558,315
Special Charter School Aid	568,869	-	568,869
Food Service	892,195	-	892,195
Federal Grants	1,554,804	-	1,554,804
State Grants	127,962	-	127,962
Other Grants and Contributions	56,831	-	56,831
Other Income	91,830	-	91,830
Released From Restriction	64,260	(64,260)	-
Total Revenues and Other Support	22,412,198	(64,260)	22,347,938
Expenses:			
Program Services:			
Regular Education	14,517,891	-	14,517,891
Special Education	1,377,154	-	1,377,154
Other Programs	1,226,794	-	1,226,794
Total Program Services Expense	17,121,839	-	17,121,839
Supporting Services:			
Management and General	3,167,583	-	3,167,583
Total Expenses	20,289,422	-	20,289,422
Change in Net Assets	2,122,776	(64,260)	2,058,516
Net Assets - Beginning of Year	8,516,704	104,359	8,621,063
Net Assets - End of Year	$10,639,480	$ 40,099	$10,679,579

See Independent Auditors' Report and Notes to Financial Statements.

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
STATEMENT OF FUNCTIONAL EXPENSES
For The Year Ended June 30, 2018

		Program Services				
	No. of Positions	Regular Education	Special Education	Other Programs	Management and General	Total
Personnel Service Costs						
Instructional Personnel	180	$ 6,370,717	$ 713,507	$ 72,295	$ 216,351	$ 7,372,870
Non-Instructional Personnel	68	889,475	-	-	24,462	913,937
Administrative Personnel	25	357,566	3,482	-	1,857,210	2,218,258
Total Salaries and Wages	273	7,617,758	716,989	72,295	2,098,023	10,505,065
Retirement		717,186	63,754	-	97,567	878,507
Fringe Benefits and Payroll Taxes		1,862,558	202,685	5,531	270,562	2,341,336
Total Personnel Services		10,197,502	983,428	77,826	2,466,152	13,724,908
Building Rent and Taxes		1,329,338	148,406	-	110,279	1,588,023
Food		-	-	808,587	-	808,587
Depreciation and Amortization		487,010	57,295	-	28,648	572,953
Other Professional Services		499,483	28,045	-	23,885	551,413
Technology		417,902	28,192	-	54,744	500,838
Supplies and Materials		424,449	32,655	-	26,223	483,327
Repairs and Maintenance		329,067	37,452	-	40,771	407,290
Student Services		-	-	340,381	-	340,381
Utilities		241,256	28,381	-	23,319	292,956
Equipment and Furnishings		176,729	23,927	-	37,384	238,040
Other Expenses		120,598	3,970	-	106,576	231,144
Insurance		140,442	-	-	14,308	154,750

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
STATEMENT OF FUNCTIONAL EXPENSES
For The Year Ended June 30, 2018
(Continued)

	Program Services				
	Regular Education	Special Education	Other Programs	Management and General	Total
Legal Services	5,074	-	-	128,991	134,065
Professional Development	58,613	389	-	60,428	119,430
Marketing and Recruitment	67,855	3,378	-	16,101	87,334
Office Expense	22,573	1,636	-	2,879	27,088
Accounting and Auditing Fees	-	-	-	26,895	26,895
Total Expenses	$14,517,891	$ 1,377,154	$ 1,226,794	$ 3,167,583	$20,289,422

See Independent Auditors' Report and Notes to Financial Statements.

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
STATEMENT OF CASH FLOWS
For The Year Ended June 30, 2018

Cash Flow From Operating Activities	
Revenue from School Districts	$18,870,664
Grant Revenues	1,877,214
Food Service Fees	845,245
Other Sources	148,661
Payments to Vendors for Goods and Services Rendered	(5,777,686)
Payments to Charter School Personnel for Services Rendered	(13,562,612)
Net Cash Flow Provided By Operating Activities	2,401,486
Cash Flow From Investing Activities	
Purchase of Property and Equipment	(1,298,371)
Cash Flow Used By Investing Activities	(1,298,371)
Net Increase in Cash and Cash Equivalents	1,103,115
Cash and Cash Equivalents - Beginning of Year	6,447,253
Cash and Cash Equivalents - End of Year	$ 7,550,368

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
STATEMENT OF CASH FLOWS
For The Year Ended June 30, 2018
(Continued)

Reconciliation of Change in Net Assets to Net Cash Provided by Operating Activities	
Change in Net Assets	$ 2,058,516
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:	
Depreciation and Amortization	572,953
(Increase)/Decrease In:	
Accounts Receivable	(356,557)
Grants Receivable	(265,613)
Inventory	6,739
Prepaid Expenses	73,287
Security Deposits	(42,840)
Increase/(Decrease) In:	
Accounts Payable	131,756
Accrued Payroll and Benefits	162,296
Deferred Revenue	60,949
Net Cash Flow Provided By Operating Activities	$ 2,401,486

See Independent Auditors' Report and Notes to Financial Statements.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

Science Academies of New York Charter Schools (the School) is a not-for-profit education corporation that operates three public charter schools. Syracuse Academy of Science Charter School maintains grades K-12 in Syracuse, NY. Utica Academy of Science Charter School maintains grades 6-12 in Utica, NY. Syracuse Academy of Science and Citizenship Charter School opened for the 2017-2018 school year in Syracuse, NY with grades K-2 and plans to expand to grade 12 by 2027. All three charters place a special emphasis on math, science, and technology. The School seeks to empower students through high intellectual standards and prepare them for college, career, and citizenship. The School obtains its revenue mainly from Charter School Basic Tuition from the Syracuse City School District, Utica City School District and a few other surrounding school districts, in addition to food service, and state and federal grants.

The main programs of the School are as follows:

REGULAR EDUCATION: The School's curriculum is focused on mathematics, science, and technology. 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. All courses align with the New York State Learning Standards.

SPECIAL EDUCATION: The School is open to all children and does not discriminate on the basis of ethnicity, national origin, gender, disability, or any other grounds that would be unlawful or deny the civil rights of any individual. In accordance with the Individuals with Disabilities Education Act, the Rehabilitation Act, Section 504, and the Americans with Disabilities Act, the School provides a free and appropriate education, in the least restrictive environment to students with disabilities. The primary service delivery for students with special needs is inclusion. Services for students requiring supplemental services are provided by the Syracuse and Utica City School Districts.

OTHER PROGRAMS: Other programs include food services, athletics, and extra-curricular activities.

Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting. The significant accounting policies followed are described below to enhance the usefulness of the financial statements to the reader.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation

In accordance with accounting principles generally accepted in the United States of America, the School reports information regarding its financial position and activities according to the existence and nature of donor restrictions in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. There were no permanently restricted net assets at June 30, 2018.

The School also records contributions received as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and nature of any donor restrictions.

Accounting principles generally accepted in the United States of America allow the School to treat as unrestricted, any restricted revenue where the restrictions are met in the same year. The School has elected to follow that reporting method. As a result, all activities in which restrictions are met are recorded in the Unrestricted Net Asset class.

The following are descriptions of the School's net asset classifications:

Unrestricted: Unrestricted net assets include resources that are available for the general support of the School's operations.

Temporarily Restricted Net Assets: Temporarily restricted net assets result from contributions subject to donor's restrictions that expire with the passage of time or by actions of the School. There was $40,099 of temporarily restricted net assets at June 30, 2018 restricted for rent.

When donor restrictions from prior years expire, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Revenue Recognition

A portion of the School's revenue is derived from grants. Amounts received but not yet earned are reported as deferred revenue.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Revenue Recognition (Continued)
Funding sources may, at their discretion, amend the grant and contract amounts. In addition, reimbursement for expenses or return of funds, or both, may be requested as a result of noncompliance by the School with the terms of the grants and contracts. The School records such amendments, reimbursements, and returns of funds as an adjustment to revenue in the year of the amendment.

Accounts and Grants Receivable
Receivables are stated at the amount management expects to collect. Amounts that management believes to be uncollectible after collection efforts have been completed are written off. In addition, management evaluates the need for, and if appropriate, provides an allowance to reduce receivables to amounts management expects will be collected. Management determined that no allowances were necessary at June 30, 2018.

Contributions
Contributions are recorded at the time of receipt or when evidence of a non-conditional promise to give has been received. Promises subject to conditions are not recorded as income until those conditions have been met. Contributions that are expected to be received in future years are recorded at their present value. Contributions are recorded as unrestricted, unless they are subject to donor restrictions or are required to be used or expected to be received in future years.

Income Taxes
The Internal Revenue Service has determined that the School is qualified as a charity exempt under Section 501(c)(3) of the Internal Revenue Code. As a result, no provision for federal or state income taxes has been made.

Advertising
Advertising costs are expensed as incurred.

Inventories
Inventories consist of school uniforms and are recorded at cost.

Functional Expenses
The costs of providing the various program services have been summarized on a functional basis in the statement of functional expenses. Accordingly, certain costs have been allocated among program and supporting services. An immaterial amount of fundraising costs for the year ended June 30, 2018 are included in management and general expenses.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Property and Equipment

Property and equipment are stated at cost. The School capitalizes property and equipment with an estimated life of 3 years and amounts over the following thresholds:

	Cost
Leasehold Improvements	$5,000
Furniture, Fixtures and Equipment	$2,000
Computer Software and Hardware	$2,000

Furniture, fixtures, and equipment purchased as a bundle greater than $25,000 will also be capitalized, and all land and vehicle acquisitions are capitalized. Depreciation and amortization is computed using the straight-line method based on the estimated useful lives of the assets as follows:

	Years
Leasehold Improvements	5-40
Furniture, Fixtures and Equipment	5-10
Computer Software and Hardware	3-10
Vehicles	5-10

Depreciation and amortization expense amounted to $572,953 for the year ended June 30, 2018.

Cash and Cash Equivalents

Cash and cash equivalents include all cash on hand and in banks, which at times, may exceed federally insured limits. The School considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Certain of these accounts are not federally insured however the School does have a collateral agreement with their bank that provides a possible avenue of recovery in the unlikely event of a bank failure. The School has not experienced any losses in these accounts and does not believe it is exposed to any significant credit risk with respect to cash and cash equivalents.

Cash and cash equivalents consisted of the following at June 30, 2018:

Checking	$ 5,198,907
Savings	2,351,461
Total	$ 7,550,368

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Use of Estimates in the Preparation of Financial Statements

Accounting principles generally accepted in the United States of America require management to make estimates and assumptions that affect the amounts of assets and liabilities, revenues and expenses, and the disclosure of contingent assets and liabilities. Actual results could vary from those estimates.

Deferred Revenue

Deferred revenue consists of amounts received prior to when they are earned. The related revenue is recognized when services are performed.

NOTE 2 - PENSION EXPENSE

The School participates in the New York State Teachers' Retirement System (System), a cost-sharing, multiple-employer, defined benefit pension plan administered by the New York State Teachers' Retirement Board. The System provides retirement, disability, withdrawal, and death benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York.

Plan members who joined the System before July 27, 1976 are not required to make contributions. Those joining after that date and before January 1, 2010, who have less than ten years of service or membership are required to contribute 3% of their annual salary. Those joining on or after January 1, 2010 and before April 1, 2012 are required to contribute 3.5% of their annual salary for their entire working career. Those joining on or after April 1, 2012 are required to contribute between 3% and 6%, dependent upon their salary, for their entire working career.

Employers are required to contribute at an actuarially determined rate. The rate applicable to the fiscal year ended June 30, 2018 was 9.8%. The total retirement contribution expense for the System was $873,667 for the year ended June 30, 2018.

The School also has a 403(b) annuity retirement plan for its employees. Employees that are not eligible for the New York State Teachers' Retirement System, and who work more than 20 hours per week, are made eligible immediately upon employment and may contribute a portion of their taxable salary not to exceed the statutory limits each year. Eligible employees may also receive discretionary amounts the School contributes. The School matches contributions up to $100 per month and $1,000 per year. The total 403(b) contribution expense was $4,840 for the year ended June 30, 2018.

NOTE 3 - COMMITMENTS

The School is obligated under operating leases for six buildings. The leases can be terminated with a ten month notice. For each lease the School is responsible for payment of utilities, maintenance, and real property taxes.

The first lease term ends June 30, 2026. Rent is payable in monthly installments of $33,965 with an escalation clause equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The second lease term ends June 30, 2026. Rent is payable in monthly installments of $28,950 with an escalation clause equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The third lease term ends June 30, 2029. Rent is payable in monthly installments of $18,903 with an escalation clause equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The fourth lease term ends June 30, 2032. Rent is payable in monthly installments of $18,207 with an escalation clause to an amount equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The fifth lease term ends March 31, 2021. Rent is payable in monthly installments of $6,600 with an escalation clause equal to the greater of 3% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The sixth lease term ends April 30, 2030. Rent is payable in monthly installments of $23,186 with an escalation clause equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

Total rental expense for June 30, 2018 totaled $1,543,826.

Future minimum lease payment commitments are as follows:

Year	Amount
2019	$1,558,335
2020	1,659,969
2021	1,703,909
2022	1,706,528
2023	1,774,789

Subsequent to year end, the School entered into an arrangement to provide funding of $250,000 of an advance rent payment to assist with HVAC upgrades to the building. The payment will be credited back to the School as a rent credit over thirty-six months upon completion of the project.

NOTE 4 - BUSINESS COMBINATION

On July 1, 2017, Syracuse Academy of Science (SASCS), Utica Academy of Science (UASCS), and Syracuse Academy of Science and Citizenship (SASCCS) completed a merger into an educational corporation. SASCS is the surviving educational corporation and has been renamed Science Academies of New York Charter Schools (the School). Through their merger, the school seeks to create efficiencies in operations and finance, which ultimately translate into more resources for teaching and learning.

As of July 1, 2017, the major classes of assets, liabilities, and net assets of SASCS, UASCS, and SASCCS follows:

	Syracuse Academy of Science	Utica Academy of Science	Syracuse Academy of Science and Citizenship	Eliminations	Total
Assets:					
Cash and Cash Equivalent	$ 5,788,365	$ 642,727	$ 16,161	$ -	$ 6,447,253
Restricted Cash - Extra Classroom Funds	58,860	-	-	-	58,860
Accounts Receivable	21,299	22,551	-	-	43,850
Grants Receivable	356,308	156,907	-	-	513,215
Prepaid Expenses	110,077	30,747	104,359	-	245,183
Inventory	13,157	21,959	-	-	35,116
Due from Related Party	123,960	-	-	(123,960)	-
Net Property and Equipment	2,301,421	335,567	85,090	-	2,722,078
Security Deposits	117,151	48,295	-	-	165,446
Total Assets	$ 8,890,598	$ 1,258,753	$ 205,610	$ (123,960)	$10,231,001

NOTE 4 - BUSINESS COMBINATION (Continued)

	Syracuse Academy of Science	Utica Academy of Science	Syracuse Academy of Science and Citizenship	Eliminations	Total
Liabilities:					
Accounts Payable	$ 132,081	$ 76,576	$ 47,879	$ -	$ 256,536
Accrued Payroll and Benefits	996,528	298,014	-	-	1,294,542
Due to Related Party	-	2,282	121,678	(123,960)	-
Extra Classroom Funds	58,860	-	-	-	58,860
	1,187,469	376,872	169,557	(123,960)	1,609,938
Net Assets:					
Unrestricted	7,703,129	881,881	(68,306)	-	8,516,704
Temporarily Restricted	-	-	104,359	-	104,359
	7,703,129	881,881	36,053	-	8,621,063
Total Liabilities and Net Assets	$ 8,890,598	$ 1,258,753	$ 205,610	$ (123,960)	$10,231,001

Prior to the date of the merger, SASCS paid expenses on behalf of UASCS and SASCCS to assist with operational and setup costs. The amounts due to/from the schools were eliminated upon the merger.

NOTE 5 - DONATED SERVICES AND GOODS

The School receives donated services that, although substantial, do not meet the criteria for recording as revenue and expense under accounting principles generally accepted in the United States of America.

NOTE 6 - SPECIAL EDUCATION AND OTHER SUPPORT

Some of the special education services required by students of the School are provided by the Syracuse and Utica City School Districts. The Syracuse and Utica City School Districts also provided transportation and nursing services. The School was unable to determine a value for these services, thus, these financial statements do not reflect revenue or expenses associated with those services.

The School receives State Aid in the form of textbooks, computer hardware, computer software, and library materials through the Syracuse City School District and Utica City School District. The total aid received for the year ended June 30, 2018 was $127,962.

The School also receives Federal Aid in the form of food commodities from the United States Department of Agriculture. The total aid received for the year ended June 30, 2018 was $45,000.

NOTE 7 - RELATED PARTY TRANSACTIONS

The School leases schools and office space from Terra Science and Education, Inc. ("Terra"). Terra and the School share one common board member. This board member abstains from voting matters affecting both the School and Terra and is not paid a salary from Terra nor the School. Total rent expense paid to Terra for the year ended June 30, 2018 was $1,474,634. Terra also holds $208,286 of security deposits due to the School at the termination of the building leases.

NOTE 8 - SUBSEQUENT EVENTS

Subsequent events have been evaluated through October 16, 2018, which is the date the statements were available for issuance.

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS

SUPPLEMENTARY INFORMATION

For the Year Ended June 30, 2018

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
STATEMENT OF ACTIVITIES BY SCHOOL
For The Year Ended June 30, 2018

	Syracuse Academy of Science	Utica Academy of Science	Syracuse Academy of Science and Citizenship	Total
Revenues and Other Support:				
Public School District:				
Revenue - Resident Student Enrollment	$12,072,022	$ 4,322,856	$ 2,102,254	$18,497,132
Revenue - Students with Disabilities	364,768	152,970	40,577	558,315
Special Charter School Aid	394,717	174,152	-	568,869
Food Service	488,424	295,121	108,650	892,195
Federal Grants	520,043	281,925	752,836	1,554,804
State Grants	88,388	39,574	-	127,962
Other Grants and Contributions	37,831	-	19,000	56,831
Other Income	53,980	37,542	308	91,830
Total Revenues and Other Support	14,020,173	5,304,140	3,023,625	22,347,938
Expenses:				
Program Services:				
Regular Education	9,215,814	3,738,268	1,563,809	14,517,891
Special Education	909,912	351,362	115,880	1,377,154
Other Programs	728,517	369,564	128,713	1,226,794
Total Program Services Expense	10,854,243	4,459,194	1,808,402	17,121,839
Supporting Services:				
Management and General	1,738,332	850,271	578,980	3,167,583
Total Expenses	12,592,575	5,309,465	2,387,382	20,289,422
Change in Net Assets	1,427,598	(5,325)	636,243	2,058,516
Net Assets - Beginning of Year	7,703,129	881,881	36,053	8,621,063
Net Assets - End of Year	$ 9,130,727	$ 876,556	$ 672,296	$10,679,579

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CERTIFIED PUBLIC ACCOUNTANTS

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Independent Auditors' Report

To the Board of Trustees
Science Academies of New York Charter Schools
Syracuse, New York

We have audited, in accordance with the auditing standards generally accepted in the United States of America, and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Science Academies of New York Charter Schools as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise Science Academies of New York Charter Schools' basic financial statements, and have issued our report thereon dated October 16, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Science Academies of New York Charter Schools' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Science Academies of New York Charter Schools' internal control. Accordingly, we do not express an opinion on the effectiveness of Science Academies of New York Charter Schools' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees in the normal course of performing their assigned functions to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency or a combination of deficiencies in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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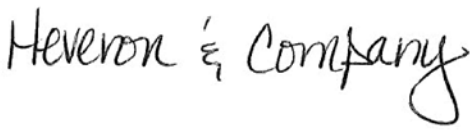
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Science Academies of New York Charter Schools' financial statements are free of material misstatements, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Heveron & Company
Certified Public Accountants

Rochester, New York
October 16, 2018

Heveron&Company
CERTIFIED PUBLIC ACCOUNTANTS

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Independent Auditors' Report

To the Board of Trustees
Science Academies of New York Charter Schools
Syracuse, New York

Report on Compliance for Each Major Federal Program

We have audited Science Academies of New York Charter Schools' compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Science Academies of New York Charter Schools' major federal programs for the year ended June 30, 2018. Science Academies of New York Charter Schools' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Science Academies of New York Charter Schools' major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Science Academies of New York Charter Schools' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

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We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Science Academies of New York Charter Schools's compliance.

Opinion on Each Major Federal Program

In our opinion, Science Academies of New York Charter Schools complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2018.

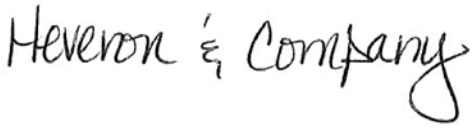
Report on Internal Control Over Compliance

Management of Science Academies of New York Charter Schools is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Science Academies of New York Charter Schools' internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program, and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Science Academies of New York Charter Schools' internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency or a combination of deficiencies in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Heveron & Company
Certified Public Accountants

Rochester, New York
October 16, 2018

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For The Year Ended June 30, 2018

Section I - Summary of Auditors' Results

Financial Statements
The auditors' report expresses an unmodified opinion on the general-purpose financial statements of Science Academies of New York Charter Schools.

No material weaknesses were identified in the internal controls over financial reporting.

No significant deficiencies were identified in the internal controls over financial reporting.

No instances of noncompliance material to the financial statements of Science Academies of New York Charter Schools were disclosed during the audit.

Federal Awards
The auditors' report on compliance for major programs expresses an unmodified opinion.

No material weaknesses were identified in the internal control over major programs.

No significant deficiencies were identified in the internal controls over major programs.

There are no audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a).

Identification of Major Programs:

CFDA Number(s)	Name of Federal Program or Cluster
	Child Nutrition Cluster:
10.553	School Breakfast Program
10.555	National School Lunch Program
84.282	Charter Schools Program

Dollar Threshold used to distinguish
between type A and type B programs: $ 750,000

The auditee did not qualify as a low-risk auditee.

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For The Year Ended June 30, 2018
(Continued)

Section II - Financial Statement Findings

None

Section III - Federal Award Findings and Questioned Costs

None

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Year Ended June 30, 2018

Federal Grantor/Program Title/ Pass Through Grantor	Federal CFDA Number	Agency or Pass Through Number	Federal Expenditures
United States Department of Agriculture			
Child Nutrition Cluster:			
School Breakfast Program Passed Through New York State Education Department	10.553	421800860854	$ 228,416
National School Lunch Program	10.555	Not Applicable	45,000
National School Lunch Program Passed Through New York State Education Department	10.555	421800860854	525,563
Total Child Nutrition Cluster			798,979
Total United States Department of Agriculture			798,979
United States Department of Education			
Title I Grants to Local Educational Agencies Passed Through New York State Education Department	84.010	421800860854	477,428
Supporting Effective Instruction State Grant Passed Through New York State Education Department	84.367	421800860854	194,647
Charter Schools Program Passed Through New York State Education Department	84.282	421800861124	613,282
Total United States Department of Education			1,285,357
Total Federal Expenditures			$ 2,084,336

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Year Ended June 30, 2018

Note 1 - Basis of Presentation:

The accompanying Schedule of Expenditures of Federal Awards (the "Schedule") includes the federal award activity of Science Academies of New York Charter Schools under programs of the federal government for the year ended June 30, 2018. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of Science Academies of New York Charter Schools, it is not intended to and does not present the financial position, change in net assets, or cash flows of Science Academies of New York Charter Schools.

Note 2 - Summary of Significant Accounting Policies:

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Science Academies of New York Charter Schools has not yet elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

Note 3 - Amounts Provided to Sub-recipients:

Of the Federal expenditures presented in the schedule, Science Academies of New York Charter Schools provided no federal awards to sub-recipients.

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS

FINANCIAL STATEMENTS

June 30, 2019

Heveron&Company
CERTIFIED PUBLIC ACCOUNTANTS

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
Science Academies of New York Charter Schools
Syracuse, New York

We have audited the accompanying financial statements of Science Academies of New York Charter Schools (a nonprofit organization), which comprise the balance sheets as of June 30, 2019 and 2018, and the related statements of cash flows for the years then ended, and the related statements of activities and functional expenses for the year ended June 30, 2019, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Audit Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Science Academies of New York Charter Schools as of June 30, 2019 and 2018 and its cash flows for the years then ended and the changes in net assets and functional expenses for the year ended June 30, 2019 in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the Science Academies of New York Charter Schools's statements of activities and functional expenses for the year ended June 30, 2018, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 16, 2018. In our opinion, the summarized comparative information presented herein, as of and for the year ended June 30, 2018 is consistent, in all material respects with the audited financial statements from which it has been derived.

Report on Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The statement of activities by school and schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated October 8, 2019 on our consideration of Science Academies of New York Charter Schools' internal control over financial reporting, and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Science Academies of New York Charter Schools' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Science Academies of New York Charter Schools' internal control over financial reporting and compliance.

Heveron & Company

Heveron & Company
Certified Public Accountants

Rochester, New York
October 8, 2019

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
BALANCE SHEETS
June 30, 2019 and 2018

ASSETS

	2019	2018
Current Assets		
Cash and Cash Equivalents	$10,044,257	$ 7,371,104
Restricted Cash - Extra Classroom Funds	94,101	81,192
Accounts Receivable	257,882	400,407
Grants Receivable	1,094,739	778,828
Prepaid Expenses	211,347	171,896
Inventory	-	28,377
Total Current Assets	11,702,326	8,831,804
Property and Equipment		
Leasehold Improvements	3,891,740	3,052,093
Furniture, Fixtures and Equipment	1,700,468	1,387,019
Computer Software and Hardware	1,395,539	1,286,677
Vehicles	412,747	409,599
Less: Accumulated Depreciation and Amortization	(3,311,246)	(2,687,892)
Net Property and Equipment	4,089,248	3,447,496
Other Assets		
Restricted Cash - Escrow Accounts	204,439	179,264
Security Deposits	233,286	208,286
Total Other Assets	437,725	387,550
TOTAL ASSETS	$16,229,299	$12,666,850

LIABILITIES AND NET ASSETS

	2019	2018
Current Liabilities		
Accounts Payable	$ 475,892	$ 388,292
Accrued Payroll and Benefits	1,701,672	1,456,838
Extra Classroom Funds	94,101	81,192
Deferred Revenue	-	60,949
Total Current Liabilities	2,271,665	1,987,271
Net Assets		
Without Donor Restrictions		
Undesignated	13,957,634	10,639,480
With Donor Restrictions		
Purpose Restrictions	-	40,099
Total Net Assets	13,957,634	10,679,579
TOTAL LIABILITIES AND NET ASSETS	$16,229,299	$12,666,850

See Independent Auditors' Report and Notes to Financial Statements.

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
STATEMENT OF ACTIVITIES
For The Year Ended June 30, 2019
(With Comparative Totals For The Year Ended June 30, 2018)

	Without Donor Restrictions	With Donor Restrictions	Totals 2019	Totals 2018
Revenues and Other Support:				
Public School District:				
Resident Student Enrollment	$ 21,247,385	$ -	$ 21,247,385	$ 18,497,132
Students with Disabilities	574,491	-	574,491	558,315
Special Charter School Aid	476,070	-	476,070	568,869
Food Service	1,261,763	-	1,261,763	892,195
Federal Grants	1,643,943	-	1,643,943	1,554,804
State Grants	149,046	-	149,046	127,962
Other Grants and Contributions	20,860	-	20,860	56,831
Other Income	146,440	-	146,440	91,830
Released From Restriction	40,099	(40,099)	-	-
Total Revenues and Other Support	25,560,097	(40,099)	25,519,998	22,347,938
Expenses:				
Program Services:				
Regular Education	15,485,418	-	15,485,418	14,517,891
Special Education	1,551,980	-	1,551,980	1,377,154
Other Programs	1,518,718	-	1,518,718	1,226,794
Total Program Services Expense	18,556,116	-	18,556,116	17,121,839
Supporting Services:				
Management and General	3,685,827	-	3,685,827	3,167,583
Total Expenses	22,241,943	-	22,241,943	20,289,422
Change in Net Assets	3,318,154	(40,099)	3,278,055	2,058,516
Net Assets - Beginning of Year	10,639,480	40,099	10,679,579	8,621,063
Net Assets - End of Year	$ 13,957,634	$ -	$ 13,957,634	$ 10,679,579

See Independent Auditors' Report and Notes to Financial Statements.

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES

For The Year Ended June 30, 2019

(With Comparative Totals For The Year Ended June 30, 2018)

	No. of Positions	Program Services			Management and General	Totals	
		Regular Education	Special Education	Other Programs		2019	2018
Personnel Service Costs							
Instructional Personnel	169	$ 7,241,968	$ 807,369	$ 54,176	$ 213,982	$ 8,317,495	$ 7,372,870
Non-Instructional Personnel	52	316,870	-	-	657,246	974,116	913,937
Administrative Personnel	26	317,771	44,495	-	1,870,366	2,232,632	2,218,258
Total Salaries and Wages	247	7,876,609	851,864	54,176	2,741,594	11,524,243	10,505,065
Retirement		861,646	80,324	-	92,906	1,034,876	878,507
Fringe Benefits and Payroll Taxes		2,222,883	237,066	4,144	255,450	2,719,543	2,341,336
Total Personnel Services		10,961,138	1,169,254	58,320	3,089,950	15,278,662	13,724,908
Building Rent and Taxes		1,389,496	152,692	-	110,846	1,653,034	1,588,023
Food		-	-	1,079,553	-	1,079,553	808,587
Depreciation and Amortization		555,350	65,335	-	32,668	653,353	572,953
Other Professional Services		539,876	23,868	-	20,305	584,049	551,413
Supplies and Materials		456,611	37,322	-	16,916	510,849	483,327
Technology		401,334	18,116	-	76,902	496,352	500,838
Repairs and Maintenance		360,974	38,062	-	25,964	425,000	407,290
Student Services		-	-	380,845	-	380,845	340,381
Utilities		250,630	29,440	-	21,496	301,566	292,956
Other Expenses		120,149	1,097	-	76,449	197,695	231,144
Professional Development		87,008	699	-	83,813	171,520	119,430
Insurance		146,171	-	-	14,449	160,620	154,750

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES

For The Year Ended June 30, 2019

(With Comparative Totals For The Year Ended June 30, 2018)

(Continued)

	Program Services				Totals	
	Regular Education	Special Education	Other Programs	Management and General	2019	2018
Equipment and Furnishings	115,549	13,018	-	18,013	146,580	238,040
Marketing and Recruitment	70,758	1,619	-	7,920	80,297	87,334
Legal Services	17,450	-	-	58,350	75,800	134,065
Accounting and Auditing Fees	-	-	-	29,667	29,667	26,895
Office Expense	12,924	1,458	-	2,119	16,501	27,088
Total Expenses	$15,485,418	$ 1,551,980	$ 1,518,718	$ 3,685,827	$22,241,943	$20,289,422

See Independent Auditors' Report and Notes to Financial Statements.

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2019 and 2018

	2019	2018
Cash Flow From Operating Activities		
Revenue from School Districts	$ 21,901,256	$ 18,870,664
Grant Revenues	1,743,153	1,877,214
Food Service Fees	1,157,344	845,245
Other Sources	167,300	148,661
Payments to Vendors for Goods and Services Rendered	(5,941,792)	(5,777,686)
Payments to Charter School Personnel for Services Rendered	(15,033,828)	(13,562,612)
Net Cash Flow Provided By Operating Activities	3,993,433	2,401,486
Cash Flow From Investing Activities		
Purchase of Property and Equipment	(1,295,105)	(1,298,371)
Change in Extra Classroom Funds	12,909	22,332
Cash Flow Used By Investing Activities	(1,282,196)	(1,276,039)
Net Increase in Cash and Cash Equivalents, and Restricted Cash	2,711,237	1,125,447
Cash and Cash Equivalents, and Restricted Cash - Beginning of Year	7,631,560	6,506,113
Cash and Cash Equivalents, and Restricted Cash - End of Year	$ 10,342,797	$ 7,631,560

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2019 and 2018
(Continued)

	2019	2018
Reconciliation of Change in Net Assets to Net Cash Provided by Operating Activities		
Change in Net Assets	$ 3,278,055	$ 2,058,516
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Depreciation and Amortization	653,353	572,953
(Increase)/Decrease In:		
Accounts Receivable	142,525	(356,557)
Grants Receivable	(315,911)	(265,613)
Inventory	28,377	6,739
Prepaid Expenses	(39,451)	73,287
Security Deposits	(25,000)	(42,840)
Increase/(Decrease) In:		
Accounts Payable	87,600	131,756
Accrued Payroll and Benefits	244,834	162,296
Deferred Revenue	(60,949)	60,949
Net Cash Flow Provided By Operating Activities	$ 3,993,433	$ 2,401,486

See Independent Auditors' Report and Notes to Financial Statements.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

Science Academies of New York Charter Schools (the School) is a not-for-profit education corporation that operates three public charter schools. Syracuse Academy of Science Charter School maintains grades K-12 in Syracuse, NY. Utica Academy of Science Charter School maintains grades K-1 and 6-12 in Utica, NY, with plans to expand and include grades 2-5 by 2023. Syracuse Academy of Science and Citizenship Charter School maintains grades K-3 and plans to expand to grade 12 by 2027. All three charters place a special emphasis on math, science, and technology. The School seeks to empower students through high intellectual standards and prepare them for college, career, and citizenship. The School obtains its revenue mainly from charter school basic tuition from the Syracuse City School District, Utica City School District and a few other surrounding school districts, in addition to food service, and state and federal grants.

The main programs of the School are as follows:

REGULAR EDUCATION: The School's curriculum is focused on mathematics, science, and technology. 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. All courses align with the New York State Learning Standards.

SPECIAL EDUCATION: The School is open to all children and does not discriminate on the basis of ethnicity, national origin, gender, disability, or any other grounds that would be unlawful or deny the civil rights of any individual. In accordance with the Individuals with Disabilities Education Act, the Rehabilitation Act, Section 504, and the Americans with Disabilities Act, the School provides a free and appropriate education, in the least restrictive environment to students with disabilities. The primary service delivery for students with special needs is inclusion. Services for students requiring supplemental services are provided by the Syracuse and Utica City School Districts.

OTHER PROGRAMS: Other programs include food services, athletics, and extra-curricular activities.

Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting. The significant accounting policies followed are described below to enhance the usefulness of the financial statements to the reader.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Net Assets

In accordance with accounting principles generally accepted in the United States of America, the School reports information regarding its financial position and activities according to the existence or absence of donor or grantor imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Contributions restricted by donors are reported as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions, based on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

Revenue Recognition

A portion of the School's revenue is derived from grants. Amounts received but not yet earned are reported as deferred revenue.

Funding sources may, at their discretion, amend the grant and contract amounts. In addition, reimbursement for expenses or return of funds, or both, may be requested as a result of noncompliance by the School with the terms of the grants and contracts. The School records such amendments, reimbursements, and returns of funds as an adjustment to revenue in the year of the amendment.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Accounts and Grants Receivable
Receivables are stated at the amount management expects to collect. Amounts that management believes to be uncollectible after collection efforts have been completed are written off. In addition, management evaluates the need for, and if appropriate, provides an allowance to reduce receivables to amounts management expects will be collected. Management determined that no allowances were necessary at June 30, 2019 and 2018.

Contributions
Contributions are recorded at the time of receipt or when evidence of a non-conditional promise to give has been received. Promises subject to conditions are not recorded as income until those conditions have been met. Contributions that are expected to be received in future years are recorded at their present value.

Deferred Revenue
Deferred revenue consists of amounts received prior to when they are earned. The related revenue is recognized when services are performed.

Income Taxes
The Internal Revenue Service has determined that the School is qualified as a charity exempt under Section 501(c)(3) of the Internal Revenue Code. As a result, no provision for federal or state income taxes has been made.

Functional Expenses
The costs of providing the various program services have been summarized on a functional basis in the statement of functional expenses. Accordingly, certain costs have been allocated among program and management and general services. An immaterial amount of fundraising costs for the year ended June 30, 2019 and 2018 are included in management and general expenses.

The financial statements report certain categories of expenses that are attributed to both program and management and general functions. Therefore, allocation on a reasonable basis that is consistently applied is required. The expenses that are allocated include occupancy, repairs and maintenance, insurance and depreciation, which are allocated on a square footage basis, as well as salaries and wages, benefits, payroll taxes, other purchased services, student services, supplies, office expenses, and other expenses, which are allocated on the basis of estimates of time and effort for each category.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Advertising
Advertising costs are expensed as incurred.

Property and Equipment
Property and equipment are stated at cost. The School capitalizes property and equipment with an estimated life of 3 years and amounts over the following thresholds:

	Cost
Leasehold Improvements	$5,000
Furniture, Fixtures and Equipment	$2,000
Computer Software and Hardware	$2,000

Furniture, fixtures, and equipment purchased as a bundle greater than $25,000 will also be capitalized and all land and vehicle acquisitions are capitalized. Depreciation and amortization is computed using the straight-line method based on the estimated useful lives of the assets as follows:

	Years
Leasehold Improvements	5-40
Furniture, Fixtures and Equipment	5-10
Computer Software and Hardware	3-10
Vehicles	5-10

Depreciation and amortization expense amounted to $653,353 and $572,953 for the years ended June 30, 2019 and 2018, respectively.

Use of Estimates in the Preparation of Financial Statements
Accounting principles generally accepted in the United States of America require management to make estimates and assumptions that affect the amounts of assets and liabilities, revenues and expenses, and the disclosure of contingent assets and liabilities. Actual results could vary from those estimates.

Reclassifications
Certain account balances as of June 30, 2018 have been reclassified to conform with the presentation as of June 30, 2019.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Recent Accounting Pronouncements

During 2018, the School adopted Accounting Standards Update (ASU) No. 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities*. This guidance is intended to improve the net asset classifications and the information presented in the financial statements and notes about a not-for-profit entity's liquidity, financial performance, and cash flows. Main provisions of this guidance include, when applicable, the presentation of two classes of net assets versus the previously required three. The guidance also enhances disclosures for board designated amounts, composition of net assets with donor restrictions, liquidity, and expenses by both their natural and functional classification.

A recap of the net asset reclassifications driven by the adoption of ASU No. 2016-14 as of June 30, 2018 follows.

Net Asset Classifications	Without Donor Restrictions	With Donor Restrictions	Total Net Assets
As Previously Presented:			
Unrestricted	$ 10,639,480	$ -	$ 10,639,480
Temporarily Restricted	-	40,099	40,099
Net assets, as reclassified	$ 10,639,480	$ 40,099	$ 10,679,579

Comparative Financial Information

The financial statements include certain prior year summarized comparative information in total. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2018 from which the summarized information was derived.

NOTE 2 - LIQUIDITY AND AVAILABILITY

The School regularly monitors the availability of resources required to meet its operating needs and other contractual commitments. For purposes of analyzing resources available to meet general expenditures over a 12-month period, the School considers all expenditures related to its ongoing activities, as well as the conduct of services undertaken to support those activities to be general expenditures.

NOTE 2 - LIQUIDITY AND AVAILABILITY (Continued)

At June 30, 2019, the following financial assets could readily be made available within one year of the balance sheet date to meet general expenditures:

Cash and cash equivalents	$ 10,044,257
Accounts receivable	257,882
Grants receivable	1,094,739
	$ 11,396,878

The School also receives basic charter school tuition and grants throughout the year to provide additional funds for general expenditures.

NOTE 3 - CASH AND CASH EQUIVALENTS, AND RESTRICTED CASH

Cash and cash equivalents include all cash on hand and in banks, which at times, may exceed federally insured limits. The School considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Certain of these accounts are not federally insured, however, the School does have a collateral agreement with their bank that provides a possible avenue of recovery in the unlikely event of a bank failure. The School has not experienced any losses in these accounts and does not believe it is exposed to any significant credit risk with respect to cash and cash equivalents.

The School maintains cash in an escrow account in accordance with the terms of their charter agreement. The escrow is restricted to fund legal and other costs related to the dissolution of the School.

The School also maintains funds on behalf of the students. The amounts collected are reported as a liability on the balance sheet.

Cash and cash equivalents, and restricted cash consisted of the following at June 30:

	2019	2018
Checking	$ 7,862,038	$ 5,198,907
Savings	2,182,219	2,172,197
Total Cash and Cash Equivalents	10,044,257	7,371,104
Restricted Cash - Escrow Accounts	204,439	179,264
Restricted Cash - Extra Classroom Funds	94,101	81,192
Total Cash and Cash Equivalents, and Restricted Cash	$10,342,797	$ 7,631,560

NOTE 4 - RELATED PARTY TRANSACTIONS

The School leases schools and office space from Terra Science and Education, Inc. ("Terra"). Terra and the School share one common board member. This board member abstains from voting matters affecting both the School and Terra and is not paid a salary from Terra nor the School. Total rent expense paid to Terra for the years ended June 30, 2019 and 2018 was $1,514,016 and $1,474,634, respectively. Terra also holds $233,286 of security deposits due to the School at the termination of the building leases.

NOTE 5 - PENSION EXPENSE

The School participates in the New York State Teachers' Retirement System (System), a cost-sharing, multiple-employer, defined benefit pension plan administered by the New York State Teachers' Retirement Board. The System provides retirement, disability, withdrawal, and death benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York.

Plan members who joined the System before July 27, 1976 are not required to make contributions. Those joining after that date and before January 1, 2010, who have less than ten years of service or membership are required to contribute 3% of their annual salary. Those joining on or after January 1, 2010 and before April 1, 2012 are required to contribute 3.5% of their annual salary for their entire working career. Those joining on or after April 1, 2012 are required to contribute between 3% and 6%, dependent upon their salary, for their entire working career.

Employers are required to contribute at an actuarially determined rate. The rate applicable to the fiscal years ended June 30, 2019 and 2018 was 10.62% and 9.8%, respectively. The total retirement contribution expense for the System was $1,027,891 and $873,667 for the years ended June 30, 2019 and 2018, respectively.

The School also has a 403(b) annuity retirement plan for its employees. Employees that are not eligible for the New York State Teachers' Retirement System, and who work more than 20 hours per week, are made eligible immediately upon employment and may contribute a portion of their taxable salary not to exceed the statutory limits each year. Eligible employees may also receive discretionary amounts the School contributes. The School matches contributions up to $100 per month and $1,000 per year. The total 403(b) contribution expense was $6,985 and $4,840 for the years ended June 30, 2019 and 2018, respectively.

NOTE 6 - COMMITMENTS

The School is obligated under operating leases for six buildings. The leases can be terminated with a ten month notice. For each lease, the School is responsible for payment of utilities, maintenance, and real property taxes.

The first lease term ends June 30, 2026. Rent is payable in monthly installments of $35,323 with an escalation clause equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The second lease term ends June 30, 2026. Rent is payable in monthly installments of $30,109 with an escalation clause equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The third lease term ends June 30, 2029. Rent is payable in monthly installments of $19,659 with an escalation clause equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The fourth lease term ends June 30, 2032. Rent is payable in monthly installments of $22,277 with an escalation clause to an amount equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The fifth lease term ends March 31, 2021. Rent is payable in monthly installments of $6,798 with an escalation clause equal to the greater of 3% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The sixth lease term ends April 30, 2030. Rent is payable in monthly installments of $24,114 with an escalation clause equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

Total rental expense for June 30, 2019 and 2018 totaled $1,595,593 and $1,543,826, respectively.

Future minimum lease payment commitments are as follows:

Year	Amount
2020	$1,659,969
2021	1,703,909
2022	1,706,528
2023	1,774,789
2024	1,845,780

NOTE 7 - ACCOUNTING CHANGE

The School has adopted ASU 2016-18, Statement of Cash Flows (Topic 230): Restricted Cash. Management believes that the adoption of the new accounting standard provides a better presentation of cash flows to the user of its financial statements. Before the change, restricted cash was not included with cash and cash equivalents when reconciling the beginning-of-period and end-of-period total amounts reported on the statement of cash flows, but now is included since the adoption of the standard.

NOTE 8 - NET ASSETS WITH DONOR RESTRICTIONS

There were net assets with donor restrictions of $40,099 at June 30, 2018 restricted for rent. There were no net assets with donor restrictions at June 30, 2019.

NOTE 9 - DONATED SERVICES AND GOODS

The School receives donated services that, although substantial, do not meet the criteria for recording as revenue and expense under accounting principles generally accepted in the United States of America.

NOTE 10 - SPECIAL EDUCATION AND OTHER SUPPORT

Some of the special education services required by students of the School are provided by the Syracuse and Utica City School Districts. The Syracuse and Utica City School Districts also provided transportation and nursing services. The School was unable to determine a value for these services, thus, these financial statements do not reflect revenue or expenses associated with those services.

The School receives State Aid in the form of textbooks, computer hardware, computer software, and library materials through the Syracuse City School District and Utica City School District. The total aid received for the years ended June 30, 2019 and 2018 was $149,046 and $127,962, respectively .

The School also receives Federal Aid in the form of food commodities from the United States Department of Agriculture. The total aid received for the years ended June 30, 2019 and 2018 was $39,744 and $45,000, respectively.

NOTE 11 - SUBSEQUENT EVENTS

Subsequent events have been evaluated through October 8, 2019, which is the date the statements were available for issuance.

The School is in the process of obtaining two new charters in the cities of Buffalo and Rochester, New York.

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS

SUPPLEMENTARY INFORMATION

For the Year Ended June 30, 2019

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
STATEMENT OF ACTIVITIES BY SCHOOL
For The Year Ended June 30, 2019

	Syracuse Academy of Science	Utica Academy of Science	Syracuse Academy of Science and Citizenship	Total
Revenues and Other Support:				
Public School District:				
Revenue - Resident Student Enrollment	$12,594,304	$ 5,405,978	$ 3,247,103	$21,247,385
Revenue - Students with Disabilities	366,729	150,794	56,968	574,491
Special Charter School Aid	263,578	144,560	67,932	476,070
Food Service	679,917	381,879	199,967	1,261,763
Federal Grants	902,631	428,774	312,538	1,643,943
State Grants	81,101	52,326	15,619	149,046
Other Grants and Contributions	20,860	-	-	20,860
Other Income	103,740	38,401	4,299	146,440
Total Revenues and Other Support	15,012,860	6,602,712	3,904,426	25,519,998
Expenses:				
Program Services:				
Regular Education	8,945,345	4,470,025	2,070,048	15,485,418
Special Education	933,565	396,960	221,455	1,551,980
Other Programs	880,614	451,193	186,911	1,518,718
Total Program Services Expense	10,759,524	5,318,178	2,478,414	18,556,116
Supporting Services:				
Management and General	2,054,443	993,030	638,354	3,685,827
Total Expenses	12,813,967	6,311,208	3,116,768	22,241,943
Change in Net Assets	2,198,893	291,504	787,658	3,278,055
Net Assets - Beginning of Year	9,130,728	876,556	672,295	10,679,579
Net Assets - End of Year	$11,329,621	$ 1,168,060	$ 1,459,953	$13,957,634

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CERTIFIED PUBLIC ACCOUNTANTS

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Independent Auditors' Report

To the Board of Trustees
Science Academies of New York Charter Schools
Syracuse, New York

We have audited, in accordance with the auditing standards generally accepted in the United States of America, and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Science Academies of New York Charter Schools as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise Science Academies of New York Charter Schools' basic financial statements, and have issued our report thereon dated October 8, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Science Academies of New York Charter Schools' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Science Academies of New York Charter Schools' internal control. Accordingly, we do not express an opinion on the effectiveness of Science Academies of New York Charter Schools' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees in the normal course of performing their assigned functions to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency or a combination of deficiencies in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Science Academies of New York Charter Schools' financial statements are free of material misstatements, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

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Certified Public Accountants

Rochester, New York
October 8, 2019

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REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Independent Auditors' Report

To the Board of Trustees
Science Academies of New York Charter Schools
Syracuse, New York

Report on Compliance for Each Major Federal Program

We have audited Science Academies of New York Charter Schools' compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Science Academies of New York Charter Schools' major federal programs for the year ended June 30, 2019. Science Academies of New York Charter Schools' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Science Academies of New York Charter Schools' major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Science Academies of New York Charter Schools' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

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We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Science Academies of New York Charter Schools's compliance.

Opinion on Each Major Federal Program

In our opinion, Science Academies of New York Charter Schools complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019.

Report on Internal Control Over Compliance

Management of Science Academies of New York Charter Schools is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Science Academies of New York Charter Schools' internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program, and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Science Academies of New York Charter Schools' internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected and corrected on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency or a combination of deficiencies in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

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Certified Public Accountants

Rochester, New York
October 8, 2019

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For The Year Ended June 30, 2019

Section I - Summary of Auditors' Results

Financial Statements
The auditors' report expresses an unmodified opinion on the general-purpose financial statements of Science Academies of New York Charter Schools.

No material weaknesses were identified in the internal controls over financial reporting.

No significant deficiencies were identified in the internal controls over financial reporting.

No instances of noncompliance material to the financial statements of Science Academies of New York Charter Schools were disclosed during the audit.

Federal Awards
The auditors' report on compliance for major programs expresses an unmodified opinion.

No material weaknesses were identified in the internal control over major programs.

No significant deficiencies were identified in the internal controls over major programs.

There are no audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a).

Identification of Major Programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.010	Title I Grants to Local Educational Agencies
84.424	Student Support and Academic Enrichment Program
84.424A	Student Support and Academic Enrichment Program

Dollar Threshold used to distinguish
between type A and type B programs: $ 750,000

The auditee did not qualify as a low-risk auditee.

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For The Year Ended June 30, 2019
(Continued)

Section II - Financial Statement Findings

None

Section III - Federal Award Findings and Questioned Costs

None

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Year Ended June 30, 2019

Federal Grantor/Program Title/ Pass Through Grantor	Federal CFDA Number	Agency or Pass Through Number	Federal Expenditures
United States Department of Agriculture			
Child Nutrition Cluster:			
School Breakfast Program Passed Through New York State Education Department	10.553	421800860854	$ 325,653
National School Lunch Program	10.555	Not Applicable	39,744
National School Lunch Program Passed Through New York State Education Department	10.555	421800860854	778,663
Total Child Nutrition Cluster			1,144,060
Total United States Department of Agriculture			1,144,060
United States Department of Education			
Title I Grants to Local Educational Agencies Passed Through New York State Education Department	84.010	421800860854	729,678
Supporting Effective Instruction State Grant Passed Through New York State Education Department	84.367	421800860854	88,323
Student Support and Academic Enrichment Program Passed Through New York State Education Department	84.424	421800860854	47,858

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Year Ended June 30, 2019
(Continued)

Federal Grantor/Program Title/ Pass Through Grantor	Federal CFDA Number	Agency or Pass Through Number	Federal Expenditures
United States Department of Education (Continued)			
Student Support and Academic Enrichment Program Passed Through New York State Education Department	84.424A	421800860854	316,263
Charter Schools Program Passed Through New York State Education Department	84.282	421800861124	186,736
Total United States Department of Education			1,368,858
Total Federal Expenditures			$ 2,512,918

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Year Ended June 30, 2019

Note 1 - Basis of Presentation:

The accompanying Schedule of Expenditures of Federal Awards (the "Schedule") includes the federal award activity of Science Academies of New York Charter Schools under programs of the federal government for the year ended June 30, 2019. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of Science Academies of New York Charter Schools, it is not intended to and does not present the financial position, change in net assets or cash flows of Science Academies of New York Charter Schools.

Note 2 - Summary of Significant Accounting Policies:

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Science Academies of New York Charter Schools has not yet elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

Note 3 - Amounts Provided to Sub-recipients:

Of the Federal expenditures presented in the schedule, Science Academies of New York Charter Schools provided no federal awards to sub-recipients.

SCIENCE ACADEMIES OF
NEW YORK CHARTER SCHOOLS

FINANCIAL STATEMENTS

June 30, 2018

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
Science Academies of New York Charter Schools
Syracuse, New York

We have audited the accompanying financial statements of Science Academies of New York Charter Schools (a nonprofit organization), which comprise the balance sheet as of June 30, 2018, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Audit Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Science Academies of New York Charter Schools as of June 30, 2018 and its changes in net assets, functional expenses, and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The statement of activities by school and schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated October 16, 2018 on our consideration of Science Academies of New York Charter Schools' internal control over financial reporting, and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Science Academies of New York Charter Schools' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Science Academies of New York Charter Schools' internal control over financial reporting and compliance.

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Certified Public Accountants

Rochester, New York
October 16, 2018

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
BALANCE SHEET
June 30, 2018

ASSETS

Current Assets	
Cash and Cash Equivalents	$7,550,368
Restricted Cash - Extra Classroom Funds	81,192
Accounts Receivable	400,407
Grants Receivable	778,828
Prepaid Expenses	171,896
Inventory	28,377
Total Current Assets	9,011,068
Property and Equipment	
Leasehold Improvements	3,052,093
Furniture, Fixtures and Equipment	1,387,019
Computer Software and Hardware	1,286,677
Vehicles	409,599
Less: Accumulated Depreciation and Amortization	(2,687,892)
Net Property and Equipment	3,447,496
Other Assets	
Security Deposits	208,286
TOTAL ASSETS	$12,666,850

LIABILITIES AND NET ASSETS

Current Liabilities	
Accounts Payable	$ 388,292
Accrued Payroll and Benefits	1,456,838
Extra Classroom Funds	81,192
Deferred Revenue	60,949
Total Current Liabilities	1,987,271
Net Assets	
Unrestricted	10,639,480
Temporarily Restricted	40,099
Total Net Assets	10,679,579
TOTAL LIABILITIES AND NET ASSETS	$12,666,850

See Independent Auditors' Report and Notes to Financial Statements.

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
STATEMENT OF ACTIVITIES
For The Year Ended June 30, 2018

	Unrestricted	Temporarily Restricted	Total
Revenues and Other Support:			
Public School District:			
Revenue - Resident Student Enrollment	$18,497,132	$ -	$18,497,132
Revenue - Students with Disabilities	558,315	-	558,315
Special Charter School Aid	568,869	-	568,869
Food Service	892,195	-	892,195
Federal Grants	1,554,804	-	1,554,804
State Grants	127,962	-	127,962
Other Grants and Contributions	56,831	-	56,831
Other Income	91,830	-	91,830
Released From Restriction	64,260	(64,260)	-
Total Revenues and Other Support	22,412,198	(64,260)	22,347,938
Expenses:			
Program Services:			
Regular Education	14,517,891	-	14,517,891
Special Education	1,377,154	-	1,377,154
Other Programs	1,226,794	-	1,226,794
Total Program Services Expense	17,121,839	-	17,121,839
Supporting Services:			
Management and General	3,167,583	-	3,167,583
Total Expenses	20,289,422	-	20,289,422
Change in Net Assets	2,122,776	(64,260)	2,058,516
Net Assets - Beginning of Year	8,516,704	104,359	8,621,063
Net Assets - End of Year	$10,639,480	$ 40,099	$10,679,579

See Independent Auditors' Report and Notes to Financial Statements.

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
STATEMENT OF FUNCTIONAL EXPENSES
For The Year Ended June 30, 2018

		Program Services				
	No. of Positions	Regular Education	Special Education	Other Programs	Management and General	Total
Personnel Service Costs						
Instructional Personnel	180	$ 6,370,717	$ 713,507	$ 72,295	$ 216,351	$ 7,372,870
Non-Instructional Personnel	68	889,475	-	-	24,462	913,937
Administrative Personnel	25	357,566	3,482	-	1,857,210	2,218,258
Total Salaries and Wages	273	7,617,758	716,989	72,295	2,098,023	10,505,065
Retirement		717,186	63,754	-	97,567	878,507
Fringe Benefits and Payroll Taxes		1,862,558	202,685	5,531	270,562	2,341,336
Total Personnel Services		10,197,502	983,428	77,826	2,466,152	13,724,908
Building Rent and Taxes		1,329,338	148,406	-	110,279	1,588,023
Food		-	-	808,587	-	808,587
Depreciation and Amortization		487,010	57,295	-	28,648	572,953
Other Professional Services		499,483	28,045	-	23,885	551,413
Technology		417,902	28,192	-	54,744	500,838
Supplies and Materials		424,449	32,655	-	26,223	483,327
Repairs and Maintenance		329,067	37,452	-	40,771	407,290
Student Services		-	-	340,381	-	340,381
Utilities		241,256	28,381	-	23,319	292,956
Equipment and Furnishings		176,729	23,927	-	37,384	238,040
Other Expenses		120,598	3,970	-	106,576	231,144
Insurance		140,442	-	-	14,308	154,750

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
STATEMENT OF FUNCTIONAL EXPENSES
For The Year Ended June 30, 2018
(Continued)

	Program Services				
	Regular Education	Special Education	Other Programs	Management and General	Total
Legal Services	5,074	-	-	128,991	134,065
Professional Development	58,613	389	-	60,428	119,430
Marketing and Recruitment	67,855	3,378	-	16,101	87,334
Office Expense	22,573	1,636	-	2,879	27,088
Accounting and Auditing Fees	-	-	-	26,895	26,895
Total Expenses	$14,517,891	$ 1,377,154	$ 1,226,794	$ 3,167,583	$20,289,422

See Independent Auditors' Report and Notes to Financial Statements.

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
STATEMENT OF CASH FLOWS
For The Year Ended June 30, 2018

Cash Flow From Operating Activities	
Revenue from School Districts	$18,870,664
Grant Revenues	1,877,214
Food Service Fees	845,245
Other Sources	148,661
Payments to Vendors for Goods and Services Rendered	(5,777,686)
Payments to Charter School Personnel for Services Rendered	(13,562,612)
Net Cash Flow Provided By Operating Activities	2,401,486
Cash Flow From Investing Activities	
Purchase of Property and Equipment	(1,298,371)
Cash Flow Used By Investing Activities	(1,298,371)
Net Increase in Cash and Cash Equivalents	1,103,115
Cash and Cash Equivalents - Beginning of Year	6,447,253
Cash and Cash Equivalents - End of Year	$ 7,550,368

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
STATEMENT OF CASH FLOWS
For The Year Ended June 30, 2018
(Continued)

Reconciliation of Change in Net Assets to Net Cash Provided by Operating Activities	
Change in Net Assets	$ 2,058,516
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:	
Depreciation and Amortization	572,953
(Increase)/Decrease In:	
Accounts Receivable	(356,557)
Grants Receivable	(265,613)
Inventory	6,739
Prepaid Expenses	73,287
Security Deposits	(42,840)
Increase/(Decrease) In:	
Accounts Payable	131,756
Accrued Payroll and Benefits	162,296
Deferred Revenue	60,949
Net Cash Flow Provided By Operating Activities	$ 2,401,486

See Independent Auditors' Report and Notes to Financial Statements.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

Science Academies of New York Charter Schools (the School) is a not-for-profit education corporation that operates three public charter schools. Syracuse Academy of Science Charter School maintains grades K-12 in Syracuse, NY. Utica Academy of Science Charter School maintains grades 6-12 in Utica, NY. Syracuse Academy of Science and Citizenship Charter School opened for the 2017-2018 school year in Syracuse, NY with grades K-2 and plans to expand to grade 12 by 2027. All three charters place a special emphasis on math, science, and technology. The School seeks to empower students through high intellectual standards and prepare them for college, career, and citizenship. The School obtains its revenue mainly from Charter School Basic Tuition from the Syracuse City School District, Utica City School District and a few other surrounding school districts, in addition to food service, and state and federal grants.

The main programs of the School are as follows:

REGULAR EDUCATION: The School's curriculum is focused on mathematics, science, and technology. 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. All courses align with the New York State Learning Standards.

SPECIAL EDUCATION: The School is open to all children and does not discriminate on the basis of ethnicity, national origin, gender, disability, or any other grounds that would be unlawful or deny the civil rights of any individual. In accordance with the Individuals with Disabilities Education Act, the Rehabilitation Act, Section 504, and the Americans with Disabilities Act, the School provides a free and appropriate education, in the least restrictive environment to students with disabilities. The primary service delivery for students with special needs is inclusion. Services for students requiring supplemental services are provided by the Syracuse and Utica City School Districts.

OTHER PROGRAMS: Other programs include food services, athletics, and extra-curricular activities.

Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting. The significant accounting policies followed are described below to enhance the usefulness of the financial statements to the reader.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation

In accordance with accounting principles generally accepted in the United States of America, the School reports information regarding its financial position and activities according to the existence and nature of donor restrictions in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. There were no permanently restricted net assets at June 30, 2018.

The School also records contributions received as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and nature of any donor restrictions.

Accounting principles generally accepted in the United States of America allow the School to treat as unrestricted, any restricted revenue where the restrictions are met in the same year. The School has elected to follow that reporting method. As a result, all activities in which restrictions are met are recorded in the Unrestricted Net Asset class.

The following are descriptions of the School's net asset classifications:

Unrestricted: Unrestricted net assets include resources that are available for the general support of the School's operations.

Temporarily Restricted Net Assets: Temporarily restricted net assets result from contributions subject to donor's restrictions that expire with the passage of time or by actions of the School. There was $40,099 of temporarily restricted net assets at June 30, 2018 restricted for rent.

When donor restrictions from prior years expire, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Revenue Recognition

A portion of the School's revenue is derived from grants. Amounts received but not yet earned are reported as deferred revenue.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Revenue Recognition (Continued)
Funding sources may, at their discretion, amend the grant and contract amounts. In addition, reimbursement for expenses or return of funds, or both, may be requested as a result of noncompliance by the School with the terms of the grants and contracts. The School records such amendments, reimbursements, and returns of funds as an adjustment to revenue in the year of the amendment.

Accounts and Grants Receivable
Receivables are stated at the amount management expects to collect. Amounts that management believes to be uncollectible after collection efforts have been completed are written off. In addition, management evaluates the need for, and if appropriate, provides an allowance to reduce receivables to amounts management expects will be collected. Management determined that no allowances were necessary at June 30, 2018.

Contributions
Contributions are recorded at the time of receipt or when evidence of a non-conditional promise to give has been received. Promises subject to conditions are not recorded as income until those conditions have been met. Contributions that are expected to be received in future years are recorded at their present value. Contributions are recorded as unrestricted, unless they are subject to donor restrictions or are required to be used or expected to be received in future years.

Income Taxes
The Internal Revenue Service has determined that the School is qualified as a charity exempt under Section 501(c)(3) of the Internal Revenue Code. As a result, no provision for federal or state income taxes has been made.

Advertising
Advertising costs are expensed as incurred.

Inventories
Inventories consist of school uniforms and are recorded at cost.

Functional Expenses
The costs of providing the various program services have been summarized on a functional basis in the statement of functional expenses. Accordingly, certain costs have been allocated among program and supporting services. An immaterial amount of fundraising costs for the year ended June 30, 2018 are included in management and general expenses.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Property and Equipment

Property and equipment are stated at cost. The School capitalizes property and equipment with an estimated life of 3 years and amounts over the following thresholds:

	Cost
Leasehold Improvements	$5,000
Furniture, Fixtures and Equipment	$2,000
Computer Software and Hardware	$2,000

Furniture, fixtures, and equipment purchased as a bundle greater than $25,000 will also be capitalized, and all land and vehicle acquisitions are capitalized. Depreciation and amortization is computed using the straight-line method based on the estimated useful lives of the assets as follows:

	Years
Leasehold Improvements	5-40
Furniture, Fixtures and Equipment	5-10
Computer Software and Hardware	3-10
Vehicles	5-10

Depreciation and amortization expense amounted to $572,953 for the year ended June 30, 2018.

Cash and Cash Equivalents

Cash and cash equivalents include all cash on hand and in banks, which at times, may exceed federally insured limits. The School considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Certain of these accounts are not federally insured however the School does have a collateral agreement with their bank that provides a possible avenue of recovery in the unlikely event of a bank failure. The School has not experienced any losses in these accounts and does not believe it is exposed to any significant credit risk with respect to cash and cash equivalents.

Cash and cash equivalents consisted of the following at June 30, 2018:

Checking	$ 5,198,907
Savings	2,351,461
Total	$ 7,550,368

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Use of Estimates in the Preparation of Financial Statements

Accounting principles generally accepted in the United States of America require management to make estimates and assumptions that affect the amounts of assets and liabilities, revenues and expenses, and the disclosure of contingent assets and liabilities. Actual results could vary from those estimates.

Deferred Revenue

Deferred revenue consists of amounts received prior to when they are earned. The related revenue is recognized when services are performed.

NOTE 2 - PENSION EXPENSE

The School participates in the New York State Teachers' Retirement System (System), a cost-sharing, multiple-employer, defined benefit pension plan administered by the New York State Teachers' Retirement Board. The System provides retirement, disability, withdrawal, and death benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York.

Plan members who joined the System before July 27, 1976 are not required to make contributions. Those joining after that date and before January 1, 2010, who have less than ten years of service or membership are required to contribute 3% of their annual salary. Those joining on or after January 1, 2010 and before April 1, 2012 are required to contribute 3.5% of their annual salary for their entire working career. Those joining on or after April 1, 2012 are required to contribute between 3% and 6%, dependent upon their salary, for their entire working career.

Employers are required to contribute at an actuarially determined rate. The rate applicable to the fiscal year ended June 30, 2018 was 9.8%. The total retirement contribution expense for the System was $873,667 for the year ended June 30, 2018.

The School also has a 403(b) annuity retirement plan for its employees. Employees that are not eligible for the New York State Teachers' Retirement System, and who work more than 20 hours per week, are made eligible immediately upon employment and may contribute a portion of their taxable salary not to exceed the statutory limits each year. Eligible employees may also receive discretionary amounts the School contributes. The School matches contributions up to $100 per month and $1,000 per year. The total 403(b) contribution expense was $4,840 for the year ended June 30, 2018.

NOTE 3 - COMMITMENTS

The School is obligated under operating leases for six buildings. The leases can be terminated with a ten month notice. For each lease the School is responsible for payment of utilities, maintenance, and real property taxes.

The first lease term ends June 30, 2026. Rent is payable in monthly installments of $33,965 with an escalation clause equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The second lease term ends June 30, 2026. Rent is payable in monthly installments of $28,950 with an escalation clause equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The third lease term ends June 30, 2029. Rent is payable in monthly installments of $18,903 with an escalation clause equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The fourth lease term ends June 30, 2032. Rent is payable in monthly installments of $18,207 with an escalation clause to an amount equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The fifth lease term ends March 31, 2021. Rent is payable in monthly installments of $6,600 with an escalation clause equal to the greater of 3% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The sixth lease term ends April 30, 2030. Rent is payable in monthly installments of $23,186 with an escalation clause equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

Total rental expense for June 30, 2018 totaled $1,543,826.

Future minimum lease payment commitments are as follows:

Year	Amount
2019	$1,558,335
2020	1,659,969
2021	1,703,909
2022	1,706,528
2023	1,774,789

Subsequent to year end, the School entered into an arrangement to provide funding of $250,000 of an advance rent payment to assist with HVAC upgrades to the building. The payment will be credited back to the School as a rent credit over thirty-six months upon completion of the project.

NOTE 4 - BUSINESS COMBINATION

On July 1, 2017, Syracuse Academy of Science (SASCS), Utica Academy of Science (UASCS), and Syracuse Academy of Science and Citizenship (SASCCS) completed a merger into an educational corporation. SASCS is the surviving educational corporation and has been renamed Science Academies of New York Charter Schools (the School). Through their merger, the school seeks to create efficiencies in operations and finance, which ultimately translate into more resources for teaching and learning.

As of July 1, 2017, the major classes of assets, liabilities, and net assets of SASCS, UASCS, and SASCCS follows:

	Syracuse Academy of Science	Utica Academy of Science	Syracuse Academy of Science and Citizenship	Eliminations	Total
Assets:					
Cash and Cash Equivalent	$ 5,788,365	$ 642,727	$ 16,161	$ -	$ 6,447,253
Restricted Cash - Extra Classroom Funds	58,860	-	-	-	58,860
Accounts Receivable	21,299	22,551	-	-	43,850
Grants Receivable	356,308	156,907	-	-	513,215
Prepaid Expenses	110,077	30,747	104,359	-	245,183
Inventory	13,157	21,959	-	-	35,116
Due from Related Party	123,960	-	-	(123,960)	-
Net Property and Equipment	2,301,421	335,567	85,090	-	2,722,078
Security Deposits	117,151	48,295	-	-	165,446
Total Assets	$ 8,890,598	$ 1,258,753	$ 205,610	$ (123,960)	$10,231,001

NOTE 4 - BUSINESS COMBINATION (Continued)

	Syracuse Academy of Science	Utica Academy of Science	Syracuse Academy of Science and Citizenship	Eliminations	Total
Liabilities:					
Accounts Payable	$ 132,081	$ 76,576	$ 47,879	$ -	$ 256,536
Accrued Payroll and Benefits	996,528	298,014	-	-	1,294,542
Due to Related Party	-	2,282	121,678	(123,960)	-
Extra Classroom Funds	58,860	-	-	-	58,860
	1,187,469	376,872	169,557	(123,960)	1,609,938
Net Assets:					
Unrestricted	7,703,129	881,881	(68,306)	-	8,516,704
Temporarily Restricted	-	-	104,359	-	104,359
	7,703,129	881,881	36,053	-	8,621,063
Total Liabilities and Net Assets	$ 8,890,598	$ 1,258,753	$ 205,610	$ (123,960)	$10,231,001

Prior to the date of the merger, SASCS paid expenses on behalf of UASCS and SASCCS to assist with operational and setup costs. The amounts due to/from the schools were eliminated upon the merger.

NOTE 5 - DONATED SERVICES AND GOODS

The School receives donated services that, although substantial, do not meet the criteria for recording as revenue and expense under accounting principles generally accepted in the United States of America.

NOTE 6 - SPECIAL EDUCATION AND OTHER SUPPORT

Some of the special education services required by students of the School are provided by the Syracuse and Utica City School Districts. The Syracuse and Utica City School Districts also provided transportation and nursing services. The School was unable to determine a value for these services, thus, these financial statements do not reflect revenue or expenses associated with those services.

The School receives State Aid in the form of textbooks, computer hardware, computer software, and library materials through the Syracuse City School District and Utica City School District. The total aid received for the year ended June 30, 2018 was $127,962.

The School also receives Federal Aid in the form of food commodities from the United States Department of Agriculture. The total aid received for the year ended June 30, 2018 was $45,000.

NOTE 7 - RELATED PARTY TRANSACTIONS

The School leases schools and office space from Terra Science and Education, Inc. ("Terra"). Terra and the School share one common board member. This board member abstains from voting matters affecting both the School and Terra and is not paid a salary from Terra nor the School. Total rent expense paid to Terra for the year ended June 30, 2018 was $1,474,634. Terra also holds $208,286 of security deposits due to the School at the termination of the building leases.

NOTE 8 - SUBSEQUENT EVENTS

Subsequent events have been evaluated through October 16, 2018, which is the date the statements were available for issuance.

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS

SUPPLEMENTARY INFORMATION

For the Year Ended June 30, 2018

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
STATEMENT OF ACTIVITIES BY SCHOOL
For The Year Ended June 30, 2018

	Syracuse Academy of Science	Utica Academy of Science	Syracuse Academy of Science and Citizenship	Total
Revenues and Other Support:				
Public School District:				
Revenue - Resident Student Enrollment	$12,072,022	$ 4,322,856	$ 2,102,254	$18,497,132
Revenue - Students with Disabilities	364,768	152,970	40,577	558,315
Special Charter School Aid	394,717	174,152	-	568,869
Food Service	488,424	295,121	108,650	892,195
Federal Grants	520,043	281,925	752,836	1,554,804
State Grants	88,388	39,574	-	127,962
Other Grants and Contributions	37,831	-	19,000	56,831
Other Income	53,980	37,542	308	91,830
Total Revenues and Other Support	14,020,173	5,304,140	3,023,625	22,347,938
Expenses:				
Program Services:				
Regular Education	9,215,814	3,738,268	1,563,809	14,517,891
Special Education	909,912	351,362	115,880	1,377,154
Other Programs	728,517	369,564	128,713	1,226,794
Total Program Services Expense	10,854,243	4,459,194	1,808,402	17,121,839
Supporting Services:				
Management and General	1,738,332	850,271	578,980	3,167,583
Total Expenses	12,592,575	5,309,465	2,387,382	20,289,422
Change in Net Assets	1,427,598	(5,325)	636,243	2,058,516
Net Assets - Beginning of Year	7,703,129	881,881	36,053	8,621,063
Net Assets - End of Year	$ 9,130,727	$ 876,556	$ 672,296	$10,679,579

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CERTIFIED PUBLIC ACCOUNTANTS

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Independent Auditors' Report

To the Board of Trustees
Science Academies of New York Charter Schools
Syracuse, New York

We have audited, in accordance with the auditing standards generally accepted in the United States of America, and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Science Academies of New York Charter Schools as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise Science Academies of New York Charter Schools' basic financial statements, and have issued our report thereon dated October 16, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Science Academies of New York Charter Schools' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Science Academies of New York Charter Schools' internal control. Accordingly, we do not express an opinion on the effectiveness of Science Academies of New York Charter Schools' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees in the normal course of performing their assigned functions to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency or a combination of deficiencies in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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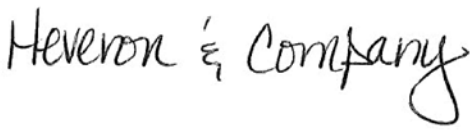
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Science Academies of New York Charter Schools' financial statements are free of material misstatements, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Heveron & Company
Certified Public Accountants

Rochester, New York
October 16, 2018

Heveron&Company
CERTIFIED PUBLIC ACCOUNTANTS

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Independent Auditors' Report

To the Board of Trustees
Science Academies of New York Charter Schools
Syracuse, New York

Report on Compliance for Each Major Federal Program

We have audited Science Academies of New York Charter Schools' compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Science Academies of New York Charter Schools' major federal programs for the year ended June 30, 2018. Science Academies of New York Charter Schools' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Science Academies of New York Charter Schools' major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Science Academies of New York Charter Schools' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

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We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Science Academies of New York Charter Schools's compliance.

Opinion on Each Major Federal Program

In our opinion, Science Academies of New York Charter Schools complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2018.

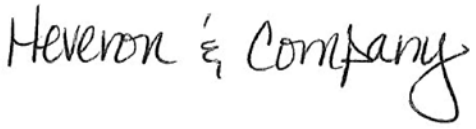
Report on Internal Control Over Compliance

Management of Science Academies of New York Charter Schools is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Science Academies of New York Charter Schools' internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program, and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Science Academies of New York Charter Schools' internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency or a combination of deficiencies in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Heveron & Company
Certified Public Accountants

Rochester, New York
October 16, 2018

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For The Year Ended June 30, 2018

Section I - Summary of Auditors' Results

Financial Statements
The auditors' report expresses an unmodified opinion on the general-purpose financial statements of Science Academies of New York Charter Schools.

No material weaknesses were identified in the internal controls over financial reporting.

No significant deficiencies were identified in the internal controls over financial reporting.

No instances of noncompliance material to the financial statements of Science Academies of New York Charter Schools were disclosed during the audit.

Federal Awards
The auditors' report on compliance for major programs expresses an unmodified opinion.

No material weaknesses were identified in the internal control over major programs.

No significant deficiencies were identified in the internal controls over major programs.

There are no audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a).

Identification of Major Programs:

CFDA Number(s)	Name of Federal Program or Cluster
	Child Nutrition Cluster:
10.553	School Breakfast Program
10.555	National School Lunch Program
84.282	Charter Schools Program

Dollar Threshold used to distinguish
between type A and type B programs: $ 750,000

The auditee did not qualify as a low-risk auditee.

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For The Year Ended June 30, 2018
(Continued)

Section II - Financial Statement Findings

None

Section III - Federal Award Findings and Questioned Costs

None

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Year Ended June 30, 2018

Federal Grantor/Program Title/ Pass Through Grantor	Federal CFDA Number	Agency or Pass Through Number	Federal Expenditures
United States Department of Agriculture			
Child Nutrition Cluster:			
School Breakfast Program Passed Through New York State Education Department	10.553	421800860854	$ 228,416
National School Lunch Program	10.555	Not Applicable	45,000
National School Lunch Program Passed Through New York State Education Department	10.555	421800860854	525,563
Total Child Nutrition Cluster			798,979
Total United States Department of Agriculture			798,979
United States Department of Education			
Title I Grants to Local Educational Agencies Passed Through New York State Education Department	84.010	421800860854	477,428
Supporting Effective Instruction State Grant Passed Through New York State Education Department	84.367	421800860854	194,647
Charter Schools Program Passed Through New York State Education Department	84.282	421800861124	613,282
Total United States Department of Education			1,285,357
Total Federal Expenditures			$ 2,084,336

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS
NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Year Ended June 30, 2018

Note 1 - Basis of Presentation:

The accompanying Schedule of Expenditures of Federal Awards (the "Schedule") includes the federal award activity of Science Academies of New York Charter Schools under programs of the federal government for the year ended June 30, 2018. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of Science Academies of New York Charter Schools, it is not intended to and does not present the financial position, change in net assets, or cash flows of Science Academies of New York Charter Schools.

Note 2 - Summary of Significant Accounting Policies:

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Science Academies of New York Charter Schools has not yet elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

Note 3 - Amounts Provided to Sub-recipients:

Of the Federal expenditures presented in the schedule, Science Academies of New York Charter Schools provided no federal awards to sub-recipients.

SYRACUSE ACADEMY OF SCIENCE
CHARTER SCHOOL

FINANCIAL STATEMENTS

June 30, 2017

Heveron&Company
CERTIFIED PUBLIC ACCOUNTANTS

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
Syracuse Academy of Science Charter School
Syracuse, New York

We have audited the accompanying financial statements of Syracuse Academy of Science Charter School (a nonprofit organization), which comprise the balance sheets as of June 30, 2017 and 2016, and the related statements of activities and cash flows for the years then ended, the related statement of functional expenses for the year ended June 30, 2017, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Audit Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Syracuse Academy of Science Charter School as of June 30, 2017 and 2016 and the changes in net assets and its cash flows for the years then ended, and functional expenses for the year ended June 30, 2017 in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the Syracuse Academy of Science Charter School's statement of functional expenses for the year ended June 30, 2016, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 11, 2016. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2016 is consistent, in all material respects with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated October 10, 2017 on our consideration of Syracuse Academy of Science Charter School's internal control over financial reporting, and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Syracuse Academy of Science Charter School's internal control over financial reporting and compliance.

Heveron & Company

Heveron & Company
Certified Public Accountants

Rochester, New York
October 10, 2017

SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL
BALANCE SHEETS
June 30, 2017 and 2016

ASSETS

	2017	2016
Current Assets		
Cash and Cash Equivalents	$5,804,526	$4,821,158
Restricted Cash - Extra Classroom Funds	58,860	33,502
Accounts Receivable	21,299	19,815
Grants Receivable	356,308	59,684
Due from Related Party	2,282	417
Prepaid Expenses	214,436	30,474
Inventory	13,157	13,157
Total Current Assets	6,470,868	4,978,207
Property and Equipment		
Leasehold Improvements	2,263,592	2,025,476
Furniture, Fixtures and Equipment	1,032,926	1,005,114
Computer Software and Hardware	806,979	740,217
Vehicles	215,398	202,951
Less: Accumulated Depreciation and Amortization	(1,932,384)	(1,587,700)
Net Property and Equipment	2,386,511	2,386,058
Other Assets		
Security Deposits	117,151	117,151
TOTAL ASSETS	$8,974,530	$7,481,416

LIABILITIES AND NET ASSETS

	2017	2016
Current Liabilities		
Accounts Payable	$ 179,960	$ 81,102
Accrued Payroll and Benefits	996,525	1,046,336
Extra Classroom Funds	58,860	33,502
Total Current Liabilities	1,235,345	1,160,940
Net Assets		
Unrestricted	7,634,826	6,320,476
Temporarily Restricted	104,359	-
Total Net Assets	7,739,185	6,320,476
TOTAL LIABILITIES AND NET ASSETS	$8,974,530	$7,481,416

See Independent Auditors' Report and Notes to Financial Statements.

SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
For The Years Ended June 30, 2017 and 2016

	Unrestricted	Temporarily Restricted	2017	2016
Revenues and Other Support:				
Public School District:				
Revenue - Resident Student Enrollment	$11,275,657	$ -	$11,275,657	$10,563,108
Revenue - Students with Disabilities	409,635	-	409,635	374,680
Special Charter School Aid	188,665	-	188,665	-
Food Service	439,610	-	439,610	375,070
Federal Grants	538,551	-	538,551	389,087
State Grants	107,590	-	107,590	110,503
Other Grants and Contributions	45,898	104,359	150,257	8,654
Other Income	109,123	-	109,123	137,801
Total Revenues and Other Support	13,114,729	104,359	13,219,088	11,958,903
Expenses:				
Program Services:				
Regular Education	8,398,680	-	8,398,680	7,823,547
Special Education	473,597	-	473,597	421,365
Other Programs	832,939	-	832,939	706,981
Total Program Services Expense	9,705,216	-	9,705,216	8,951,893
Supporting Services:				
Management and General	2,095,163	-	2,095,163	1,980,203
Total Expenses	11,800,379	-	11,800,379	10,932,096
Excess of Revenues and Other Support Over Expenses	1,314,350	104,359	1,418,709	1,026,807
Net Assets - Beginning of Year	6,320,476	-	6,320,476	5,293,669
Net Assets - End of Year	$ 7,634,826	$ 104,359	$ 7,739,185	$ 6,320,476

See Independent Auditors' Report and Notes to Financial Statements.

SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

For The Year Ended June 30, 2017

(With Comparative Totals For The Year Ended June 30, 2016)

		Program Services				Totals	
	No. of Positions	Regular Education	Special Education	Other Programs	Management and General	2017	2016
Personnel Service Costs							
Instructional Personnel	124	$ 3,983,293	$ 205,818	$ 91,591	$ 46,404	$ 4,327,106	$ 3,854,288
Non-Instructional Personnel	54	144,918	-	-	281,469	426,387	291,056
Administrative Personnel	30	107,209	-	-	1,113,651	1,220,860	995,109
Total Salaries and Wages	208	4,235,420	205,818	91,591	1,441,524	5,974,353	5,140,453
Retirement		502,159	6,742	-	55,308	564,209	538,082
Fringe Benefits and Payroll Taxes		1,134,510	17,090	7,007	184,998	1,343,605	1,272,962
Total Personnel Services		5,872,089	229,650	98,598	1,681,830	7,882,167	6,951,497
Building Rent and Taxes		775,961	90,580	-	87,559	954,100	922,919
Repairs and Maintenance		352,077	40,573	-	54,758	447,408	547,244
Food		-	-	415,374	-	415,374	350,004
Depreciation and Amortization		302,428	35,580	-	17,790	355,798	352,255
Other Professional Services		295,249	26,743	-	26,495	348,487	324,548
Technology		174,272	10,420	-	37,968	222,660	314,629
Supplies and Materials		187,102	11,567	-	17,153	215,822	283,379
Student Services		-	-	208,892	-	208,892	268,019
Utilities		118,573	13,861	-	15,438	147,872	130,522
Other Expenses		68,728	1,502	-	43,977	114,207	112,057
Professional Development		88,133	433	-	23,234	111,800	71,409

SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

For The Year Ended June 30, 2017

(With Comparative Totals For The Year Ended June 30, 2016)

(Continued)

	Program Services				Totals	
	Regular Education	Special Education	Other Programs	Management and General	2017	2016
Start Up Expenses	-	-	110,075	-	110,075	-
Equipment and Furnishings	67,211	5,107	-	26,728	99,046	112,579
Insurance	67,469	5,700	-	14,146	87,315	85,411
Legal Services	-	-	-	24,670	24,670	61,968
Marketing and Recruitment	17,721	650	-	5,358	23,729	15,961
Office Expense	11,667	1,231	-	2,609	15,507	15,464
Accounting and Auditing Fees	-	-	-	15,450	15,450	12,231
Total Expenses	$ 8,398,680	$ 473,597	$ 832,939	$ 2,095,163	$11,800,379	$10,932,096

See Independent Auditors' Report and Notes to Financial Statements.

SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2017 and 2016

	2017	2016
Cash Flow From Operating Activities		
Revenue from School Districts	$11,667,176	$10,956,442
Grant Revenues	430,592	598,029
Food Service Fees	439,610	375,070
Other Sources	113,252	146,455
Payments to Vendors for Goods and Services Rendered	(3,505,782)	(3,040,683)
Payments to Charter School Personnel for Services Rendered	(7,804,631)	(7,013,403)
Net Cash Flow Provided By Operating Activities	1,340,217	2,021,910
Cash Flow From Investing Activities		
Purchase of Property and Equipment	(356,849)	(358,182)
Cash Flow Used By Investing Activities	(356,849)	(358,182)
Net Increase in Cash and Cash Equivalents	983,368	1,663,728
Cash and Cash Equivalents - Beginning of Year	4,821,158	3,157,430
Cash and Cash Equivalents - End of Year	$ 5,804,526	$ 4,821,158

SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2017 and 2016
(Continued)

	2017	2016
Reconciliation of Change in Net Assets to Net Cash Provided by Operating Activities		
Excess of Support and Revenue Over Expenses	$ 1,418,709	$ 1,026,807
Adjustments to Reconcile Excess of Support and Revenue Over Expenses to Net Cash Provided by Operating Activities:		
Depreciation and Amortization	355,798	352,255
Loss on Sale of Property and Equipment	598	-
(Increase)/Decrease In:		
Accounts Receivable	(1,484)	42,051
Grants Receivable	(296,624)	208,942
Inventory	-	10,921
Prepaid Expenses	(183,962)	130,820
Due From Related Party	(1,865)	204,167
Increase/(Decrease) In:		
Accounts Payable	98,858	(21,799)
Accrued Payroll and Benefits	(49,811)	67,746
Net Cash Flow Provided By Operating Activities	$ 1,340,217	$ 2,021,910

See Independent Auditors' Report and Notes to Financial Statements.

SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2017

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

Syracuse Academy of Science Charter School (the School) is a not-for-profit education corporation that operates a K-12 public charter school with special emphasis on math, science, and technology in Syracuse, New York. The School is also in the process of setting up a new public charter school named the Syracuse Academy of Science Citizenship Charter School. This new School will be open for the 17-18 school year. The School seeks to empower students through high intellectual standards, preparing them for college, career, and citizenship. The School obtains its revenue mainly from Charter School Basic Tuition from the Syracuse City School District and a few other surrounding school districts, in addition to food service, and state and federal grants.

The main programs of the School are as follows:

REGULAR EDUCATION: The School's curriculum is focused on mathematics, science, and technology. 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. All courses align with the New York State Learning Standards.

SPECIAL EDUCATION: The School is open to all children and does not discriminate on the basis of ethnicity, national origin, gender, disability, or any other grounds that would be unlawful or deny the civil rights of any individual. In accordance with the Individuals with Disabilities Education Act, the Rehabilitation Act, Section 504, and the Americans with Disabilities Act, the School provides a free and appropriate education, in the least restrictive environment to students with disabilities. The primary service delivery for students with special needs is inclusion. Services for students requiring supplemental services are provided by the Syracuse City School District.

OTHER PROGRAMS: Other programs include food services, athletics, start up costs for the new school and extra-curricular activities.

Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting. The significant accounting policies followed are described below to enhance the usefulness of the financial statements to the reader.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation

In accordance with accounting principles generally accepted in the United States of America, the School reports information regarding its financial position and activities according to the existence and nature of donor restrictions in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. There were no permanently restricted net assets at June 30, 2017 and 2016.

The School also records contributions received as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and nature of any donor restrictions.

Accounting principles generally accepted in the United States of America allow the School to treat as unrestricted, any restricted revenue where the restrictions are met in the same year. The School has elected to follow that reporting method. As a result, all activities in which restrictions are met are recorded in the Unrestricted Net Asset class.

The following are descriptions of the School's net asset classifications:

Unrestricted: Unrestricted net assets include resources that are available for the general support of the School's operations.

Temporarily Restricted Net Assets: Temporarily restricted net assets result from contributions subject to donor's restrictions that expire with the passage of time, or by actions of the School. There was $104,359 of temporarily restricted net asset at June 30, 2017 restricted for rent. There were no temporarily restricted net assets at June 30, 2016.

When donor restrictions from prior years expire, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Revenue Recognition

A portion of the School's revenue is derived from grants. Amounts received, but not yet earned are reported as deferred revenue.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Revenue Recognition (Continued)
Funding sources may, at their discretion, amend the grant and contract amounts. In addition, reimbursement for expenses or return of funds, or both, may be requested as a result of noncompliance by the School with the terms of the grants and contracts. The School records such amendments, reimbursements, and returns of funds as an adjustment to revenue in the year of the amendment.

Accounts and Grants Receivable
Receivables are stated at the amount management expects to collect. Amounts that management believes to be uncollectible after collection efforts have been completed are written off. In addition, management evaluates the need for, and if appropriate, provides an allowance to reduce receivables to amounts management expects will be collected. Management determined that no allowances were necessary at June 30, 2017 and 2016.

Contributions
Contributions are recorded at the time of receipt or when evidence of a non-conditional promise to give has been received. Promises subject to conditions are not recorded as income until those conditions have been met. Contributions that are expected to be received in future years are recorded at their present value. Contributions are recorded as unrestricted, unless they are subject to donor restrictions or are required to be used or expected to be received in future years.

Income Taxes
The Internal Revenue Service has determined that the School is qualified as a charity exempt under Section 501(c)(3) of the Internal Revenue Code. As a result, no provision for federal or state income taxes has been made.

Advertising
Advertising costs are expensed as incurred.

Inventories
Inventories consist of school uniforms and are recorded at cost.

Functional Expenses
The costs of providing the various program services have been summarized on a functional basis in the statement of functional expenses. Accordingly, certain costs have been allocated among program and supporting services. An immaterial amount of fundraising costs for the years ended June 30, 2017 and 2016 are included in management and general expenses.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Property and Equipment

Property and equipment are stated at cost. The School capitalizes property and equipment with an estimated life of 3 years or more as follows:

	Cost
Leasehold Improvements	$5,000
Furniture, Fixtures and Equipment	$2,000
Computer Software and Hardware	$2,000

Furniture, fixtures, and equipment purchased as a bundle greater than $25,000 will also be capitalized, and all land and vehicle acquisitions are capitalized. Depreciation and amortization is computed using the straight-line method based on the estimated useful lives of the assets as follows:

	Years
Leasehold Improvements	5-40
Furniture, Fixtures and Equipment	5-10
Computer Software and Hardware	3-10
Vehicles	5-10

Depreciation and amortization expense amounted to $355,798 and $352,255 for the years ended June 30, 2017 and 2016, respectively.

Cash and Cash Equivalents

Cash and cash equivalents include all cash on hand and in banks, which at times, may exceed federally insured limits. The School considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Certain of these accounts are not federally insured. The School has not experienced any losses in these accounts and does not believe it is exposed to any significant credit risk with respect to cash and cash equivalents.

Cash and cash equivalents consisted of the following at June 30:

	2017	2016
Checking	$3,558,078	$4,172,907
Savings	2,246,448	648,251
Total	$5,804,526	$4,821,158

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Use of Estimates in the Preparation of Financial Statements

Accounting principles generally accepted in the United States of America require management to make estimates and assumptions that affect the amounts of assets and liabilities, revenues and expenses, and the disclosure of contingent assets and liabilities. Actual results could vary from those estimates.

Comparative Financial Information

The financial statements include certain prior year summarized comparative information in total. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2016 from which the summarized information was derived.

NOTE 2 - PENSION EXPENSE

The School participates in the New York State Teachers' Retirement System (System), a cost-sharing, multiple-employer, defined benefit pension plan administered by the New York State Teachers' Retirement Board. The System provides retirement, disability, withdrawal, and death benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York.

Plan members who joined the System before July 27, 1976 are not required to make contributions. Those joining after that date and before January 1, 2010, who have less than ten years of service or membership are required to contribute 3% of their annual salary. Those joining on or after January 1, 2010 and before April 1, 2012 are required to contribute 3.5% of their annual salary for their entire working career. Those joining on or after April 1, 2012 are required to contribute between 3% and 6%, dependent upon their salary, for their entire working career.

Employers are required to contribute at an actuarially determined rate. Rates applicable to the fiscal years ended June 30, 2017 and 2016 were 11.72% and 13.26%, respectively. The total retirement contribution expense for the System was $559,709 and $537,458 for the years ended June 30, 2017 and 2016, respectively.

NOTE 2 - PENSION EXPENSE (Continued)

The School also has a 403(b) annuity retirement plan for its employees. Employees that are not eligible for the New York State Teachers' Retirement System, and who work more than 20 hours per week, are made eligible immediately upon employment and may contribute a portion of their taxable salary not to exceed the statutory limits each year. Eligible employees may also receive discretionary amounts the School contributes. The School matches contributions up to $100 per month and $1,000 per year. The total 403(b) contribution expense was $4,500 and $624 for the years ended June 30, 2017 and 2016, respectively.

NOTE 3 - COMMITMENTS

The School is obligated under operating leases for four buildings. The leases can be terminated with a ten month notice. For each lease the School is responsible for payment of utilities, maintenance, and real property taxes.

The first lease term ends June 30, 2026. Rent is payable in monthly installments of $32,658 with an escalation clause equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The second lease term ends June 30, 2026. Rent is payable in monthly installments of $27,837 with an escalation clause equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The third lease term ends June 30, 2029. Rent is payable in monthly installments of $18,176 with an escalation clause equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States.

The fourth lease term ends June 30, 2032. Rent is payable in monthly installments of $16,065 for the year ended June 30, 2018 and $18,935 for the year ended June 30, 2019. Beginning July 1, 2019, the rent is escalated to an amount equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States. There is donated rent related to this lease. See Note 6 for more information.

Total rental expense for June 30, 2017 and 2016 totaled $907,750 and $872,833, respectively.

Future minimum lease payment commitments are as follows:

Year	Amount
2018	$1,136,839
2019	1,209,045
2020	1,288,416
2021	1,339,953
2022	1,393,551

NOTE 4 - DONATED SERVICES AND GOODS

The School receives donated services that, although substantial, do not meet the criteria for recording as revenue and expense under accounting principles generally accepted in the United States of America.

In March 2017, Terra Science and Education, Inc., donated rent to the School to assist with start up expenses for Syracuse Academy of Science Citizenship Charter School as outlined in Note 6 of the financial statements.

NOTE 5 - SPECIAL EDUCATION AND OTHER SUPPORT

Some of the special education services required by students of the School are provided by the Syracuse City School District. The Syracuse City School District also provided transportation and nursing services. The School was unable to determine a value for these services, thus, these financial statements do not reflect revenue or expenses associated with those services.

The School receives State Aid in the form of textbooks, computer hardware, computer software, and library materials through the Syracuse City School District. The total aid received for the years ended June 30, 2017 and 2016 was $107,590 and $110,503, respectively.

NOTE 6 - RELATED PARTY TRANSACTIONS

The School began leasing school and office space from Terra Science and Education, Inc. ("Terra") during the year ended June 30, 2011. Terra and the School share one common board member. This board member abstains from voting matters affecting both the School and Terra and is not paid a salary from Terra nor the School. Total rent expense paid to Terra for the years ended June 30, 2017 and 2016 was $907,750 and $872,833, respectively. Terra also holds $117,151 of security deposits due to the School at the termination of the building leases.

During the year ended June 30, 2017, the School began leasing school space from Terra for a new school. The lease was discounted for the first 27 months to assist with start-up expenses. The total discount for donated rent was recorded as a contribution in the amount of $146,081 for the year ended June 30, 2017. Of the total contribution, $41,722 was expensed this year and $104,359 was recorded as prepaid rent. The prepaid rent will be expensed over the next 24 months.

NOTE 6 - RELATED PARTY TRANSACTIONS (Continued)

The School shares common board members with the Utica Academy of Science Charter School's ("Utica") Board of Trustees. The School provides services to Utica for business office operations, human resource services, information technology consultation, and academic and curriculum-related matters. Total revenue billed to Utica for the years ended June 30, 2017 and 2016 was $92,829 and $91,236, respectively. Additionally, the School paid expenses on Utica's behalf to assist with Utica's operational costs. Amounts due from Utica at June 30, 2017 and 2016 were $2,282 and $692, respectively.

NOTE 7 - SUBSEQUENT EVENTS

Subsequent events have been evaluated through October 10, 2017, which is the date the statements were available for issuance.

Subsequent to the year ended June 30, 2017, the School was merged with Utica Academy of Science Charter School under an educational corporation. The name of the new educational corporation is Science Academies of New York Charter Schools.

SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL

SUPPLEMENTARY INFORMATION

For the Year Ended June 30, 2017

Heveron&Company
CERTIFIED PUBLIC ACCOUNTANTS

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Independent Auditors' Report

To the Board of Trustees
Syracuse Academy of Science Charter School
Syracuse, New York

We have audited, in accordance with the auditing standards generally accepted in the United States of America, and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Syracuse Academy of Science Charter School as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise Syracuse Academy of Science Charter School's basic financial statements, and have issued our report thereon dated October 10, 2017.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Syracuse Academy of Science Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Syracuse Academy of Science Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Syracuse Academy of Science Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency or a combination of deficiencies in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Syracuse Academy of Science Charter School's financial statements are free of material misstatements, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Heveron & Company

Heveron & Company
Certified Public Accountants

Rochester, New York
October 10, 2017

UTICA ACADEMY OF SCIENCE
CHARTER SCHOOL

FINANCIAL STATEMENTS

June 30, 2017

Heveron&Company
CERTIFIED PUBLIC ACCOUNTANTS

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CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
Utica Academy of Science Charter School
Syracuse, New York

We have audited the accompanying financial statements of Utica Academy of Science Charter School (a nonprofit organization), which comprise the balance sheets as of June 30, 2017 and 2016 and the related statements of activities and cash flows for the years then ended, the related statement of functional expenses for the year ended June 30, 2017 and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly in all material respects, the financial position of Utica Academy of Science Charter School as of June 30, 2017 and 2016 and its cash flows and changes in net assets for the years then ended, and functional expenses for the year ended June 30, 2017 in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the Utica Academy of Science Charter School's statement of functional expenses for the year ended June 30, 2016, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 11, 2016. In our opinion, the summarized comparative information presented herein, as of and for the year ended June 30, 2016 is consistent, in all material respects with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated October 10, 2017 on our consideration of Utica Academy of Science Charter School's internal control over financial reporting, and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Utica Academy of Science Charter School's internal control over financial reporting and compliance.

Heveron & Company

Heveron & Company CPAs

Rochester, New York
October 10, 2017

UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
BALANCE SHEETS
June 30, 2017 and 2016

ASSETS

	2017	2016
Current Assets		
Cash and Cash Equivalents	$ 642,727	$ 442,086
Accounts Receivable	22,551	6,420
Grants Receivable	156,907	21,553
Prepaid Expenses	30,747	8,084
Inventory	21,959	21,959
Total Current Assets	874,891	500,102
Property and Equipment		
Leasehold Improvements	186,022	112,748
Furniture, Fixtures and Equipment	116,766	116,766
Computer Software and Hardware	179,492	179,492
Vehicles	35,843	27,312
Less: Accumulated Depreciation and Amortization	(182,554)	(109,027)
Net Property and Equipment	335,569	327,291
Other Assets		
Security Deposits	48,295	48,295
TOTAL ASSETS	$1,258,755	$ 875,688

LIABILITIES AND NET ASSETS

	2017	2016
Current Liabilities		
Accounts Payable	$ 76,576	$ 57,384
Accrued Payroll and Benefits	298,014	296,543
Due to Related Party	2,282	692
Total Current Liabilities	376,872	354,619
Net Assets		
Unrestricted	881,883	521,069
Total Net Assets	881,883	521,069
TOTAL LIABILITIES AND NET ASSETS	$1,258,755	$ 875,688

See Independent Auditors' Report and Notes to Financial Statements.

UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
For The Years Ended June 30, 2017 and 2016

	2017	2016
Revenues and Other Support:		
Public School District:		
Revenue - Resident Student Enrollment	$ 3,813,194	$ 3,181,538
Revenue - Students with Disabilities	120,548	90,951
Special Charter School Aid	72,712	-
Federal Grants	245,125	212,525
State Grants	40,360	31,092
Food Service	179,250	132,451
Other Income	6,531	23,540
Total Revenues and Other Support	4,477,720	3,672,097
Expenses:		
Program Services:		
Regular Education	3,074,002	2,677,548
Special Education	140,403	150,773
Other Programs	270,400	236,211
Total Program Services Expense	3,484,805	3,064,532
Supporting Services:		
Management and General	632,101	577,623
Total Expenses	4,116,906	3,642,155
Excess of Revenues and Other Support Over Expenses	360,814	29,942
Net Assets - Beginning of Year	521,069	491,127
Net Assets - End of Year	$ 881,883	$ 521,069

See Independent Auditors' Report and Notes to Financial Statements.

UTICA ACADEMY OF SCIENCE CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

For The Year Ended June 30, 2017

(With Comparative Totals For The Year Ended June 30, 2016)

		Program Services				Totals	
	No. of Positions	Regular Education	Special Education	Other Programs	Management and General	2017	2016
Personnel Service Costs:							
Instructional Personnel	61	$ 1,406,217	$ 46,468	$ 6,436	$ 5,442	$ 1,464,563	$ 1,225,686
Non-Instructional Personnel	7	41,726	-	-	116,260	157,986	105,258
Administrative Personnel	4	6,326	-	-	321,788	328,114	348,214
Total Salaries and Wages	72	1,454,269	46,468	6,436	443,490	1,950,663	1,679,158
Retirement		162,259	1,420	-	33,750	197,429	202,746
Fringe Benefits and Payroll Taxes		364,406	2,812	483	18,908	386,609	332,824
Total Personnel Services		1,980,934	50,700	6,919	496,148	2,534,701	2,214,728
Building Rent		280,519	32,652	-	16,181	329,352	293,850
Other Professional Services		227,851	11,163	-	10,328	249,342	121,734
Food Service		-	-	175,591	-	175,591	142,905
Supplies and Materials		105,654	7,576	-	4,486	117,716	156,743
Technology		94,805	8,202	-	13,601	116,608	107,621
Management Fees		83,546	-	-	9,283	92,829	91,236
Depreciation and Amortization		78,362	9,219	-	4,609	92,190	77,731
Student Services		-	-	87,890	-	87,890	87,921
Utilities		70,227	8,255	-	4,127	82,609	79,484
Repairs and Maintenance		55,269	6,506	-	6,026	67,801	111,400

UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
For The Year Ended June 30, 2017
(With Comparative Totals For The Year Ended June 30, 2016)
(Continued)

	Program Services				Totals	
	Regular Education	Special Education	Other Programs	Management and General	2017	2016
Insurance	33,380	2,971	-	7,591	43,942	28,556
Other Expenses	16,820	247	-	16,717	33,784	45,799
Marketing and Recruitment	16,726	454	-	10,114	27,294	12,953
Equipment and Furnishings	19,454	2,050	-	1,014	22,518	43,498
Legal Services	-	-	-	21,149	21,149	3,856
Accounting and Auditing Fees	-	-	-	10,320	10,320	10,835
Professional Development	6,085	-	-	75	6,160	7,442
Office Expense	4,370	408	-	332	5,110	3,863
Total Expenses	$ 3,074,002	$ 140,403	$ 270,400	$ 632,101	$ 4,116,906	$ 3,642,155

See Independent Auditors' Report and Notes to Financial Statements.

UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2017 and 2016

	2017	2016
Cash Flow From Operating Activities		
Revenue from School Districts	$ 3,906,229	$ 3,219,136
Grant Revenues	184,436	265,906
Food Service Fees	177,297	147,556
Other Sources	1,395	23,540
Payments to Vendors for Goods and Services Rendered	(1,440,153)	(1,498,064)
Payments to Charter School Personnel for Services Rendered	(2,533,231)	(2,152,202)
Net Cash Flow Provided By Operating Activities	295,973	5,872
Cash Flow From Investing Activities		
Purchase of Property and Equipment	(95,332)	(295,812)
Cash Flow Used By Investing Activities	(95,332)	(295,812)
Net Increase/(Decrease) in Cash and Cash Equivalents	200,641	(289,940)
Cash and Cash Equivalents - Beginning of Year	442,086	732,026
Cash and Cash Equivalents - End of Year	$ 642,727	$ 442,086

UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2017 and 2016
(Continued)

	2017	2016
Reconciliation of Change in Net Assets to Net Cash		
Provided by Operating Activities		
Excess of Support and Revenue Over Expenses	$ 360,814	$ 29,942
Adjustments to Reconcile Excess of Support and Revenue		
Over Expenses to Net Cash Provided by Operating Activities:		
Depreciation and Amortization	92,190	77,731
Gain on Trade In of Fixed Assets	(5,136)	-
Decrease/(Increase) In:		
Accounts Receivable	(16,131)	(451)
Grants Receivable	(135,354)	68,486
Inventory	-	(4,028)
Prepaid Expenses	(22,663)	22,668
Increase/(Decrease) In:		
Accounts Payable	19,192	(57,337)
Accrued Payroll and Benefits	1,471	70,442
Due to Related Party	1,590	(201,581)
Net Cash Flow Provided By Operating Activities	$ 295,973	$ 5,872

See Independent Auditors' Report and Notes to Financial Statements.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

Utica Academy of Science Charter School (the School) is a not-for-profit education corporation that operates a public charter school with special emphasis on math, science, and technology in Utica, New York. The School seeks to empower students through high intellectual standards, preparing them for college, career, and citizenship. Currently, the School serves students in 6th through 12th grade. The School obtains its revenue mainly from Charter School Basic Tuition from the Utica City School District and a few other surrounding school districts, in addition to food service, and state and federal grants.

The main programs of the School are as follows:

REGULAR EDUCATION: The School's curriculum is focused on mathematics, science, and technology. 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. All courses align with the New York State Learning Standards.

SPECIAL EDUCATION: The School is open to all children and does not discriminate on the basis of ethnicity, national origin, gender, disability, or any other grounds that would be unlawful or deny the civil rights of any individual. In accordance with the Individuals with Disabilities Education Act, the Rehabilitation Act, Section 504, and the Americans with Disabilities Act, the School provides a free and appropriate education, in the least restrictive environment to students with disabilities. The primary service delivery for students with special needs is inclusion. Services for students requiring supplemental services are provided by the Utica City School District.

OTHER PROGRAMS: Other programs include food services, athletics, and extra-curricular activities.

Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting. The significant accounting policies followed are described below to enhance the usefulness of the financial statements to the reader.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation

In accordance with accounting principles generally accepted in the United States of America, the School reports information regarding its financial position and activities according to the existence and nature of donor restrictions in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. There were no temporarily or permanently restricted net assets at June 30, 2017 and 2016.

The School also records contributions received as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and nature of any donor restrictions.

Accounting principles generally accepted in the United States of America allow the School to treat as unrestricted, any restricted revenue where the restrictions are met in the same year. The School has elected to follow that reporting method. As a result, all activities in which restrictions are met are recorded in the Unrestricted Net Asset class.

The following are descriptions of the School's net asset classifications:

Unrestricted: Unrestricted net assets include resources that are available for the general support of the School's operations.

Revenue Recognition

A portion of the School's revenue is derived from grants. Amounts received but not yet earned are reported as deferred revenue.

Funding sources may, at their discretion, amend the grant and contract amounts. In addition, reimbursement for expenses or return of funds, or both, may be requested as a result of noncompliance by the School with the terms of the grants and contracts. The School records such amendments, reimbursements, and returns of funds as an adjustment to revenue in the year of the amendment.

Contributions

Contributions are recorded at the time of receipt or when evidence of a non-conditional promise to give has been received. Promises subject to conditions are not recorded as income until those conditions have been met. Contributions that are expected to be received in future years are recorded at their present value. Contributions are recorded as unrestricted, unless they are subject to donor restrictions or are required to be used or expected to be received in future years.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Accounts and Grants Receivable

Receivables are stated at the amount management expects to collect. Amounts that management believes to be uncollectible after collection efforts have been completed are written off. In addition, management evaluates the need for, and if appropriate, provides an allowance to reduce receivables to amounts management expects will be collected. Management determined that no allowances were necessary at June 30, 2017 and 2016.

Property and Equipment

Property and equipment are stated at cost. The School capitalizes property and equipment with an estimated life of 3 years or more as follows:

	Cost
Buildings and Leasehold Improvements	$5,000
Furniture, Fixtures and Equipment	$2,000
Computer Software	$2,000

Furniture and equipment purchased as a bundle greater than $15,000 will also be capitalized and all land and vehicle acquisitions are capitalized. Depreciation and amortization is computed using the straight-line method based on the estimated useful lives of the assets, as follows:

	Years
Leasehold Improvements	5-15
Furniture, Fixtures and Equipment	5-10
Computer Software and Hardware	3-5
Vehicles	5

Depreciation and amortization expense amounted to $92,190 and $77,731 for the years ended June 30, 2017 and 2016, respectively.

Income Taxes

The Internal Revenue Service has determined that the School is qualified as a charity exempt under Section 501(c)(3) of the Internal Revenue Code. As a result, no provision for federal or state income taxes has been made.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Cash and Cash Equivalents

Cash and cash equivalents include all cash on hand and in banks, which, at times may exceed federally insured limits. The School considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Certain of these accounts are not federally insured. The School has not experienced any losses in these accounts and does not believe it is exposed to any significant credit risk with respect to cash and cash equivalents.

Cash and cash equivalents consisted of the following at June 30:

	2017	2016
Checking	$ 567,648	$ 367,036
Savings	75,079	75,050
Total	$ 642,727	$ 442,086

Use of Estimates in the Preparation of Financial Statements

Accounting principles generally accepted in the United States of America require management to make estimates and assumptions that affect the amounts of assets and liabilities, revenues and expenses, and the disclosure of contingent assets and liabilities. Actual results could vary from those estimates.

Functional Expenses

The costs of providing the various program services have been summarized on a functional basis in the statement of functional expenses. Accordingly, certain costs have been allocated among program and supporting services. An immaterial amount of fundraising costs for the years ended June 30, 2017 and 2016 are included in management and general expenses.

Advertising

Advertising costs are expensed as incurred.

Inventories

Inventories consist of school uniforms and are recorded at cost.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Comparative Financial Information

The financial statements include certain prior year summarized comparative information in total. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2016 from which the summarized information was derived.

NOTE 2 - PENSION EXPENSE

The School participates in the New York State Teachers' Retirement System (System), a cost-sharing, multiple-employer, defined benefit pension plan administered by the New York State Teachers' Retirement Board. The System provides retirement, disability, withdrawal and death benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York.

Plan members who joined the System before July 27, 1976 are not required to make contributions. Those joining after that date and before January 1, 2010, who have less than ten years of service or membership are required to contribute 3% of their annual salary. Those joining on or after January 1, 2010 and before April 1, 2012, are required to contribute 3.5% of their annual salary for their entire working career. Those joining on or after April 1, 2012 are required to contribute between 3% and 6%, dependent upon their salary for their entire working career.

Employers are required to contribute at an actuarially determined rate. Rates applicable to the fiscal years ended June 30, 2017 and 2016 were 11.72% and 13.26%, respectively. The total retirement contribution expense was $196,669 and $202,161 for the years ended June 30, 2017 and 2016, respectively.

The School also has a 403(b) annuity retirement plan for its employees. Employees that are not eligible for the New York State Teachers' Retirement System, and who work more than 20 hours per week, are made eligible immediately upon employment and may contribute a portion of their taxable salary not to exceed the statutory limits each year. Eligible employees may also receive discretionary amounts the School contributes. The School matches contributions up to $100 per month and $1,000 per year. The total 403(b) contribution expense was $760 and $585 for the years ended June 30, 2017 and 2016, respectively.

NOTE 3 - LINE OF CREDIT

The School has a line of credit with a maximum authorization of $150,000. Advances against this line bear interest at a rate of 1.58% above the Wall Street Journal prime rate. Any borrowings are secured by assets of the School. There were no amounts outstanding at June 30, 2017 and 2016.

NOTE 4 - COMMITMENTS

The School is obligated under operating leases for two buildings. For each lease, the School is responsible for payment of utilities, maintenance, and real property taxes.

The first lease term ends April 30, 2018. Rent is payable in monthly installments of $6,000.

The second lease term ends April 30, 2030. Rent is payable in monthly installments of $22,295 for the year ended June 30, 2018 with an escalation clause equal to the greater of 4% or the Consumer Price Index percentage figure relating to the Northeast region of the United States. The lease can be terminated with a ten month notice.

Total rental expense for June 30, 2017 and 2016 was $329,352 and $293,850, respectively.

Future minimum lease payment commitments are as follows:

Year	Amount
2018	$327,534
2019	278,235
2020	289,365
2021	300,939
2022	312,977

NOTE 5 - DONATED SERVICES AND GOODS

The School receives donated services that, although substantial, do not meet the criteria for recording as revenue and expense under accounting principles generally accepted in the United States of America.

NOTE 6 - SPECIAL EDUCATION AND OTHER SUPPORT

Some of the special education services required by students of the School are provided by the Utica City School District. The Utica City School District also provided transportation and nursing services. The School was unable to determine a value for these services; thus, these financial statements do not reflect revenue or expenses associated with those services.

The School receives State Aid in the form of textbooks, computer hardware, computer software and library materials through the Utica City School District. The total aid received for the years ended June 30, 2017 and 2016 was $40,359 and $31,092, respectively.

NOTE 7 - RELATED PARTY TRANSACTIONS

The School leases school and office space from Terra Science and Education, Inc. ("Terra"). Terra and the School share one common board member. This board member abstains from voting matters affecting both the School and Terra, and is not paid a salary from Terra nor the School. Total rent expense paid to Terra for the years ended June 30, 2017 and 2016 was $257,352 and $221,850, respectively. Terra also holds $42,295 of security deposits due to the School at the termination of the building leases.

The School shares common board members with the Syracuse Academy of Science Charter School's ("Syracuse") Board of Trustees. During the years ended June 30, 2017 and 2016, the School received services from Syracuse for business office operations, human resources services, information technology consultation, and academic and curriculum related matters. Total expenses billed to the School for the years ended June 30, 2017 and 2016 were $92,829 and $91,236, respectively. Additionally, Syracuse paid expenses on the School's behalf to assist with the School's operational costs. Amounts due to Syracuse at June 30, 2017 and 2016 were $2,282 and $692, respectively.

NOTE 8 - SUBSEQUENT EVENTS

Subsequent events have been evaluated through October 10, 2017, which is the date the statements were available for issuance.

Subsequent to the year ended June 30, 2017, the School was merged with Syracuse Academy of Science and Syracuse Academy of Science and Citizenship charter schools under an educational corporation. The name of the new educational corporation is Science Academies of New York Charter Schools.

UTICA ACADEMY OF SCIENCE CHARTER SCHOOL

SUPPLEMENTARY INFORMATION

For the Year Ended June 30, 2017

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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Independent Auditors' Report

To the Board of Trustees
Utica Academy of Science Charter School
Syracuse, New York

We have audited, in accordance with the auditing standards generally accepted in the United States of America, and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Utica Academy of Science Charter School as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise Utica Academy of Science Charter School's basic financial statements, and have issued our report thereon dated October 10, 2017.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Utica Academy of Science Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Utica Academy of Science Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Utica Academy of Science Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency or a combination of deficiencies in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Utica Academy of Science Charter School's financial statements are free of material misstatements, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Heveron & Company

Heveron & Company CPAs

Rochester, New York
October 10, 2017

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: P-12 Education Committee

FROM: Jhone M. Ebert

SUBJECT: Merger Revision to a Charter Authorized by the Board of Regents

DATE: June 1, 2017

AUTHORIZATION(S):

SUMMARY

Issue for Decision

Should the Board of Regents approve the merger of Syracuse Academy of Science Charter School (an education corporation authorized by the Board of Regents), Syracuse Academy of Science and Citizenship Charter School (an education corporation authorized by the Board of Regents), and Utica Academy of Science Charter School (an Education Corporation authorized by the Board of Regents), with Syracuse Academy of Science Charter School as the surviving education corporation under the amended name "Science Academies of New York Charter Schools"?

Reason(s) for Consideration

Required by State Statute.

Proposed Handling

This issue will be before the Board of Regents P-12 Education Committee and the Full Board for action at the June 2017 Regents meeting.

Procedural History

The May 2010 amendments to Education Law §2853(1)(b-1) eliminated language that prohibited education corporations in New York from operating more than one charter school, and now allows charter schools and the families they serve to realize the many potential benefits of governance and operational merger.

Background Information

The merger of existing charter school governing boards requires revisions to each of the charters of the merging schools, which must be approved by the respective chartering entity or entities involved. This means that, in situations where schools that wish to merge have different chartering entities, the approval of all parties – the boards of trustees of the schools and each chartering entity – is required before any such merger may occur.

The New York State Education Department forwards the merger recommendations for the following charter schools.

Merger of Syracuse Academy of Science Charter School, Utica Academy of Science Charter School and Syracuse Academy of Science and Citizenship Charter School

Syracuse Academy of Science Charter School

Table 1: School Summary

Name of Charter School	Syracuse Academy of Science Charter School
Board Chair	Dr. Fehmi Damkaci
District of Location	Syracuse City School District
Opening Month/Year	September 2003
Current Charter Term	July 1, 2012 to June 30, 2017 (Full Term)
Management Company	N/A
Partner(s)	N/A
Approved Grade Levels/ Number of Students	K-12 / 975 Students
Proposed Revision	**To merge Syracuse Academy of Science Charter School, Syracuse Academy of Science and Citizenship Charter School, and Utica Academy of Science Charter School, with Syracuse Academy of Science Charter School as the surviving education corporation under the amended name Science Academies of New York Charter Schools. The name of each charter school would remain the same.**
Timetable for Revision Implementation	The Regents action for Syracuse Academy of Science Charter School would take effect on July 1, 2017.

Table 2: Syracuse Academy of Science Charter School Academic Achievement

	ELA					Math				
All Students	**SASCS**	**Syracuse CSD**	**Variance to Syracuse CSD**	**NYS**	**Variance to NYS**	**SASCS**	**Syracuse CSD**	**Variance to Syracuse CSD**	**NYS**	**Variance to NYS**
2014-2015	24%	8%	+16%	31%	-7%	32%	9%	+23%	38%	-6%
2015-2016	31%	11%	+20%	38%	-7%	34%	10%	+24%	39%	-5%

Table 3: Syracuse Academy of Science Charter School Demographics Compared to District of Location

	2014 -2015			2015 -2016		
	SASCS	**Syracuse CSD**	**Variance**	**SASCS**	**Syracuse CSD**	**Variance**
Economically Disadvantaged	69%	77%	-8%	72%	79%	-7%
English Language Learners	6%	15%	-9%	5%	16%	-11%
Students with Disabilities	8%	20%	-12%	7%	20%	-13%

Utica Academy of Science Charter School

Table 1: School Summary

Name of Charter School	Utica Academy of Science Charter School
Board Chair	Dr. Fehmi Damkaci
District of Location	Utica City School District
Opening Month/Year	September 2013
Current Charter Term	September 5, 2013 to June 30, 2018 (Initial Term)
Management Company	N/A
Partner(s)	N/A
Approved Grade Levels/ Number of Students	6-12 462 Students
Proposed Revision	**To merge Utica Academy of Science Charter School, Syracuse Academy of Science and Citizenship Charter School, and Syracuse Academy of Science Charter School, with Syracuse Academy of Science Charter School as the surviving education corporation under the amended name Science Academies of New York Charter Schools. The name of each charter school would remain the same.**
Timetable for Revision Implementation	The Regents action for Utica Academy of Science Charter School would take effect on July 1, 2017.

Table 2: Utica Academy of Science Charter School Academic Achievement

	ELA					Math				
All Students	**UASCS**	**Utica CSD**	**Variance to Utica CSD**	**NYS**	**Variance to NYS**	**UASCS**	**Utica CSD**	**Variance to Utica CSD**	**NYS**	**Variance to NYS**
2014-2015	14%	15%	-1%	31%	-17%	31%	22%	+9%	38%	-7%
2015-2016	19%	21%	-2%	38%	-19%	24%	24%	0%	39%	-15%

Table 3: Utica Academy of Science Charter School Demographics Compared to District of Location

	2014 -2015			2015 -2016		
	UASCS	Utica CSD	Variance	UASCS	Utica CSD	Variance
Economically Disadvantaged	48%	85%	-37%	75%	87%	-12%
English Language Learners	14%	17%	-3%	11%	17%	-6%
Students with Disabilities	7%	16%	-9%	7%	16%	-9%

Syracuse Academy of Science and Citizenship Charter School

Table 1: School Summary

Name of Charter School	Syracuse Academy of Science and Citizenship Charter School
Board Chair	Dr. Fehmi Damkaci
District of Location	Syracuse City School District
Opening Month/Year	September 2017
Current Charter Term	September 1, 2017 to June 30, 2022
Management Company	N/A
Partner(s)	N/A
Approved Grade Levels/ Number of Students	K-6 525 Students
Proposed Revision	**To merge Syracuse Academy of Science Charter School, Syracuse Academy of Science and Citizenship Charter School, and Utica Academy of Science Charter School, with Syracuse Academy of Science Charter School as the surviving education corporation under the amended name Science Academies of New York Charter Schools. The name of each charter school would remain the same.**
Timetable for Revision Implementation	The Regents action for Syracuse Academy of Science and Citizenship Charter School would take effect on July 1, 2017.

In December 2002, the Board of Regents approved and chartered the Syracuse Academy of Science Charter School ("SASCS"), which operates in the Syracuse City School District. In November 2012, the Board of Regents approved and chartered the Utica Academy of Science Charter School ("UASCS"), which operates in the Utica City School District. In November 2016, the Board of Regents approved and chartered the Syracuse Academy of Science and Citizenship Charter School ("SASCCS"), which also operates in the Syracuse City School District, and which is scheduled to begin instruction in the 2017-2018 school year. SASCS will be the surviving education corporation, and will be renamed Science Academies of New York Charter School ("SANY"). All schools will continue to be authorized by the Board of Regents after this merger, and the individual school names will not change.

The Schools expect the following benefits to result from the merger:

Generally: The schools and their education corporations are currently operating as separate entities but under a board with same members and bylaws. The merger will allow the schools, which already have an informal partnership, to: 1) formalize that partnership; 2) share resources and staff; 3) enhance the educational programs; and 4) lessen the financial and administrative costs of having staff across different unmerged entities.

School Leadership and Staff: SASCS and UASCS already share key leaders and staff members. The merger will allow SANY employees to serve different schools without having a service agreement or a separate contract. On the other hand, instead of hiring new individuals for each school, the SANY district office will provide better and more focused quality of service to the staff of both schools with its experienced members. The merged education corporation would be able to achieve economies of scale in purchasing products and services. Those savings would be redirected toward hiring additional instructional staff to support students. Another advantage of merging, for the staff, is that one Education Corporation would be able to provide more professional-development opportunities. A single Education Corporation would be able to secure better rates for conferences or trainers because of the volume needed. In addition, the unified Education Corporation would be able to secure better rates on health care and other employee benefits.

The Board will have one board meeting instead of multiple back-to-back meetings. Paperwork and compliance burdens will be reduced, due to elimination of one Education Corporation and consolidated Board meetings. The meeting times will also be shortened because the Board will remove the redundancy of having different meetings. The Board will still focus on the oversight of each individual school.

School Resources: The merger would create efficiencies in operations and finance, which ultimately translate into more resources for teaching and learning (both in terms of dollars and staff time). After the merger, as one Education Corporation, SANY would be able to achieve economies of scale in the purchase of products and services, such as school materials, technology, and insurance. Monies saved would be redirected toward hiring

additional instructional staff and buying instructional materials to benefit students. Contracting, procurement, and insurance would all be streamlined with a single legal entity, with the savings reinvested to support the academic programs. The merger will enable the schools to conserve funds to help meet financial obligations. The merger will enable the improvement of the schools' financial management, fiscal soundness, and organizational success.

School Community: After the merger, there will be more collaboration across schools, which will result in implementation of best practices to increase the success of students, teachers, and leaders. SANY will be able to hire subject-specific curriculum experts to work across the network. Students will also be able to benefit from some extracurricular activities organized by both schools, especially during weekends, holidays, and summer. It's not always feasible to offer extracurricular activities to students in a single school, due to limited student interest and finding students of similar ages. With the merger, schools will be better equipped to create joint, extracurricular enrichment programs, activities, and national and international trips.

Summary of Public Comment

As required by the Charter School Act, the Syracuse City School District held a public hearing about the proposed revision to the charters of Syracuse Academy of Science and Citizenship Charter School and Syracuse Academy of Science Charter School on March 7, 2017. There was one attendee present at the hearing. There was one comment in support and there were no public comments made in opposition to the proposed charter revision.

As required by the Charter School Act, the Utica City School District held a public hearing about the proposed revision to the charter of Utica Academy of Science Charter School on January 31, 2017. There were 15 attendees present at the hearing – all of whom were members or administrators of the Utica City School District Board of Education. Six of said attendees had comments that focused on general questions about charter schools including the cost of funding to the district; the need for funding from the State; the cost of busing; the management of the charter school's budget; and charter school accountability. No members of the public attended.

Related Regents Items

Syracuse Academy of Science Charter School

First Renewal
http://www.regents.nysed.gov/meetings/2007Meetings/December2007/1207emscvesida1.htm

Second Renewal
http://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/March2012/312p12a1.pdf

Utica Academy of Science Charter School

Initial Charter
http://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a3.pdf

Syracuse Academy of Science and Citizenship Charter School

Initial Charter
http://www.regents.nysed.gov/common/regents/files/1116p12a1.pdf

Recommendation

Science Academies of New York Charter Schools

VOTED: That pursuant to the authority contained in Education Law §§223 and 2853(1)(b-1)

1. Syracuse Academy of Science Charter School and Syracuse Academy of Science and Citizenship Charter School be and hereby are merged with Utica Academy of Science Charter School, with Syracuse Academy of Science Charter School as the surviving education corporation under the amended name Science Academies of New York Charter Schools.

2. Syracuse Academy of Science Charter School, the surviving corporation, shall continue to administer the educational operations and purposes of the constituent corporations in the same manner as they presently exist.

3. The separate existence of Syracuse Academy of Science Charter School, Syracuse Academy of Science and Citizenship Charter School, and Utica Academy of Science Charter School hereby ceases, and Syracuse Academy of Science Charter School, the surviving corporation under the amended name Science Academies of New York Charter Schools is hereby vested with all the rights, privileges, immunities, powers and authority possessed by or granted by law to each of the constituent corporations. All assets and liabilities of the respective constituent corporations are hereby assets and liabilities of such surviving corporation. All property, real, personal and mixed and all debts to each of the corporations on whatever account are hereby attached to Syracuse Academy of Science Charter School, the surviving corporation under the amended name Science Academies of

New York Charter Schools, and may be enforced against it to the same extent as if the debts, liabilities and duties had been incurred or contracted by it.

4. The merged corporation shall operate under the provisional charter granted to Syracuse Academy of Science Charter School under the amended name Science Academies of New York Charter Schools, which is hereby amended to authorize the operation of three public charter schools as follows:

    i. Syracuse Academy of Science and Citizenship Charter School;
    ii. Utica Academy of Science Charter School; and
    iii. Syracuse Academy of Science Charter School

5. The merger herein shall take effect on July 1, 2017; and it is further

VOTED: That the Board of Regents finds that: (1) **Science Academies of New York Charter Schools** meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) **Science Academies of New York Charter Schools** can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the schools operated by **Science Academies of New York Charter Schools**, and the Board of Regents therefore approves the charter revision and amends the provisional charter accordingly.

Timetable for Implementation

The Regents action for Syracuse Academy of Science Charter School, Syracuse Academy of Science and Citizenship Charter School, and Utica Academy of Science Charter School will become effective on July 1, 2017.

IRS Department of the Treasury
Internal Revenue Service

[redacted]

[redacted]

SCIENCE ACADEMIES OF NEW YORK
CHARTER SCHOOLS
% EHAT ERCANLI
1409 W GENESEE ST
SYRACUSE NY 13204-2191

017730

Employer ID number: [redacted]
Form 990 required: Yes

Dear Taxpayer:

We're responding to your request dated July 19, 2018, about your tax-exempt status.

We issued you a determination letter in June 2003, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(ii).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period:

- Form 990, Return of Organization Exempt From Income Tax
- Form 990EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990-EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m.,

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUL 03 2003

SYRACUSE ACADEMY OF SCIENCE
CHARTER SCHOOL
C/O THOMAS S SQUIRE
HISCOCK & BARCLAY LLP
PO BOX 4878
SYRACUSE, NY 13221-4878

Employer Identification Number:
04-3739991
DLN:
17053090022013
Contact Person:
JOSEPH LAUX ID# 31077
Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of $100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware

of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than $25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally $25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of $20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed $10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding $1,000,000 in any year, the penalty is $100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding $1,000,000 shall not exceed $50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

SYRACUSE ACADEMY OF SCIENCE

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

Not Applicable

SANY Charter Schools have been serving thousands of children and their families with hundreds of its staff since 2003 in Central New York. There has been only a total of seven claims (two parents and four employees) all of these cases were resolved favorably to the charter school and one of the employees resubmitted his claim after the NY State Judge dismissed his allegations.

1. Job descriptions, including qualifications and responsibilities, used in the hiring of school administrators, teachers and other school employees.

Superintendent:

Primary Role and Purpose: Operate as the educational leader while implementing policies set by the board of directors. Assume administrative responsibility for the planning, operation, supervision, and evaluation of the education programs, services, facilities of the schools, and for the annual evaluations of the staff.

Qualifications: Education: Minimum of a master's degree in education or a STEM related field.

Experience: At least five years of administrative experience in a charter school.

Responsibilities and Duties: Responsible for the effective operation of the Schools and keeping the Board of Trustees (BoT) informed of the condition of the Schools' educational, organizational and fiscal operations; Assure effective communication between the Board and the staff; See to the development of specific administrative procedures and programs to implement the intent established by BoT policies, directives, and formal actions; Summon employees of the schools to attend regular and occasional meetings as are necessary to carry out the educational programs; Oversee that all funds, physical assets, and other properties are appropriately safeguarded and administered; Hold regular meetings with Assistant Superintendents, Dean of Schools, Operations Manager and all other administrators to discuss school operations; Assure that best practices are shared between the schools; Represent the Schools before the public, and maintain, through cooperative leadership both within and without the Schools, such a program of public relations as may keep the public informed as to the activities, needs and successes of the Schools; Establish and maintain liaison with community groups which are interested or involved in the educational programs.

Supervisory Responsibilities: Maintain general supervision exercise authority over all SANY Schools employees and over programs they are responsible for maintaining. Ensure fiscal, academic and charter accountability to the board.

Assistant Superintendent:

Primary Role and Purpose: Lead and maintain overall instructional program of the SANY Schools. This position ensures effective operations of the Curriculum and Instruction Department, which includes curriculum and staff development. Serve as a liaison between the board, the superintendent, and the stakeholders of the SANY Schools, including staff, students, parents, and other community members. This position will allow the board to create and implement improvements in an efficient and timely manner, using data to provide guidance and support to school leadership in the decision-making and implementation process.

Qualifications: Education: Bachelor's Degree required. Master's Degree Preferred

Experience: At least five years of management experience preferred; School leadership experience preferred.

Responsibilities and Duties: Instructional Leadership; Compliance; Board Relations; School Improvement and District Morale; Professional Growth and Development; Oversee Fiscal, Administrative and Facilities Functions.
Supervisory Responsibilities: Dean of Schools, Director of Information and Instructional Technologies, Student Affairs Officers.

Assistant Superintendent of Finance and Operations:
Primary Role and Purpose: Oversee and maintain the operation of all SANY Schools financial and business affairs including accounting, payroll, purchasing, and risk management. Act as the financial adviser to the Superintendent and Board of Trustees.
Qualifications: Education: Bachelor's Degree in Accounting, Certified Public Accountant Certificate, or Master's Degree in Business Administration required. **Experience:** Minimum of five years managerial experience in education-related finance
Responsibilities and Duties: General Fiscal Management; Accounting; Fiscal Documentation and Compliance; Payroll; Purchasing; Inventory; Human Resources; Food Services.
Supervisory Responsibilities: Operations Managers, HR Coordinator, Payroll Specialist, Purchasing Agent, Child Nutrition Liaison, Accounts Payable, Accounts Receivable

Dean of School:
Primary Role and Purpose: Oversee instructional program at school building. Demonstrate leadership to ensure high standards of instructional service. Ensure compliance with charter policies, success of instructional programs.
Qualifications: Education: Bachelor's Degree required. Master's Degree Preferred **Experience:** At least 3 years of teaching or administrative experience.
Responsibilities and Duties: Instructional Leadership; School Morale; School Improvement; Student Behavior; Professional Growth and Development
Supervisory Responsibilities: Teachers, Co-Teachers, Dean of Students, School Counselor, College Advisor and other Academic Staff

Operations Manager:
Primary Role and Purpose: Oversee and maintain the operation and business in the charter school.
Qualifications: Education: Bachelor's Degree is required, Master's Degree in Business or related field is recommended. **Experience:** 2 years managerial experience in education-related field is recommended.
Responsibilities and Duties: Non-academic operations such as Budget; Facility management; Purchasing; Human resources; Activity Coordinator; Food Liaison; Transportation Service; Inventory
Supervisory Responsibilities: Secretary, Nurse, Security, Custodian, and Other Non-Academic Staff

Teacher:
Primary Role and Purpose: Provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical

and social growth. Help students develop the skills necessary to be a productive member of society.

Qualifications: Education: Bachelor's degree is required in related teaching subject. Certification preferred; Master's Degree preferred; Must be highly qualified to teach the assigned subject; Prior teaching experience preferred and novice teachers encouraged to apply; Fingerprint clearance through NYS Department of Education. **Experience:** Prior teaching experience preferred.

Responsibilities and Duties:

- Provide engaging lesson plans the conform to the charter's curriculum
- Collaborate with staff to determine charter requirement for the instructional goals, objectives and methods
- Be ready to prepare students for the standardized tests relevant to the content area
- Have excellent content knowledge and pedagogy
- Welcome the use of analytics and data to help drive instruction and promote learning
- Appreciate regular feedback, accountability and the rewards that come with doing a great job serving our students & communities
- Have great classroom management

Competencies:

- Growth mindset, flexible and ok with change
- Intrinsically motivated
- Compassionate
- Strong conviction that all students can succeed
- The ability to take feedback well and immediately implement
- Comfortable with the use of data and analytics to help drive instruction and promote learning

Instructional Strategies

- Design, write and use lesson plans that conform to the charters curriculum. Ensure written plans are available for review.
- Ensure lesson plans show modifications for differences in student learning styles.
- Teach instructional subjects according to guidelines established by New York Board of Education, charter polices and administrative regulations.
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs.
- Design instructional activities by using data from student learning style assessments.
- Collaborate with special education teachers on student Individual Education Plans to ensure all modifications are met.
- Collaborate with staff to determine charter requirement for the instructional goals, objective and methods.
- Produce and oversee teacher aide and volunteer assignments.
- Employ technology practices to strengthen the instructional process.

Growth and Development

- Help students assess and enhance their study methods and habits.
- Produce formal and informal testing to evaluate student success.

- Coordinate and manage extracurricular duties as assigned. Sponsor outside activities approved by the charter principal.
- Serve as an example for students, support mission of charter.

Classroom Management and Organization

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students.
- Control student behavior in agreement with the student handbook.
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on book, equipment and material selection.

Communication

- Establish communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

Professional

- Enrich job skills through professional development activities.

Other

- Keep up to date on and abide by state and charter regulations and policies for classroom teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meeting and assist in staff committees as necessary.

2. Hiring processes for administrators, teachers and other staff members.

Hiring Standards and Criteria

CSARochester believes that the quality of the professional staff determines the quality of education offered in the school. It is therefore the responsibility of the school administration to locate and recruit the best-qualified candidates to meet the school's educational needs. Candidates may include persons qualified to pursue the alternate method of certification.

Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the furtherance of the school's educational goals. Attention shall be paid, among other factors, to the candidate's academic records, and his/her previous relevant experience. Staff must demonstrate that they are aware that children have many different family circumstances and that they are willing and able to provide the educational support that a diverse student population needs in school.

The CSARochester teaching staff members must fulfill their individual responsibilities and work in concert with the other members of the teaching team.

The operations manager of the school will be responsible for advertising available jobs and soliciting applications from qualified candidates. A hiring committee will screen applicants and make recommendations from the candidate pool and possibly interview a small subset of candidates.

The superintendent will recommend to the SANY Board of Trustees (BOT) one or more candidates for hiring. The superintendent shall nominate only candidates who meet the qualifications required by law or who are eligible to meet such qualifications. It is the school's responsibility to obtain a criminal history check of all school employees and to obtain proof of citizenship or eligible alien status.

CSARochester is committed to hiring the individuals who are best qualified for the job without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status, or disability. CSARochester will adhere to relevant New York laws in its hiring practices.

Board will adopt a pay scale which describes salary figures based on experience and education and will make it available to all staff members.

Employment Contracts

The terms of employment for the teaching, administrative, and support staff of the CSARochester will be determined by contracts negotiated within the parameters of relevant New York statutes. CSARochester faculty and staff will be required to enter into individual term employment agreements resembling those used in business but explicitly stating that all requirements of the Charter Law are made part of the agreement. Teaching staff may be obligated to provide services or in service-days, during the CSARochester academic year, or during the entire year depending upon their role in the school. The agreement affirms that any materials created by staff members for use by CSARochester, or produced using the staff or resources of the school, are works-for-hire and all intellectual property rights are vested in the school.

Recruitment

A three step process will be used for recruitment.

1. In Step 1, resumes and applicants will be screened for a potential match of expectations and culture. Special note is given to those who have demonstrated a desire to devote additional time outside of classroom instruction with students. All applicants will be asked to submit a cover letter that states their qualifications and their educational philosophy, as well as a résumé and names of three references.
2. Step 2, a committee is involved in observing the applicant's lesson, and posing questions and situations to the applicant and measuring the applicant's responses.
3. Step 3 comprises final interview questions, in which expectations are presented to the candidate and a contract may be signed.

CSARochester will advertise in the local paper, online, and directly through major universities for the recruitment of qualified individuals.

Hiring and Dismissal: Administrative team makes the final decision after interviews and observations. The superintendent recommends the selected candidate to SANY's BOT for approval, which is followed by a call back to offer and sign contract. Any dismissal or termination is subject to applicable New York Charter School Law provisions.

Pay Scale: Proposed pay scale based on education level, professional experience, and years spent at school, benefits, and supplemental income opportunities are shown in the SANY recruitment flyer at the end of this document.

3. Evaluation processes for administrators, teachers and other staff members.

Evaluation process for administrators, teachers, and other staff members

The superintendent will be evaluated using the rubric provided below annually by the committee consisting of minimum five members, including two board members, assistant superintendent, school deans, and operations manager. Evaluation of other administrators, teachers, and staff members are explained in details in the application narrative section 3.E.

Superintendent Evaluation Rubric

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

5.2	Establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.	
5.3	Ensures that all students have full and equitable access to educational programs, curricula, and available supports.	
5.4	Guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning.	
6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.		
6.1	Employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.	
6.2	Oversees the use of practices for the safe efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).	
6.3	Provides responsible fiscal stewardship.	
6.4	Demonstrates compliance with legal requirements.	

4. Complaint process for staff.

Parent/Staff/Public Complaints and Grievances

The Board of Trustees of the school takes seriously complaints or grievances from any member of the public, parent, guardian, or person in parental relation, or employee. It is also mindful, however, that many disputes are best resolved at the lowest possible level. Accordingly, the Board provides the following process relative to public or parent, guardian, or person in parental relation complaints and/or School employee grievances. To the extent a complaint or grievance is submitted without prior compliance with the procedures set forth below, the recipient of the complaint or grievance shall provide a copy of this Policy to the complainant and direct that person to submit his or her complaint or grievance consistent with this Policy.

All complaints and grievances shall be submitted to the appropriate person, as identified in this Policy, only in writing. The Board expects that a person will comply with the procedures stated below, in the below-stated sequence, prior to filing a written complaint with the Board.

A. Level I

In keeping with the above-stated guidance, complaints or grievances should first be discussed with the teacher of a parent, guardian, or person in parental relation's child or the immediate supervisor of a School employee.

1. ***Parental Complaints.*** If a student's classroom teacher has the authority to resolve a complaint or problem, the parent, guardian, or person in parental relation shall first raise and discuss the complaint with the classroom teacher, either by:
   - a telephone conference or an e-mail; or
   - a conference between the teacher and the parent, guardian, or person in parental relation, which the parent, guardian, or person in parental relation shall request with the teacher.

2. ***Staff Complaint.*** A School employee shall describe and specify the basis for a complaint with his or her immediate supervisor in writing. Thereafter, the immediate supervisor and employee shall meet to discuss the complaint and work in good faith toward a satisfactory resolution.

B. Level II

If a person has complied with the process for Level I and is dissatisfied with the results of that process, he or she may pursue the complaint using the Level II process.

1. ***Parental Complaints.*** If a parent, guardian, or person in parental relation has first spoken with his or her child's classroom teacher and attempted in good faith to resolve the problem, but remains dissatisfied, the parent, guardian, or person in parental relation may contact:
   - The Dean of School or his or her designee concerning any academic or teacher-related complaint; or the Dean of Students concerning any discipline-related complaint.
   - The Dean of School will keep a record of each Level II complaint, including the nature of the complaint, the complaining party, and a description of the steps taken to resolve the complaint.
2. ***Staff Complaints.*** A School employee who has complied with the procedures for Level I complaints and is dissatisfied with the results of that process may forward his or her complaint in writing to the Operations Manager and HR department. The Operations Manager shall consider the complaint and, within seven (7) days of its receipt, either respond to the employee in writing or meet with the employee regarding the complaint. If the Operations Manager meets with the employee in lieu of providing a written response, the Operations Manager shall respond to the employee's complaint in writing within seven (7) days after that meeting.

C. Level III

A person who has complied with the Level II process and remains dissatisfied may proceed with the following procedures under Level III:

1. ***Parental Complaints.*** If the parent, guardian, or person in parental relation is dissatisfied with the response of the Dean of School or Dean of Students to his or her complaint, the parent, guardian, or person in parental relation may state his or her complaint in writing to the Superintendent. The written complaint to the Superintendent shall comply with the following:
   - Be signed by the parent, guardian, or person in parental relation filing the complaint;
   - Specifically state the nature of the complaint, including any School rule, guideline, law, or regulation that the parent, guardian, or person in parental relation claims to have been violated, and all relevant facts and circumstances surrounding the complaint;
   - Contain sufficient information and/or evidence to support the complaint; and

- Specify how the parent, guardian, or person in parental relation would like the complaint resolved.

2. ***Employee Complaints.*** An employee who has completed the procedures stated in Level II and who remains dissatisfied with the results of that process may forward his or her complaint in writing to the Superintendent and HR department. The Superintendent shall consider the complaint and, within seven (7) days of its receipt, either respond to the employee in writing or meet with the employee regarding the complaint. If the Superintendent meets with the employee in lieu of providing a written response, the Superintendent shall respond to the employee's complaint in writing within seven (7) days after that meeting.

D. Level IV

A person who has completed the procedures of Levels I through III but remains dissatisfied with the responses provided during those procedures may submit his or her complaint in writing to the Board and HR department. Any such written complaint shall contain the elements stated in Level II. The Board will not accept any complaint if the complainant has not been provided the Superintendent with at least seven (7) school days in which to respond to the complaint.

The Board will discuss any properly-submitted complaint at its next scheduled meeting, in Executive Session when appropriate, and shall provide the Superintendent with guidance regarding any further response concerning the complaint. The Board will advise the complainant of its decision within thirty (30) days of its receipt of a properly submitted complaint.

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS



ELEVATE YOUR CAREER

JOIN OUR TEAM

2020-21 Staff Recruitment Benefits & Opportunities Outline









DISCOVER WHY STARTING A CAREER WITH SANY IS RIGHT FOR YOU

At the Science Academies of New York, we believe in a kindness-first approach. We ask our staff to be positive, act positive, and build relationships with colleagues, students, and families. We work from a common question: Is this good for our children?

We use this question to build relationships, drive instruction, develop goals, and reflect on our practice. We seek educators who aim to serve as models of effective behavior and care deeply about the impact they will have on future generations.

We expect our staff to grow continuously, and we support their achievement of this goal. We encourage staff to develop an understanding of the structure and functions of the school and the role each of us plays in the success of our students.

SANY

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS

STAFF TESTIMONIALS



I have worked for the Utica Academy of Science Middle School for the past three years. When I first took my position as a School Counselor I was nervous and apprehensive about my new role. It was through our summer institute that I met most of my co-workers for the first time. The staff was excited to meet me and for the role that I would play in the up-coming school year. They listened to all of my ideas for our school and were open to making changes in our school and in their classrooms. The middle school strives to create a culture of care. I truly believe that we have exceeded this motto, not only when it comes to our scholars, but also when it comes to our staff. I have never felt as supported as I do in my current position. Teachers respect one another and respect our mission. Teachers go out of their way to help one another and to see their colleagues succeed. It is because of my colleagues and our school environment that I enjoy coming to work each day.

JANELLE D AOUST
SCHOOL COUNSELOR



COMMUNITIES WE SERVE

→ Syracuse Academy of Science Charter School

FOUNDED: 2003

Elementary School
Grades: K-4
4837 S. Salina St., Syracuse, NY 13205

Middle School
Grades: 5-7
200 West High Ter., Syracuse, NY 13219

High School
Grades: 8-12
1001 Park Ave., Syracuse, NY 13204

→ Utica Academy of Science Charter School

FOUNDED: 2013

Elementary School
Grades: K-2
(K-5 by 2022)
160 School Lane, Frankfort, NY 13340

Middle School
Grades: 6-8
1214 Lincoln Ave., Utica, NY 13502

High School
Grades: 9-12
160 School Lane, Frankfort, NY 13340

→ Syracuse Academy of Science and Citizenship

FOUNDED: 2017

Elementary School
Grades: K-3
(K-6 by 2023)
301 Valley Drive., Syracuse, NY 13207

→ Science Academies of New York (SANY) Charter Organization

FOUNDED: 2017
1409 West Genesee St., Syracuse, NY 13204

SANY
SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS

STAFF TESTIMONIALS



In my time at SAS, I have been given the means and opportunities to grow into a leadership role in my grade level and building. I began working here after graduating with my Bachelor's Degree, and this was my first teaching position. With the help of mentors, coworkers, and administration, I have grown tremendously professionally, personally, and emotionally. SAS is unique in the support and relationships among staff and students. There is always someone willing to lend a helping hand, a listening ear, or provide resources to help students and teachers be successful. The community at SAS is truly one of a kind. The professional and personal connections I've made will last a lifetime.

ASHLEY KOVARIK
ELEMENTARY TEACHER



BUILDING A SCHOLAR

We believe every child deserves the supports to succeed.
These six elements are integral to our daily operations at each SANY school.

1 IDEAL STUDENT TO TEACHER RATIO

SANY elementary schools support an ideal student to teacher ratio of 13:1. Classes of more than 13 scholars have two or more teachers. Middle and high school classes maintain individualized support for students offered through on-staff support interventionists in all SANY buildings.

2 ACCESS TO MODERN TECHNOLOGY

All SANY schools are equipped with modern technology. We offer our educators SmartBoards, Chromebooks, iPads, and laptops to serve their students' educational needs.

3 THE POWER OF UNIFORMITY

Students in all SANY schools wear a uniform to school each day. By enforcing a strict uniform policy students are able to focus on the school work, not their outfits. Students come to school with a sense of academic purpose, and the uniforms help to create an overall environment of academic excellence.

4 CHARACTER EDUCATION

Education is not just about book smarts. We believe soft skills like leadership, teamwork, kindness, forgiveness, perseverance, and integrity are equally as necessary as a strong academic foundation.

5 CELLPHONE-FREE CLASSROOMS

We believe in the power of technology to prepare our scholars to become critical thinkers. However, we also want students not to feel distracted at school, which is why we operate a strict no-phone policy across all SANY buildings.

6 RESOURCE SERVICES

Special Education is not a place, it is a service. The goal is to provide all students with services necessary for success in the least restrictive classroom environment. Special Education teachers provide accommodations and modifications to the grade level curriculum to help all students be successful.

SANY
SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS

STAFF TESTIMONIALS



Through this district and their leaders, I have been given the opportunity to find and capitalize on my strengths. They have put their trust in me to take leadership roles and responsibility that build my knowledge. SANY is constantly looking for ways to improve so I feel that my voice is heard and my opinion matters. There can be tough days, but the people who work at SANY make these days easier. They understand the positives, but also the negatives you experience each and every day. I've made lifelong friends that have encouraged me and kept me in the teaching profession. Teaching is not an easy job, but SANY, my coworkers, and students make it all worthwhile.

REBEKAH HERSHEY
MATH INTERVENTION/ MATH COACH



SALARY & BENEFITS

EQUAL OPPORTUNITY EMPLOYER

Science Academies of New York is committed to maintaining a working and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or those who participate in an equal opportunity investigation.

COMPETITIVE BENEFITS

Exceptional Health, Dental, & Vision Insurance

Enrollment in the NYS Teacher Retirement System (TRS) or 403b employer match

Competitive Salary

Short-Term and Long-Term Disability

Life Insurance

Paid Vacation and Federal Holidays

Professional Development

Tuition Reimbursement

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS

STAFF TESTIMONIALS



I have had the privilege of teaching at Syracuse Academy for the past 17 years. SAS cares about its students and staff and provides all the tools to have a very rewarding experience and career. When you walk through the doors you feel welcomed and appreciated and you will come to feel as this is your second home. Every day you get the opportunity to empower the students to become lifelong learners and the leaders of tomorrow.

DONALD DWYER
SOCIAL STUDIES

2020-21 SCHOOL YEAR
Syracuse Area Certified Teacher Payscale

DEGREE LEVEL	SALARY
Bachelor's Degree	$47,500
Master's Degree	$49,000
Bachelor's Degree +5 Years Teaching Experience	$56,000
Master's Degree +5 Years Teaching Experience	$57,500
Bachelor's Degree +10 Years Teaching Experience	$61,000
Master's Degree +10 Years Teaching Experience	$62,500

BENEFITS
Provided to Full-Time Staff at No Cost

BENEFIT	AMOUNT
Life Insurance Benefit	$50,000
Accidental Death & Dismemberment (AD&D)	$50,000

	NY STATE DISABILITY	SHORT-TERM DISABILITY	LONG-TERM DISABILITY
Who is Eligible	All Employees	All Full-Time Employees	All Full-Time Employees
Benefits Begin	After 7 days of continuous disability	After 30 days of continuous disability	After 90 days of disability
Benefit Duration	Benefits will continue up to 26 weeks	Benefits will continue up to 9 weeks	Benefits will continue up to Social Security Retirement Age *(Age 67 for all born after 1960)*
Percentage of Income Replaced	50%	60%	50%
Maximum Benefit	$170/week	$1,200/week	$5,000/month

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS









Supplemental Income Opportunities

2020-21 SCHOOL YEAR

ACTIVITY	PAY SCALE
Weekday Tutoring (Hourly)	$20
Weekend Tutoring (Hourly)	$25
Summer School (Hourly)	$25
Congressional Award Weekday Tutoring (Hourly)	$20
Congressional Award Weekday Tutoring (Hourly)	$25
Congressional Award - Certificate (Per Student)	$300
Congressional Award - Bronze Level (Per Student)	$300
Congressional Award - Silver Medal (Per Student)	$600
Congressional Award - Gold Medal (Per Student)	$800
Home Visit (Per Visit)	$20
Grade Level Chair (Per Appointment)	$500
Department Head (Per Appointment)	$500
Mentorship (Per Appointment)	$500
Math, ELA Science and ENL-Certified Teacher or Committed to SANY Master Program	$5,000
Previous Years Experience outside of SANY (per each Year)	$500
Referral Program for every referral hired as FT Lead Teacher	$500
Tuition Reimbursement (Annual Benefit)	$3,000
Pathway Masters Program	$35,000
Performance Bonus	$5,000

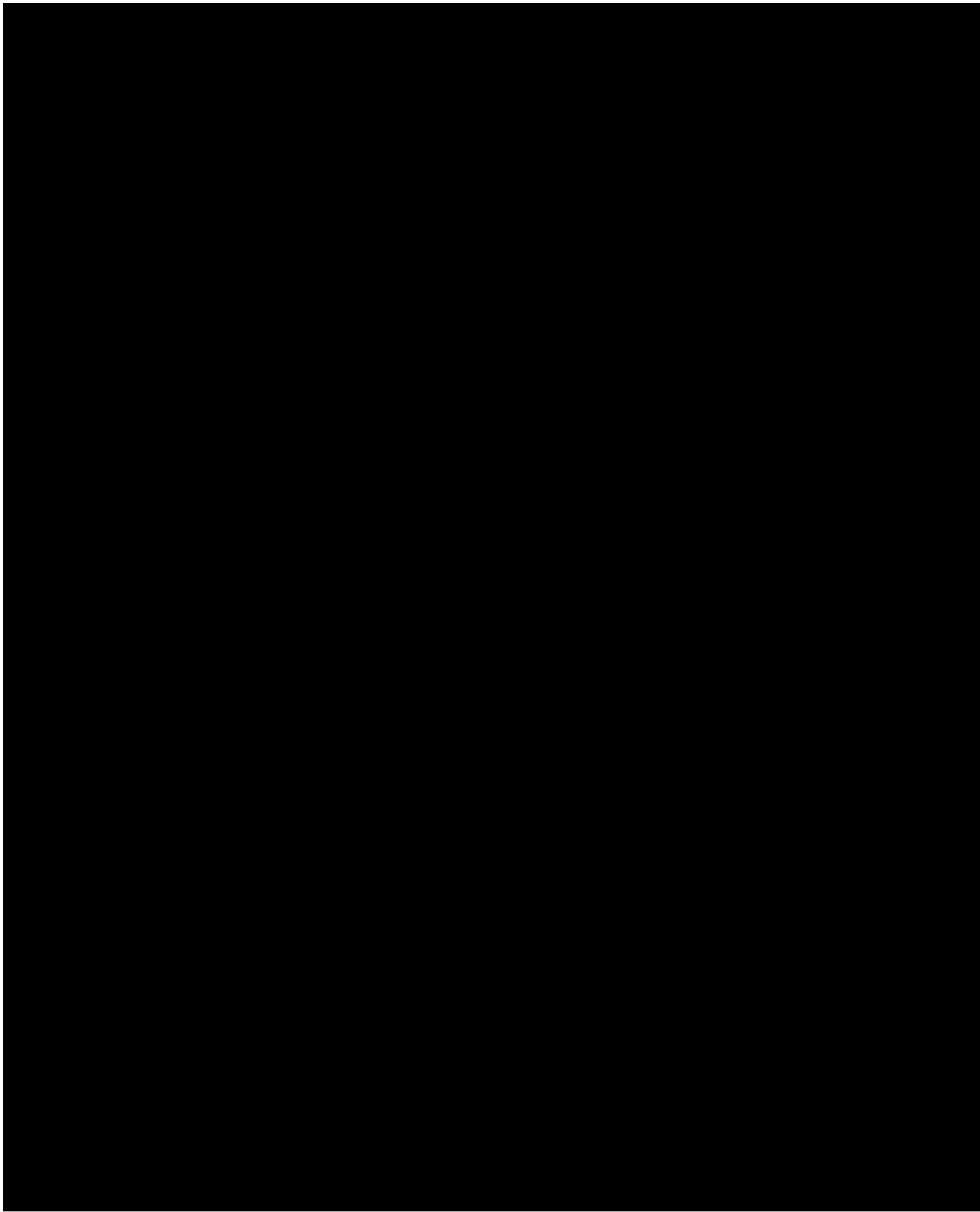
SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS

SCIENCE ACADEMIES OF NEW YORK CHARTER SCHOOLS

STARTING A CAREER WITH SANY IS RIGHT FOR YOU

APPLY NOW

Opportunities posted online at sany.org/recruitment



Immediately upon receipt of its charter and the finalization of its building contract, the founders of CSARochester will mail brochures and application materials to families with K-2 school age children, will hold open houses, and will accept enrollment applications at CSARochester websites. A school advertisement will be placed in local newspapers and radio to reach out to all the segments of the community so that CSARochester will have a diversified student body. We will hand out flyers, and put up posters in malls and community centers. These documents will briefly describe the vision of the school and the enrollment process and will allow those who cannot attend a public meeting to have a chance to hear about CSARochester.

Prior to opening the school, the board and superintendent will hire a Dean of School and Operations manager, who will be employed at networks existing school to train about the SANY Model. Dean of School and Operations Manager will hire a Dean of Students, teachers, and other staff who meet the qualifications and certification necessary for their position and possess characteristics and goals that are aligned with the school's mission and objectives according the pre-opening plan between January and July 2021. A building that meets NYSED requirements, NYS occupancy terms, and the school's population and function requirements will be identified by March 2021. CSARochester's new teachers will attend the 10-day Summer Institute of training plan prior to opening the school that will establish a team mindset for the entire staff and set the tone, expectations and procedures for the upcoming year. It will also create a collaborative environment between two school staff and administrators to share experiences throughout the year.

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

September 2020 – March 2021	
▪ Receive charter approval	Board
▪ Begin formal board meetings	Board
▪ Adapt the school and Financial Policies	Board /Superintendent
▪ Apply for all relevant grants and loans	Assistant Superintendent for Finance
▪ Hire School Dean and Operation Manager	Superintendent
▪ Begin enrollment recruitment	Operational Manager
▪ Launch community meetings to publicize school	Operational Manager
▪ Identification of Facility and Lease	Superintendent
▪ Contract facility and design any renovations	Board / Superintendent
▪ Develop policies and fiscal management system	Assistant Superintendent for Finance
▪ Conduct Board meetings	Board

March – June 2021	
▪ Require student applications by April 1st.	Operational Manager
▪ Receive parent/guardian commitment letters	Operational Manager
▪ Open enrollment continues based on seats	Operational Manager
▪ Enroll students	Operational Manager
▪ Conduct lottery within April, notify student candidates, establish waiting lists	Operational Manager
▪ Adopt personnel policies and procedures	Superintendent
▪ Notify school districts of residence of admitted students and obtain records	Operational Manager
▪ Order all necessary technology, books, supplies	Operational Manager
▪ Adopt policy manuals	Superintendent
▪ Notify district on transportation and calendar	Operational Manager
▪ Establish and furnish classrooms	Operational Manager/School Dean
▪ Provide orientations for students and families	Operational Manager/School Dean
▪ Develop snack and lunch program	Operational Manager
▪ Hire teachers, assistant aides, nurses and staff	Operational Manager/School Dean
▪ Establish financial procedures, internal controls, accounts payable, and voucher systems.	Assistant Superintendent for Finance

July – August 2021	
▪ Obtain records based on enrollment	Operational Manager
▪ Adopt a revised budget based on June 30 count	Assistant Superintendent for Finance
▪ Continue enrollment based on available space	Operational Manager
▪ Conduct PD for staff and teachers	School Dean
▪ Establish food and health services	Operational Manager
▪ Establish and maintain facility	Operational Manager
▪ Develop transportation plan	Operational Manager
▪ Receive IEP plans for all students	Operational Manager/School Dean
▪ Submit all documents expected by the State Department of Education prior to the opening of the school: e.g., certificate of occupancy, sanitary inspection report, fire inspection report, licenses of Administrators, teachers, and professional support staff	Superintendent
▪ Provide Student Handbook	School Dean
▪ Establish Student Database system	Operational manager
▪ Hold parent-student meetings regarding student policies and procedures	School Dean

September 2021 – November 2021	
▪ Celebrate opening of school	Superintendent
▪ Implement instructional program	School Dean
▪ Conduct school self-assessments	School Dean
▪ Repeat recruitment and admissions procedures	Operational Manager
Continue ongoing public relations efforts	Operational Manager

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

Dissolution Plan

Date of closing and last day of school: 30 June		
Escrow Account $100,000		
Schedule of Activities	**Person Responsible**	**Date of Completion**
Financial Statements		
▪ Submit financial statements to NYSED	Assistant superintendent of Operations and Finance	30 Aug
Final Audit		
▪ Appoint independent auditor to conduct a final audit	Board of Trustees	30 Aug
Accountability and Reporting Required Task		
▪ Submit end-of-year reports by specified deadlines	Assistant superintendent of Operations and Finance	30 Jul
Legal		
▪ Devise procedures for dissolving board and relieving board members ▪ Provide NYSED with name, address and contact info of person designated as the primary contact person for all future inquires, as well as Board resolution appointing this person as primary contact.	Board of Trustees	30 Aug
Federal Grants		
▪ Provide proof of proper liquidation of goods acquired through federal grant(s). ▪ Verify liquidation and/or transfer of property acquired through federal grants to the district. ▪ Submit Final Expenditure Reports for entitlement grants.	Assistant superintendent of Operations and Finance	30 Aug
Enrollment Count		
▪ Collect updated student registers and conduct a final enrollment.	Assistant superintendent of Operations and Finance	30 Jul

Identification/Programs

1. **Who will administer and oversee the supervision of MLL/ELL programs and faculty?**
   School Deans collaborate weekly with the Assistant Superintendent and Superintendent to oversee programs and faculty for MLL/ELL. Monthly collaborations are held between teachers of MLL/ELL students.

2. **Explain the MLL/ELL identification and placement process at your school.**
   TESOL teachers meet with all incoming students and their families to assist in completing the home-language questionnaire. If the home-language questionnaire indicates the student's native language is other than English, the school will administer the New York State Identification Test for English Language Learners (NYSITELL). The NYSITELL will determine the student's level of English proficiency, and thus indicate the level of ENL support the student will receive.

3. **Who will oversee your school's MLL/ELL Identification Process?**
   School administrators (Dean and Operations Manager) work closely with the ENL coordinator to assess and place students into the ENL program. The Operations Manager verifies that all newly enrolled families complete the Home Language Questionnaire, while the Dean and the ENL coordinator reach out to families for 1:1 interviews and arrange the NYSITELL.

4. **Describe the programs that will be available to the MLL/ELL population in your school (e.g. transitional bilingual education, one-way or two-way dual language).**
   We follow NYS ENL Units of Study and Staffing Requirements to support our ELL/MLL student populations. Depending upon students' English Language Proficiency, students receive Stand-Alone ENL services and/or Integrated ENL services. For Stand-Alone ENL services, the ESOL teacher has a separate time with groups of ELLs, based on their grade level and English Language Level (Entering, Emerging, Transitioning, Expanding, and Commanding). During Integrated ENL Services, it is pertinent for the ENL teacher to actively work alongside all of the teachers in the school and provide scaffolds to students of differing language levels in order for them to meet the expectations of the Common Core standards in a grade-appropriate way. Students receive pull-out supports, as well as push-in support, from qualified ESOL-certified teachers from anywhere between 90 and 360 minutes per week, as necessary.

5. **Describe the Identification, evaluation and placement for MLL/ELLs who may be differently abled/SWD or who enter with an IEP.**
   Differently abled students entering with an IEP will receive academic support from a Special Education Teacher, along with English Acquisition support from the English as a New Language teacher. For those differently abled MLL/ELL students who do not enter

with an IEP, their academic growth will be reviewed along with their progress toward proficiency. Students who do not make progress will be submitted to the RtI process, and receive Tier 2 and 3 intervention supports. If students make progress with these internal school supports, students will continue receiving tiered instruction. When necessary, a referral for Committee of Special Education will be made.

Quality of Instruction

6. **Describe how your school will ensure that MLLs/ELLs will meet or exceed the academic standards as set forth in your proposed charter application.**
   MLL/ELL will meet or exceed the academic standards set forth in the charter application through regular ongoing-progress monitoring. Student goals are set at the beginning of the year, and the academic support team monitors student growth on a monthly basis. Student progress toward mastery of New York State learning standards is also monitored after each unit assessment. There are intervention times built into the school day for pre-teaching and re-teaching grade level concepts and skills.

7. **Explain the instructional strategies, methods, and materials to be used in both English and the Home Language to move MLLs/ELLs toward English proficiency and content area mastery.**
   Teachers across the school utilize teaching methods daily to ensure they meet the requirements needed for each scholar to acquire the English language. Some of the strategies that we use in our classrooms are scaffolding; differentiation explicit vocabulary teaching; purposeful grouping; activating prior knowledge; modeling; extended discussion; pre-, during- and post-reading activities; and linguistic contrastive analysis. The ELL classroom environment and mainstream classrooms are language-rich, always supporting the language development of students using realia (real objects or pictures of real objects), manipulatives, graphs, models, visual aids, field trips, and technology. Students within the program come from many different backgrounds, speak different languages, and have differing levels of literacy in their home language. The ENL teacher provides varying levels of home-language support, as it is helpful or useful to each individual student. As needed, students are provided with dictionaries in their home language, particularly for content area, and academic language. Preserving and using the home language is valued greatly. Similarly, the program seeks to constantly incorporate each student's unique culture and language in the school community and especially within the ENL classroom.

8. **Explain how instruction and materials will be differentiated to support various MLL/ELL subpopulations. (Students with Interrupted Formal Education, Long Term ELLs, Newcomers, ELLs with Disabilities, Former ELLs)**
   Differentiated support for subpopulation of ENL students varies from student groupings, smaller teacher to student ratios, visual aids, and differentiated instructional materials. In terms of differentiated materials, Language Studio is the content-based companion for our K-4 English Language Arts core curriculum. Targeted supports, and scaffolding

strategies (for five English proficiency levels) are integrated with content to help students achieve language mastery. Any student identified as a potential Student with Interrupted Formal Education (SIFE) upon entering the country will be given the SIFE Oral Interview Questionnaire and, if necessary, the Multilingual Literacy SIFE Screener by a qualified person. Subsequent interventions will be established based on need, and necessary supports will be provided.

9. **Describe how the Home Language will be used to support advanced literacy across the content areas.**

   ELL/MLL students will be exposed to a language-rich environment in their mainstream classrooms and all academic-support areas. This includes exposure to language, vocabulary, print, and time in text. The home language will be used to support advanced literacy across the content areas. Teachers will identify home languages spoken by MLL/ELL students. When introducing new vocabulary, multi-lingual dictionaries will be available, as is deemed useful, along with anchor charts and visual word walls. Where appropriate and useful, teachers will provide students with translated versions of materials and additional resources in the home language to further support student understanding and literacy in both languages. In addition, these students will receive translated versions of their Regents exams to use alongside the English version for all subjects in which they exist and are allowed or will be provided a translator, per NYS regulations. Teachers will invite family members in to read stories in the students' home language.

10. **How will the school ensure that materials for MLLs/ELLs are high-quality, culturally appropriate and research-based?**

    The school has adopted the Core Knowledge Language Arts (CKLA) curriculum for K-4. The curriculum is research-based and is the recommended NYS ELA curriculum for elementary schools. In addition, outside consultants of multicultural literacy assess, review, and provide feedback to our schools to ensure they are culturally responsive and appropriate for our students. Grades 5-6 use NYS modules, which have been deemed high-quality and inclusive of all students. Teachers differentiate the material as needed to support their individual students. This allows for the embedding of various student cultural backgrounds.

11. **Explain how the school will deliver instruction that is rigorous and research-based, includes all language domains (reading, writing, listening and speaking).**

    The school has adopted the Core Knowledge Language Arts (CKLA) curriculum for K-4. The program outlines detailed, rigorous, and research-based instruction to support all students in reading, writing, listening, and speaking domains. The program is broken down into two major components for grades K-2: Skills and Listening, and Learning. Skills instruction primarily focuses on phonics and phonemic awareness, as well as the mechanics of writing. During Listening and Learning, students are exposed to frequent Read-Alouds with rich academic content vocabulary. Students receive instruction in listening and speaking, as well as writing within the genre during this component. In

grades 3-4, the two components are integrated into one program, yet all of the phonics, comprehension, and writing pieces remain present. Grades 5-6 use NYS modules for Content Area classes with modifications and scaffolding.

CKLA also offers a Language Studio program that is directly aligned to supporting ELL/MLL learners. This program contains the same content, yet in a more heavily scaffolded manner. This allows ELLs/MLLs greater access to the curriculum, as it was directly designed to support ELL/MLL student populations, as necessary.

Support

12. **Explain the process that your school will use to provide translated materials and/or interpretation services to parents of MLL/ELL (or persons in parental relation) who request them.**
    Upon enrollment, families that indicate a home language other than English are provided enrollment materials in their home language, whenever necessary. During the enrollment process, we screen for families who may need interpretation services and provide that support. Subsequently, throughout the school year, whenever discussing student progress, attendance, etc., an interpreter is provided, as well. In the event that families request materials in another language, which we do not have on file, we seek out an interpreter to create the documents as requested. During Parent Teacher Conferences, and/or Curriculum Nights, the ELL teacher will work in conjunction with classroom teachers to provide information on the linguistic, cultural, academic, and social adjustment of ELL students at all ages and grade levels.

13. **Elaborate on the intervention and support services that will be available to MLLs/ELLs in both English and the Home Language.**
    ELL students will receive the same academic content as those students who are non-ELL students. All instruction will be in English; however, the level of English used for instruction—both verbal and written—will be modified for any ELL student, if necessary in home language and visual aids. Teachers will modify their teaching, as part of SIOP, by using physical activities, visual aids, field trips, technology, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. Grade-level appropriate scaffolded reading materials will also be provided to ELL students.

    The ELL room will be equipped with necessary books, audiovisual equipment and other supplies. CSA Rochester will ensure that a certified ELL teacher will be assigned to teach our ELL students in a freestanding ELL program.

14. **Describe how the social emotional needs of students in each MLL/ELL subpopulation (Students with Interrupted Formal Education, Long Term ELLs, Newcomers, ELLs with Disabilities, Former ELLs) be addressed by the school.**

The social emotional needs of MLL/ELL students and subpopulations of MLL/ELL students will be met through collaboration of school counselors, general-education teachers, ENL teachers, and local agencies. The ELL teacher will work in conjunction with classroom teachers to provide information on the linguistic, cultural, academic, and social adjustment of ELL students at all ages and grade levels. ELL students who have basic interpersonal communication skills (BICS) and are at a beginning level of cognitive academic language proficiency (CALP) to handle most of the classroom communication will be integrated in the mainstream classroom. Those who have not achieved BICS and/or CALP will be referred to the appropriate support services that may be needed by ELL students, in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling. Parents whose English proficiency is limited will receive notices and information from the school in their native language whenever possible, so that we will be able to encourage the participation of all parents in the school community, regardless of their home language. Parents of ELL students will also be kept abreast of their children's progress in English language acquisition and will be offered after-school and weekend ELL programs regarding U.S. culture and education system.

- Students with Interrupted Formal Education will be offered additional support during the regular school day and extended-learning opportunities during our scholar tutoring program held after school and on Saturdays.
- Long Term ELLs will receive stand-alone and integrated ENL support in language-rich environments. Literacy standards and expectations will be integrated across all content-area courses. Content teachers and ENL will collaborate to develop units of instruction embedded with literacy.
- Newcomers will receive both integrated and stand-alone ENL programming. These students will receive services to develop their Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Strategies for these students include the use of manipulatives, modeled activities, adjusted rate of speech, content-area vocabulary, labels and visual aids.
- ELLs with Disabilities will receive scaffolded support from the special-education teacher, general-education teachers, and ENL teacher. Ongoing progress monitoring will ensure students are making progress toward individualized goals.
- Former ELLs receive two years of additional support from the ENL teacher. Specifically, this includes 90 minutes of integrated ENL support in ELA or another core content course.

15. Explain how the school will engage parents of MLL/ELL families in order to share and receive information about their children's progress and language development.

Throughout the school year, whenever discussing student progress, attendance, etc., an interpreter is provided as needed. In the event that families request materials in another language that we do not have on file, we seek out an interpreter to create the documents requested.

During Parent Teacher Conferences, and/or Curriculum Nights, the ELL teacher will work in conjunction with classroom teachers to provide information on the linguistic, cultural, academic, and social adjustment of ELL students at all ages and grade levels.

Home visits are also a crucial part of our program that fosters and supports parents and families' knowledge about their children's progress and language development.

Professional Development/Teacher Certification

16. **Describe professional learning opportunities your teachers will receive that build their capacity to support MLLs/ELLs.**
    For ESOL and Bilingual pedagogues, we offer training through our local BOCES affiliate, in addition to approved CTLE pathways offered online and as part of the SANY District. Beyond this, and as part of our Danielson Evaluation framework, we partner with teachers to set SMART goals related to capacity and performance-related improvement. Teachers meet weekly as part of Professional Learning Communities in order to share best practices, review data, and monitor progress.

17. **How will the school scout, attract and retain quality ESOL and Bilingual pedagogues?**
    Teacher recruitment is a critical element, as is continuing educational opportunities. By partnering with local and nationally accredited universities, we collaborate to do both. Teacher recruitment comes in the form of targeted mailings, recruitment events, and through administrative recruitment in conjunction with continuing-education coordinators at universities with accredited TESOL programs. For ESOL and Bilingual pedagogues we offer training through our local BOCES affiliate, in addition to approved CTLE pathways offered online and as part of the SANY District.

18. **Explain how administrators will program formal, consistent collaboration time to communicate and collaborate around supporting MLLs/ELLs.**
    Administrators collaborate with staff after each testing cycle to assess students' progress and determine areas for intervention. Teachers also meet weekly in Professional Learning Communities (PLCs) to monitor formal and informal data, including looking at student work, to collaborate and discuss best practices for supporting all students, including MLLs/ELLs. Staff meetings are also used to address program-wide adjustments across curriculum to benefit students' academic and language acquisition.

19. **How will the school establish systems and structures that allow teachers to communicate information about MLL/ELL needs?**
    School administration conducts data meetings after each testing cycle to provide staff the opportunity to analyze and discuss their classroom data. This provides teachers with a structured system and format to facilitate communication with Instructional Coaches and Administration, in order to garner necessary supports at the building level. The school also has incorporated time within the school schedule for Professional Learning

Communities (PLCs). At PLCs, teachers discuss ELL/MLL needs, whether it is academic, sharing of best practices, and/or organization of additional resources.

Data/Assessment

20. **In addition to the NYSESLAT, describe the assessments and data that teachers will use in both English and the Home language to plan for instruction to ensure the unique educational needs of MLLs/ELLs are being met.**

    The school will evaluate each student's performance in academic content areas to measure progress in core subjects. All students, including ELLs and MLLs, are evaluated to determine appropriate progress through F&P testing every six (6) weeks, STAR Early Literacy, STAR Reading, and STAR Math bi-monthly. Students may receive individualized small-group instruction to target skill deficiencies, as well as modifications within the academic curriculum. If an ELL/MLL student fails to show appropriate progress in these academic areas, as measured by the appropriate tests, students will go through the RTI committee and receive Tier 2 instruction for 8 weeks. Teachers, interventionists, and case managers monitor their progress weekly. Students are also monitored by teacher assessment of classroom work, and modifications to the instructional program may be made for individual students, as needed.

    In addition, CSA will look at disaggregated data for ELL students as a group, to evaluate the progress these students are making in the acquisition of the English language and in core subjects. This data will provide information as to whether broader program modifications are necessary and whether additional professional development ought to be provided to our teaching staff. Upon reaching proficiency in the English language, as measured by NYSESLAT, ELL students will be exited from the ELL program.

21. **If applicable to the grade levels served in the proposed application, describe your plan to monitor and provide guidance and support for students to meet or exceed State graduation requirements.**

    ELL/MLL students have an advisory period with an ENL teacher. The teacher provides guidance and support for students to meet or exceed their state graduation requirements. Scholars who receive stand-alone services are not pulled from their core classes. At the elementary and middle-school level, students are pulled from an intervention period that is built into the schedule.

    Tutoring is often an important part of a student's education. We provide tutoring to English language learners (ELL) every Tuesday, Thursday, and Saturday. If an ELL student attends all tutoring sessions, the student will be given 5 to 6 hours of extra ELL instruction per week on top of mandated ELL units/minutes. An ELL teacher generally works with a student to provide remedial, enrichment, or other support.

22. **Describe how the school will continuously use data to identify, monitor, and respond to MLL/ELL needs.**

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