SUNY Charter Schools Institute
The State University of New York

2025 TRANSMITTAL AND SUMMARY FORM

Please refer to the 2025 SUNY Request for Proposals document available at https://www.newyorkcharters.org/resource-center/applicants/ when completing this form. Contact charter.newapp@suny.edu with any questions.

Proposed School Information (note: if proposing multiple schools, a separate Transmittal is required for each one)			
Proposed Charter School Name: (Must include words "Charter" and "School"	Central New York Academy Charter School		
Education Corporation Name (if different than proposed charter school name):			
		Ed. Corp Status:	New Ed Corp
Proposed Opening Date (Month/Year):	September 2026	School District of Location (or NYC CSD):	Syracuse City SD

Proposed Grades to be Served and Enrollment		
Charter Year	**Grades**	**Enrollment**
Year 1	K-2	180
Year 2	K-3	240
Year 3	K-4 and 6	360
Year 4	K-7	480
Year 5	K-8	540

Proposed Affiliations (if applicable)	
Charter Management Organization ("CMO"):	HLN Initiatives Inc.
CMO Contact Info (Name, Phone):	Errol Bedford [redacted]
Partner Organization:	
Partner Contact Info (Name, Phone):	
NOTE: A CMO provides a majority of educational management services at a school, a partner organization is a non-profit entity that provides space or support to the school but is does not provide a majority of educational management services.	

Lead Applicant(s) Contact Information						
Lead Applicant Name:	Vincent B Love					
Applicant is a (check all that apply):	☐ Parent	☐ Teacher	☑ School Administrator	☐ District Resident	☐ SUNY Ed Corp/Charter School	
Organization Name (if applicable):						
Applicant Mailing Address:	[redacted]					
Phone Number (direct line):	[redacted]	Secondary Phone Number:		Email Address:	[redacted]	

Secondary Applicant Name (if applicable):					
Applicant is a (check all that apply):	☐ Parent	☐ Teacher	☐ School Administrator	☐ District Resident	☐ SUNY Ed Corp/Charter School
Organization Name (if applicable):					
Applicant Mailing Address:					
Phone Number (direct line):		Secondary Phone Number:		Email Address:	

Media/ Public Contact Information (Note: this information will be publicly posted on the Institute's website)					
Name:	Vincent B Love	Phone #:	315-436-1498	Email:	vncnt47@yahoo.com

Program Design

Provide the proposed school's mission statement in the space below. **(Maximum 200 words.)**

The mission of Central New York Academy Charter School is to ensure academic success and a better quality of life for students in the greater Syracuse community through education, mentorship, core values and community service. Our student-centered approach to learning will foster the academic and personal growth that is needed to meet or exceed state standards, close the achievement gap and develop productive members of society who are critical thinkers, motivated leaders, and lifelong learners who are prepared for high school and beyond.

Provide the proposed school's key design elements. Provide a brief **(up to 50 words)** description of each key design element.

1. Research Based Progressive and Conventional Teaching Methods - Central New York Academy Charter School (CNYACS) will employ research-based curriculum that focus on an instructional program that blends progressive and conventional teaching methods, with a particular emphasis on the Science of Reading.
2. Mentoring - CNYACS will implement a Mentoring Program. CNYACS mentors will serve as role models, providing academic assistance and personal guidance to enhance students' confidence and overall academic success.
3. A Collaborative Climate for All Learners - (RTI/MTSS) - CNYACS will tailor interventions based on diagnostic, formative, and summative assessments. This comprehensive RTI/MTSS approach will guarantee personalized support for all students, incorporating assistive technology, learning coaches, and targeted assistance. Students with disabilities will be serviced using the Inclusion model.
4. Implementation of Staffing/Curriculum Reflective of DEI/Cultural Proficiency - CNYACS will recruit and promote a diverse faculty and staff reflective of the community we serve. CNYACS will implement content area curriculum reflective of the cultural backgrounds of our community and students.
5. Core/Character Values that Support a Positive School Climate and Culture - CNYACS will develop and implement a robust core values curriculum. By fostering a commitment to responsibility and honesty, we will empower students to navigate challenges with integrity, shaping them into ethical and principled individuals.
6. Daily Professional Development and Common Planning for all Teaching Staff - CNYACS teachers will be required to engage in daily professional development that focuses on the NYS Next Generation Learning Standards, academic-behavior management, differentiated instruction, progressive teaching strategies, and data analysis for informed decision-making.
7. Parent Engagement -CNYACS will implement parent engagement activities that will foster collaboration between educators and parents. By providing consistent communication, informative materials, workshops, and expert guidance, the school will empower parents to actively engage in their children's education.
8. Well Rounded Curriculum -CNYACS will offer a comprehensive educational experience through its well-rounded curriculum. Integrating music, visual arts, dance, and foreign language, the school will prioritize holistic development. Students will engage in a diverse range of subjects, fostering creativity, cultural awareness, and linguistic skills for a balanced and enriched learning experience.

Provide a brief overview of the proposed school's academic program in the space below. The description should address any specific philosophical, instructional, curricular, or other approaches the school intends to implement and the rationale for this selection. **(Maximum 500 words.)**

Central New York Academy Charter School (CNYACS) will embrace a comprehensive learning model that was developed over the years with our perspective CMO and their parent company's, Higher Learning Network Inc., professional development client Harriet Tubman Charter School. This model has yielded exceptional results in student achievement. https://docs.google.com/document/d/1wWo4OC6p9MjMk0MPEUXnQghSMctgFKDUgYB0Mg95Ock/edit?usp=sharing

Recognizing the diverse learning styles and needs of students, CNYACS will integrate both progressive and conventional methods with a focus on the Science of Reading, to create a well-rounded and adaptable learning environment. Progressive education is an innovative approach to learning that emphasizes student-centered and experiential learning. It aims to foster critical thinking, creativity, and social development by tailoring education to individual students' needs and interests. Progressive education incorporates hands-on activities, project-based learning, and collaborative projects to engage students in meaningful and relevant ways, promoting a holistic approach to intellectual and emotional development. Conventional methods will offer a structured foundation, ensuring essential skills and knowledge are imparted systematically. Combining these approaches will foster a dynamic learning environment that addresses the varied needs of students, promoting holistic development.

CNYACS will emphasize three foundational principles in its design:
1. Higher Achievement - CNYACS will aim for tangible improvements in student performance and proficiency, highlighting the importance of consistent attendance and a curriculum that focuses on rigorous instructional strategies. Utilizing the Danielson Framework for Teaching, CNYACS will encourage high expectations for teachers that will foster a culture of excellence in education and empower educators to inspire and guide students toward achieving their fullest potential.
2. Higher Social Standing - Beyond academic excellence, CNYACS recognizes the importance of nurturing students' holistic development. Rigorous Social/Emotional Learning (SEL) and mentoring programs will be implemented to cultivate self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The goal will be to mold students into critical thinkers, motivated leaders, and lifelong learners who contribute positively to society.
3. Higher Learning - CNYACS will implement the gradual release model of explicit instruction. This model, rooted in constructivist principles, will empower students to actively participate in the learning process, fostering critical thinking and problem-solving skills. Differentiated instruction based on student data will ensure that each student's unique learning style will be accommodated, promoting a sense of autonomy and love for inquiry. Daily teacher professional development will offer educators the invaluable opportunity to stay abreast of evolving teaching methodologies and pedagogical advancements, fostering a continuous cycle of improvement.

CNYACS will prioritize the Science of Reading by addressing its five pillars—Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension—grounded in evidence-based practices that support how children learn to read. This comprehensive approach builds essential cognitive and linguistic skills. Teacher training for the Science of Reading will be supported by The Reading League,https://www.thereadingleague.org/. In mathematics, CNYACS will implement the five practices for orchestrating productive discussions to deepen conceptual understanding. By integrating research-based strategies with a focus on social-emotional development, CNYACS ensures a strong foundation in literacy and math, preparing students to thrive academically and personally in a dynamic world.

Proposed Board Members

Provide a list of all proposed board members below. The Institute understands that applicants may add trustees to the education corporation's board in the future but expects applicants to have at least five board members at the time of application submission and identify a Chair, Vice-Chair, Secretary, and Treasurer. All proposed board members must undergo background checks and be present at an interview to constitute a functioning board in order for the Institute to recommend the charter for approval.

For each proposed trustee please provide a brief biographical statement **(maximum of 200 words each)** that includes each proposed trustee's:

- Name;
- Proposed charter school board title, if applicable (e.g., Chair, Vice-Chair);
- Current job title/position and company/organization;
- Past job title(s)/position(s) and company/organization (if applicable);
- Educational background including degree(s) earned and institution(s); and,
- Any relevant experience including boards, volunteering, community organizations, etc.

Dr. Shanelle R Benson-Reid - Chair

President, and CEO of the ACCESS Global Families of Companies. Dr. Benson-Reid is a Consultant, Coach, Author, Professional Speaker and former Candidate for Onondaga County Legislature, District 14. She is currently a faculty member of Claremont Lincoln University and LeMoyne College. She is also the Education Coordinator for the Jamesville DeWitt Central School District. Dr. Benson-Reid received a Ed. D. in Organizational Leadership from the University of La Verne, an M.A. in Special Education from California State University San Bernardino, and a B.A. in Sociology from California State University San Bernardino. She received her administration credentials from the San Bernardino School District and teaching credentials from California State University San Bernardino. Her expertise is in the areas of Education, Entrepreneurship, Leadership, Cultural Competency, Social Awareness, Equity and Community / Individual Empowerment. Dr. Benson- Reid has spent her adult life encouraging others, cultivating relationships, and advocating for the under served.

Jawwaad A. Rasheed - Vice Chair

Mr. Rasheed has been a staple in the Syracuse Community for over forty years. He has served as the Chief Accountability Officer for the Syracuse Police Department since 2023. He also currently serves as President of Junior Frontiers of Mohawk Valley, Youth College Access Program. He also was the Director of the program before he ascended to the president position. Previously, Jawaad was a Family Court Judicial Officer from 1993 to 2020. Jawwaad received a Bachelor of Arts Degree in Political Science, History and African American Studies from Amherst College. He received his JD and LLM Degrees from Georgetown Law School and a degree in International Law and International Diplomacy from Georgetown Law School also. Jawwaad has extensive board membership experience. He has been a charter school board member of the Science Academies of New York since 2015. He has also served as a board member of the Community Foundation of Herkimer & Oneida Counties. He was President of the Board for the Community Foundation of Herkimer &Oneida Counties from 2021 to 2023.

Mr. Vincent B Love - Treasurer

Treasurer of the North Syracuse Central School District. Mr. Love was formally CEO of Blueprint 15 Inc., a community development organization in Syracuse, New York. He is also President Emeritus of the [redacted] of Syracuse Inc. and is currently Vice President of Finance. In his career, Mr. Love has worked as an Auditor for the California State Department of Transportation and the Syracuse Housing Authority in various capacities. Mr. Love earned a B.S. Degree in Accounting and Business Administration from Florida A&M. He is currently serving as a board member of the following entities: The Gifford Foundation, Vera House, Hillside Works Scholarship Connection, The Center for Community Alternatives and Onpoint for College.

Evette N. Williams - Secretary

Evette has lived in Syracuse, New York for the past four decades. As the driving force behind Restoreforlife, Inc., a nonprofit organization deeply committed to aiding individuals and families navigating the foster and kinship care systems, Restoreforlife, Inc. extends its support to a diverse array of clients, including foster youth transitioning into adulthood, grandparents seeking educational and financial assistance, kinship youth in search of stable housing, and adults who have previously been part of these systems. Prior to her dedication to Restoreforlife, Inc., Evette devoted twenty-two years to elementary education, culminating in six years as a master teacher, mentoring and training new educators. She collaborated with Syracuse University and Oswego College to provide guidance to aspiring teachers and played a pivotal role in revitalizing a SCSD school as a member of the leadership team. Driven by her commitment to restorative justice, Evette pursued certification as a Circle Keeper under the tutelage of Robert Spicer, facilitated by the American Federation of Teachers. Outside her professional sphere, Evette draws strength from her faith and active engagement in her church community. Her guiding mantra, "I am because we are," epitomizes

Lead Applicant Signature		
Signature:	[redacted]	

By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

NOTE: The Institute only accepts valid digital signatures or physically signed scanned copies. Please do NOT submit typed signatures. Please contact the Institute directly if you have questions



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GENERAL INSTRUCTIONS FOR COMPLE

R-00b - Statistical Overview -

1- General Information

All information on the Enrollment and Retention tabs should a
reflect BEDS day information. Please refer to footnotes for ac
this form to charter.accountability@suny.edu. Complete the f
form with data for each school in the education corporation (

2- Enrollment

All enrollment data should reflect BEDS day information.

All students who received mandated services at some point o
Disabilities ("SWD") count even if they no longer receive servi

Any student identified as an English language learner ("ELL") a
regardless of their current English language proficiency status

3- Retention

All retention data should reflect students enrolled in school o

4- Discipline

Distinguish the total number of suspensions (occurrences) fro
students).

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ersity of New York

ETING THE STATISTICAL OVERVIEW FORM

"The request is not applicable."

align to data available in the state's Level 2 Reporting Portal. All data should
dditional clarifying information. Send any questions about how to complete
form for the academic years 2020-21, 2021-22, and 2022-23. Complete the
or network) for replicated schools.

f enrollment in the school should be included in the Students with
ces.

at any point of enrollment in the school should be included in the ELL count
.

n previous BEDS day who remained in the school the following BEDS day.

m the total number of students that were suspended at least once (unique

Bedscode	Network/Ed Corp	School Name
111111111111	Education Corporation or Network Name	Example School 1
111111111111	Education Corporation or Network Name	Example School 1
111111111111	Education Corporation or Network Name	Example School 1
222222222222	Education Corporation or Network Name	Example School 2
222222222222	Education Corporation or Network Name	Example School 2
222222222222	Education Corporation or Network Name	Example School 2

Notes:

[1]All enrollment data should reflect *BEDS day information.*

[2]All SWD numbers should include students who received mandated services at some point of enrollment i

[3]All ELL numbers should include current students receiving ELL services and any student ever identified as

School Year	Total Enrollment[1]	Number of Students with Disabilities[2]	Number of English language learners[3]	Number of Economically Disadvantaged Students
2020-21				
2021-22				
2022-23				
2020-21				
2021-22				
2022-23				

n the school even if that student is no longer receiving services.
an ELL at the school.

Bedscode	Network/Ed Corp	School Name
111111111111	Education Corporation or Network Name	Example School 1
111111111111	Education Corporation or Network Name	Example School 1
111111111111	Education Corporation or Network Name	Example School 1
222222222222	Education Corporation or Network Name	Example School 2
222222222222	Education Corporation or Network Name	Example School 2
222222222222	Education Corporation or Network Name	Example School 2

Notes:

All retention data should reflect students enrolled in school on previous BEDS day who remained in the schoc

[1]An eligible student is one who has not completed the school's terminal grade, aged out of the program or

[2]All students who received mandated services at some point of enrollment in the school should be includec

[3]All ELL numbers should include current students receiving ELL services and any student ever identified as a

School Year	Total Number of Students Eligible to Return from Previous Year[1]	Total Number of Eligible Students Who Returned from Previous Year	Number of Students with Disabilities Eligible to Return from Previous Year[2]	Number of Students with Disabilities Who Returned from Previous Year
2020-21				
2021-22				
2022-23				
2020-21				
2021-22				
2022-23				

ol the following BEDS day.
been expelled.
d in this count even if no longer receiving services.
an ELL while at the school.

Number of English language learners Eligible to Return from Previous Year[3]	Number of English language learners Who Returned from Previous Year	Number of Economically Disadvantaged Students Eligible to Return from Previous Year	Number of Economically Disadvantaged Students Who Returned from Previous Year

Bedscode	Network/Ed Corp	School Name
111111111111	Education Corporation or Network Name	Example School 1
111111111111	Education Corporation or Network Name	Example School 1
111111111111	Education Corporation or Network Name	Example School 1
222222222222	Education Corporation or Network Name	Example School 2
222222222222	Education Corporation or Network Name	Example School 2
222222222222	Education Corporation or Network Name	Example School 2

School Year	Number of In-School Suspensions (Occurrences)	Number of In-School Suspensions (unique students)	Number of Out of School Suspensions (Occurrences)	Number of Out of School Suspensions (unique students)
2020-21				
2021-22				
2022-23				
2020-21				
2021-22				
2022-23				

Number of Expulsions

R-01ac - Community Need and Proposed School Impact

a. Community Description and Need

Applicant's Rationale for Selecting the Community

The Central New York Academy Charter School (CNYACS) aims to serve the Syracuse, NY community, a city grappling with significant socioeconomic challenges. Syracuse has been noted for its high rates of child poverty and extreme poverty, particularly among Black and Hispanic residents. The city's child poverty rate stands at 45.8%, the second highest in the U.S. among urban areas, with over 13,700 children living below the poverty line. Additionally, Syracuse has the highest rate of extreme poverty among Black and Hispanic populations in the nation's 100 largest metropolitan areas. These poverty levels are concentrated in neighborhoods such as the Near South, Near Southwest, and North Side, highlighting the systemic and long-standing economic and social inequalities in the area.

Given these challenges, CNYACS seeks to provide high-quality education and community support services to alleviate some of these inequities. The choice of Syracuse is driven by the urgent need for effective educational interventions and support structures to address the persistent poverty and its associated effects on children's education and overall well-being.

Founding Team Members' Connections and Ties to the Community

The founding team of CNYACS includes members who are deeply connected to the Syracuse community through various initiatives and organizations. Notably, the [redacted] organization, which has been active in Syracuse, will play a pivotal role in supporting the school and its community-centered approach. The team's involvement in local community development and their commitment to addressing the disparities faced by Syracuse residents form a strong foundation for the proposed school.

The founding team members of CNYACS are Vincent B. Love and [redacted]. Both men have strong ties and connections to the Syracuse, New York Community. Below, is a description of their ties and connections to the community.

Vincent B. Love

Professional and Community Experience: Vincent B. Love has extensive experience in finance and administration within the educational and community development sectors in Syracuse, NY. He has been the Treasurer for the North Syracuse Central School District since June 1993, overseeing all financial activities and maintaining accounting records according to established policies and principles. Additionally, Love served as the CEO of Blueprint 15 Inc., a non-profit organization aimed at redeveloping underserved neighborhoods in Syracuse. His leadership role in Blueprint 15 underscores his commitment to community revitalization and addressing socioeconomic disparities.

Community Involvement: Vincent has been deeply involved in various community organizations. He served as the President of the [redacted] of Syracuse Inc. from January 2009 to January 2019, where he led initiatives focused on mentorship and community empowerment. He also held board positions with multiple organizations, including the Gifford Foundation, United Way of Central NY, Onpoint for College, Center for Community Alternatives, and Onondaga Historical Association. His active participation in these organizations highlights his dedication to improving the quality of life for residents in Syracuse.

Education: Love holds a Bachelor of Science degree in Accounting and Business Administration from Florida A&M University, providing a strong foundation for his roles in finance and administration.

Vincent B. Love brings a wealth of experience and deep-rooted connections to the Syracuse community, making them well-suited to lead the Central New York Academy Charter School. Their professional backgrounds in finance, education, and community service, combined with their active involvement in local organizations, underscore their commitment to addressing the educational and socioeconomic needs of Syracuse residents. Their leadership and expertise will be instrumental in achieving the school's mission to provide high-quality education and support services to students and their families.

Evidence of Alignment with Community Goals and Needs

CNYACS is designed to meet the specific educational and socio-economic needs of Syracuse's underserved populations. Both circumstances reflect Syracuse's goals and needs. The school will not only offer a robust educational program but also function as a community hub, providing access to resources such as financial literacy, health and wellness programs, and workforce preparation. This dual approach aims to uplift both students and their families, addressing the broader issues of poverty and social inequality.

CNYACS is designed to offer a comprehensive and innovative educational program that integrates both progressive and conventional teaching methods. The key elements of the CNYACS curriculum focus include:

1. **Research-Based Progressive and Conventional Teaching Methods:**
    - CNYACS will employ a curriculum that blends progressive and conventional teaching methods. This approach emphasizes the Science of Reading, ensuring that foundational literacy skills are built through evidence-based practices.
2. **Mentoring Program:**
    - CNYACS will implement a mentoring program. will pair students with mentors. These mentors will serve as role models, providing academic assistance and personal advice to enhance students' confidence and overall academic success.
3. **Collaborative Climate for All Learners (Response to Intervention - RTI):**
    - The school will implement an RTI approach tailored to individual student needs based on diagnostic, formative, and summative assessments. This will ensure

personalized support for all students, incorporating assistive technology, learning coaches, and targeted assistance.

4. **Cultural Proficiency:**
    - CNYACS will recruit and promote a diverse faculty and staff reflective of the community it serves. The curriculum will include content that reflects the diversity of the community and students, promoting an inclusive educational environment.
5. **Core/Character Values Curriculum:**
    - A robust core values curriculum will be developed and implemented to foster a commitment to responsibility, honesty, and integrity. This will empower students to navigate challenges with ethical and principled decision-making.
6. **Daily Professional Development for Teaching Staff:**
    - Teachers at CNYACS will engage in daily professional development focused on the New York State Next Generation Learning Standards, academic-behavior management, differentiated instruction, progressive teaching strategies, and data analysis for informed decision-making.
7. **Parent Engagement:**
    - The school will implement activities to foster collaboration between educators and parents. Consistent communication, informative materials, workshops, and expert guidance will empower parents to actively engage in their children's education. The National Parents Union (https://nationalparentsunion.org/) will assist in the development and implementation of the parent engagement activities.
8. **Well-Rounded Curriculum:**
    - CNYACS will offer a comprehensive educational experience through a well-rounded curriculum that integrates music, visual arts, dance, and foreign language. This approach prioritizes holistic development, fostering creativity, cultural awareness, and linguistic skills.
9. **Higher Achievement, Social Standing, and Learning:**
    - The school will focus on improving student performance through rigorous instructional strategies and consistent attendance. Social/Emotional Learning (SEL) and mentoring programs will cultivate self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
    - The gradual release model of explicit instruction will empower students to actively participate in learning, fostering critical thinking and problem-solving skills. Differentiated instruction will accommodate each student's unique learning style, promoting a sense of autonomy and love for inquiry.
10. **Early Literacy and Mathematics Focus:**
    - CNYACS will prioritize the five pillars of early literacy: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. In mathematics, the school will implement the five practices for orchestrating productive math discussions, ensuring a strong foundation in these core subjects.

By integrating these elements, CNYACS aims to create a dynamic and inclusive learning environment that addresses the varied goals and needs of its students, promoting academic excellence, personal growth, and social responsibility.

Description of the Target Community

The target community for CNYACS comprises neighborhoods with high concentrations of poverty and racial/ethnic minorities. These areas, primarily in the Near West and Southside neighborhoods, suffer from significant socio-economic disadvantages, including substandard housing, poor healthcare facilities, and a lack of full-service grocery stores. The demographic profile of the student population will likely reflect these challenges, with high percentages of students living in poverty, students with disabilities, and English language learners (ELLs).



Figure 1 - City of Syracuse, New York

Community Demographics and Trends

The demographic trends in Syracuse show a persistent pattern of racial and ethnic concentration of poverty. For instance, the number of neighborhoods with racially and ethnically concentrated poverty has increased over recent years, exacerbating the economic and social divides within the city. This demographic trend underscores the critical need for targeted educational and community support programs to break the cycle of poverty and provide equitable opportunities for all residents. Here is an overview of the key demographic statistics (www.census.gov) (https://data.nysed.gov/):

Population and Racial/Ethnic Composition

- **Total Population**: Approximately 142,749 people.
- **Racial/Ethnic Breakdown**:
  - White: 54.5%
  - Black or African American: 30.3%
  - Hispanic or Latino: 8.0%
  - Asian: 5.4%
  - Other races/multiracial: 1.8%

Poverty and Income Levels

- **Poverty Rate**: Syracuse has a high poverty rate, with over 30% of the population living below the poverty line.
- **Child Poverty Rate**: The child poverty rate is alarmingly high at 45.8%, indicating a significant number of children living in impoverished conditions.
- **Median Household Income**: The median household income is significantly lower than the national average, contributing to the city's economic challenges.

Educational Attainment

- **High School Graduation Rate**: Approximately 78% of residents have graduated from high school.
- **Higher Education**: Around 25% of the population holds a bachelor's degree or higher.

Employment

- **Unemployment Rate**: Syracuse has an unemployment rate that is higher than the national average, reflecting economic difficulties and limited job opportunities in the area.

Language and Immigration

- **English Language Learners (ELLs)**: A substantial portion of the student population in Syracuse schools are English Language Learners, reflecting the linguistic diversity of the community.
- **Foreign-Born Population**: Approximately 10% of residents are foreign-born, contributing to the cultural diversity of the city.

Housing

- **Housing Affordability**: Many residents face challenges with housing affordability, with a significant number of households spending more than 30% of their income on housing costs.
- **Homeownership Rate**: The homeownership rate in Syracuse is lower than the national average, with a significant portion of the population renting their homes.

Health and Social Services

- **Access to Healthcare**: Access to healthcare services is a challenge for many residents, particularly those in high-poverty areas. There are disparities in health outcomes related to socioeconomic status and race/ethnicity.
- **Community Services**: There are various community services available, but they are often stretched thin due to high demand and limited resources.

Trends and Projections

- **Population Trends**: Syracuse has experienced population decline in recent decades, though recent efforts aim to stabilize and grow the population through economic development initiatives.
- **Economic Trends**: The local economy faces challenges, but there are ongoing efforts to revitalize certain sectors and attract new businesses to the area.

These demographic details highlight the diverse and complex nature of Syracuse's population, underscoring the need for targeted educational programs and community support services to address the various challenges faced by its residents. CNYACS seeks to address these challenges.

Performance of Local Schools

Local schools in Syracuse face numerous challenges in meeting the educational needs of their students, particularly in high-poverty areas. Public schools often lack the necessary resources and support to effectively address the academic and social-emotional needs of their students. Nonpublic schools, while providing alternative options, may not be accessible to all families due to financial constraints. Existing charter schools in the area have varying levels of success, but there remains a significant demand for quality educational options that can offer tailored support to underserved communities. The performance of public schools in Syracuse is mixed, with some schools demonstrating strong academic outcomes and robust extracurricular programs, while others face significant challenges related to funding, infrastructure, and student achievement gaps. Nonpublic schools often offer high academic standards and specialized programs but are less accessible to low-income families due to tuition costs.

Strengths and Weaknesses of Public and Nonpublic School Options in Syracuse, NY

Public Schools

Strengths:

1. **Accessibility**: Public schools are accessible to all students within the district, providing free education to a diverse student population.
2. **Comprehensive Programs**: They offer a wide range of programs, including special education, English language learning, and various extracurricular activities.
3. **Community Involvement**: Public schools often serve as community hubs, fostering strong connections with local organizations and families.
4. **Funding and Resources**: Public schools receive state and federal funding, which can provide substantial resources for facilities, technology, and instructional materials.
5. **Experienced Staff**: Many public schools have experienced and certified teachers who are well-versed in educational best practices and state standards.

Weaknesses:

1. **Overcrowding**: Some public schools in Syracuse face overcrowding, which can impact the quality of education and individual attention students receive.
2. **Resource Allocation**: Despite receiving funding, the distribution of resources can be uneven, leading to disparities in the quality of education across different schools.

3. **Standardized Testing Pressure**: The emphasis on standardized testing can limit curriculum flexibility and stifle creative teaching methods.
4. **Infrastructure Issues**: Some public schools struggle with outdated facilities and insufficient maintenance, impacting the learning environment.
5. **Achievement Gaps**: There are significant achievement gaps among different student demographics, particularly affecting minority and low-income students.

Nonpublic Schools

Strengths:

1. **Smaller Class Sizes**: Nonpublic schools often have smaller class sizes, allowing for more personalized instruction and individual attention.
2. **Specialized Programs**: These schools can offer specialized curricula, such as religious education, Montessori methods, or advanced placement courses, catering to specific educational philosophies or student needs.
3. **High Academic Standards**: Many nonpublic schools maintain rigorous academic standards and have strong track records of student achievement.
4. **Parental Involvement**: Nonpublic schools often have higher levels of parental involvement, contributing to a supportive educational environment.
5. **Modern Facilities**: These schools may have more modern facilities and better-maintained infrastructure compared to some public schools.

Weaknesses:

1. **Tuition Costs**: Nonpublic schools charge tuition, which can be a barrier for many families, limiting access to those with higher financial means.
2. **Limited Diversity**: These schools may lack the diversity found in public schools, leading to less exposure to different cultures and socioeconomic backgrounds.
3. **Selective Enrollment**: Nonpublic schools can be selective in their admissions, potentially excluding students with special needs or those who struggle academically.
4. **Less Oversight**: There is often less regulatory oversight of nonpublic schools, which can result in variations in educational quality and accountability.
5. **Variable Resources**: While some nonpublic schools are well-funded, others may struggle with limited resources and rely heavily on tuition and donations.

The proposed Central New York Academy Charter School aims to address these weaknesses by providing high-quality education accessible to all students, particularly those from underserved communities. By integrating strong academic programs with comprehensive community support services, CNYACS seeks to fill the gaps left by both public and nonpublic school options in Syracuse.

Providing a Needed Alternative

CNYACS aims to offer a distinctive educational program that differentiates itself from existing schools by integrating academic excellence with comprehensive community support services. This holistic approach is designed to address both the educational and socio-economic needs of students and their families, providing a sustainable and impactful alternative to current

educational options in the area. These two variables have been difficult to address for other schools in the community. CNYACS' four year community outreach and feedback strategies has promoted a sense of community ownership for the school, which is a needed and desired alternative for this community.

b. Programmatic Impact

Analysis of Existing Educational Options

Public Schools in Syracuse:

- **Strengths:**
  - Comprehensive programs including special education and English language learning.
  - Community involvement and extensive extracurricular activities.
- **Weaknesses:**
  - Overcrowding and resource allocation disparities.
  - Achievement gaps, particularly among minority and low-income students.
  - Infrastructure issues with some schools having outdated facilities.

Nonpublic Schools in Syracuse:

- **Strengths:**
  - Smaller class sizes and specialized curricula.
  - High academic standards and strong track records of student achievement.
  - Higher levels of parental involvement and modern facilities.
- **Weaknesses:**
  - Tuition costs that limit accessibility for many families.
  - Less diversity compared to public schools.
  - Selective enrollment that may exclude students with special needs or those struggling academically.

Projected Programmatic Impact of CNYACS

Enrollment Expectations:

- **Year 1 (2026)**: Grades K-2, Enrollment 180
- **Year 2 (2027)**: Grades K-3, Enrollment 240
- **Year 3 (2028)**: Grades K-4 and 6, Enrollment 360
- **Year 4 (2029)**: Grades K-7, Enrollment 480
- **Year 5 (2030)**: Grades K-8, Enrollment 540

Impact on Public Schools

Academic Programs:

- **Positive Impact:**
    - CNYACS's focus on research-based progressive and conventional teaching methods can serve as a model for instructional strategies.
    - The school-wide mentoring program and emphasis on social-emotional learning may inspire similar programs in public schools.
- **Potential Challenges:**
    - Competition for resources and high-performing teachers could increase, potentially impacting public schools' ability to attract and retain staff.
    - Enrollment shifts might require public schools to adjust their programs and resources to accommodate changing student demographics.

Enrollment and Viability:

- **Positive Impact:**
    - CNYACS can relieve overcrowding in some public schools by providing an alternative option for families.
    - The school's diverse and inclusive curriculum can address gaps in existing public school offerings, particularly for underserved populations.
- **Potential Challenges:**
    - Public schools might experience a decline in enrollment, particularly in grades K-8, which could impact funding and resource allocation.
    - Adjustments may be needed in public schools' staffing and program offerings to respond to changes in student enrollment patterns.

Impact on Nonpublic Schools

Academic Programs:

- **Positive Impact:**
    - CNYACS's integration of a well-rounded curriculum, including arts and foreign languages, could encourage nonpublic schools to enhance their own offerings.
    - The emphasis on professional development and parent engagement might lead nonpublic schools to adopt similar practices.
- **Potential Challenges:**
    - Nonpublic schools may face increased competition for students, particularly if CNYACS is perceived as providing a high-quality, tuition-free alternative.
    - Schools with specialized programs may need to differentiate further to maintain their unique appeal to families.

Enrollment and Viability:

- **Positive Impact:**
    - Nonpublic schools may benefit from the overall improvement in educational standards and practices that CNYACS aims to promote in the community.

- **Potential Challenges:**
    - Declining enrollment in nonpublic schools could occur if families opt for the free, high-quality education provided by CNYACS.
    - Financial sustainability could be impacted for tuition-based schools if they experience a significant decrease in student numbers.

Overall Impact

CNYACS is designed to address significant gaps in the current educational landscape of Syracuse, providing high-quality, inclusive education with strong community ties and support services. While the introduction of CNYACS may pose competitive challenges to existing public and nonpublic schools, it also offers opportunities for collaboration and improvement across the educational ecosystem. By fostering innovative teaching practices, comprehensive student support, and community engagement, CNYACS can contribute positively to the broader goals of educational equity and excellence in Syracuse.

Here is a table listing the K-8th grade schools and 9th-12th grade public and nonpublic schools in the Syracuse City School District, along with their open enrollment options and the grades they serve:

School Name	Grades Served	Open Enrollment
Syracuse City School District K-8 Schools	K-8	Yes, K-8
Syracuse Academy of Science Charter School (K-8)	K-8	Yes, Lottery-based
Syracuse Latin School (K-8)	K-8	Yes, K-8
H.W. Smith Pre-K-8 School	K-8	Yes, K-8
Edward Smith K-8 School	K-8	Yes, K-8
Lincoln Middle School (6-8)	6-8	Yes, 6-8

Frazer K-8 School	K-8	Yes, K-8
Dr. Weeks Elementary School (K-5)	K-5	Yes, K-5
Roberts K-8 School	K-8	Yes, K-8
LeMoyne Elementary School (K-5)	K-5	Yes, K-5
Bellevue Elementary School (K-5)	K-5	Yes, K-5
Delaware Primary School (K-5)	K-5	Yes, K-5
Franklin Elementary School (K-5)	K-5	Yes, K-5
Huntington K-8 School	K-8	Yes, K-8
Syracuse City School District High Schools (9-12)	9-12	Yes, 9-12
Henninger High School	9-12	Yes, 9-12
Corcoran High School	9-12	Yes, 9-12
Nottingham High School	9-12	Yes, 9-12
Fowler High School	9-12	Yes, 9-12
Institute of Technology at Syracuse Central (9-12)	9-12	Yes, 9-12
Bishop Grimes Jr./Sr. High School (7-12)	7-12	Yes, Tuition-based
Christian Brothers Academy (7-12)	7-12	Yes, Tuition-based

This table provides a clear overview of the available educational options for students in Syracuse, NY, and their enrollment policies.

c. Fiscal Impact

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: Syracuse City School District							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Syracuse City School District School District	Projected Impact (% of District's Total Budget)
Year 1 (2026-27)	180	14,601	2,628,180	187,537	2,815,717	612,500,000	0.460%
Year 2 (2027-28)	240	15,039	3,609,367	250,080	3,859,447	612,500,000	0.630%
Year 3 (2028-29)	360	15,490	5,576,472	375,120	5,951,592	612,500,000	0.972%
Year 4 (2029-30)	480	15,955	7,658,355	500,160	8,158,515	612,500,000	1.332%
Year 5 (2030-31)	540	16,434	8,874,119	562,680	9,436,799	612,500,000	1.541%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	https://www.syracusecityschools.com/tfiles/folder10823/2025-26%20Proposed%20Budget%20Presentation.pdf
OTHER NOTES:	

Fiscal Impact of Central New York Academy Charter School (CNYACS)

Enrollment Expectations

CNYACS expects the following enrollment over its first five years:

- **Year 1 (2026-27)**: 180 students
- **Year 2 (2027-28)**: 240 students
- **Year 3 (2028-29)**: 360 students
- **Year 4 (2029-30)**: 480 students
- **Year 5 (2030-31)**: 540 students

Per Pupil Allocation Assumptions

The per pupil rate increases slightly each year, reflecting adjustments for inflation and other factors:

- **Year 1 (2026-27)**: $14,601
- **Year 2 (2027-28)**: $15,039
- **Year 3 (2028-29)**: $15,490
- **Year 4 (2029-30)**: $15,955
- **Year 5 (2030-31)**: $16,434

Dollar Amounts from Each Anticipated Sending District

CNYACS anticipates receiving the following per pupil aid from the Syracuse City School District:

- **Year 1 (2026-27)**: $2,628,180
- **Year 2 (2027-28)**: $3,609,367
- **Year 3 (2028-29)**: $5,576,472
- **Year 4 (2029-30)**: $7,658,355
- **Year 5 (2030-31)**: $8,674,119

Additional revenue from special education funding, food service, grants, and other sources is also projected:

- **Year 1 (2026-27)**: $187,537
- **Year 2 (2027-28)**: $250,080
- **Year 3 (2028-29)**: $375,120
- **Year 4 (2029-30)**: $500,160
- **Year 5 (2030-31)**: $562,680

Total Funding to Charter School from District

Combining the per pupil aid and other district revenue, the total funding to CNYACS from the Syracuse City School District is projected as follows:

- **Year 1 (2026-27)**: $2,815,717
- **Year 2 (2027-28)**: $3,859,447
- **Year 3 (2028-29)**: $5,951,592
- **Year 4 (2029-30)**: $8,158,515
- **Year 5 (2030-31)**: $9,436,799

Projected Budget for the School District of Location

The total general fund operating budget for the Syracuse City School District is approximately $612,500.

Yearly Projected Impact as a Percentage of Each Sending District's Budget

The projected impact of CNYACS on the Syracuse City School District's budget is calculated as follows:

- **Year 1 (2026-27)**: 0.460%
- **Year 2 (2027-28)**: 0.630%
- **Year 3 (2028-29)**: 0.972%
- **Year 4 (2029-30)**: 1.332%
- **Year 5 (2030-31)**: 1.541%

Overview of Fiscal Impact

Enrollment Expectations

CNYACS's projected enrollment growth from 180 to 540 students over five years will draw a significant number of students from the Syracuse City School District, potentially alleviating overcrowding in some public schools while also providing an alternative for families seeking different educational options.

Per Pupil Allocation Assumptions

The per pupil rate is based on the most recent school per pupil aid figures from NYSED. As the school grows, the total funding received from the district will increase proportionally.

Dollar Amounts and Other Revenue

In addition to per pupil funding, CNYACS anticipates receiving additional revenue from special education services, grants, and other sources. This diversified funding stream will support the comprehensive educational programs and services offered by the school.

Projected Impact

The projected fiscal impact on the Syracuse City School District's budget is relatively modest, starting at 0.460% in the first year and increasing to 1.541% by the fifth year. This gradual increase allows the district to plan and adjust accordingly.

CNYACS is expected to have a moderate fiscal impact on the Syracuse City School District. While the school will draw funding from the district based on its enrollment, the impact is balanced by the potential benefits of reduced overcrowding and the provision of additional educational options for families. CNYACS's innovative programs and community-focused approach also have the potential to positively influence the broader educational landscape in Syracuse.

R-02ab – Addressing the Need

Mission

The mission of Central New York Academy Charter School is to ensure academic success and a better quality of life for students in the greater Syracuse community through education, mentorship, core values, and community service. Our student-centered approach to learning will foster the academic and personal growth that is needed to meet or exceed state standards, close the achievement gap, and develop productive members of society who are critical thinkers, motivated leaders, and lifelong learners prepared for high school and beyond.

Key Design Elements

1. Research-Based Progressive and Conventional Teaching Methods

- **Description:** CNYACS will employ a curriculum that blends progressive and conventional teaching methods, with a particular emphasis on the Science of Reading.
- **Rationale:** Progressive education promotes student-centered and experiential learning, fostering critical thinking and creativity. Conventional methods ensure a structured foundation, imparting essential skills and knowledge systematically.
- **Evidence:** Research shows that blending these approaches can address diverse learning needs and promote holistic development (Darling-Hammond, L. et al., 2020).

2. Student Mentoring Program

- **Description:** The mentoring program pairs students with mentors, who provide academic assistance and personal advice.
- **Rationale:** Mentoring programs enhance student confidence, academic success, and personal growth.
- **Evidence:** Studies indicate that mentoring can significantly improve educational outcomes and student retention (Rhodes, J. E., 2002).

3. Collaborative Climate for All Learners (RTI/MTSS)

- **Description:** The RTI/MTSS approach tailors interventions based on diagnostic, formative, and summative assessments, incorporating assistive technology and learning coaches.
- **Rationale:** RTI/MTSS ensures personalized support for all students, particularly those with disabilities, through the Inclusion model.
- **Evidence:** RTI/MTSS has been shown to effectively address diverse student needs and improve educational outcomes (Fuchs, L. S. & Fuchs, D., 2006).

4. Diversity, Equity, and Inclusion (DEI)/Cultural Proficiency

- **Description:** The school will recruit and promote a diverse faculty and staff and implement a curriculum reflecting community diversity.

- **Rationale:** DEI/Cultural Proficiency practices foster an inclusive environment where all students feel represented and supported.
- **Evidence:** Inclusive education practices are linked to improved student engagement and achievement (Borman, G. D. et al., 2005).

5. Core/Character Values Curriculum

- **Description:** A robust core values curriculum will be developed to foster responsibility, honesty, and integrity.
- **Rationale:** Teaching core values helps students navigate challenges with ethical and principled decision-making.
- **Evidence:** Character education programs positively impact student behavior and school climate (Berkowitz, M. W. & Bier, M. C., 2005).

6. Daily Professional Development for Teaching Staff

- **Description:** Teachers will engage in daily professional development focused on the NYS Next Generation Learning Standards, differentiated instruction, and data analysis.
- **Rationale:** Continuous professional development ensures that teachers are equipped with the latest educational strategies and knowledge.
- **Evidence:** Ongoing professional development is critical for effective teaching and improved student outcomes (Desimone, L. M., 2009).

7. Parent Engagement

- **Description:** Parent engagement activities will foster collaboration between educators and parents, providing consistent communication and workshops.
- **Rationale:** Active parent involvement is linked to better student performance and school improvement.
- **Evidence:** Research supports the positive impact of parent engagement on student achievement (Henderson, A. T. & Mapp, K. L., 2002).

8. Well-Rounded Curriculum

- **Description:** The curriculum will integrate music, visual arts, dance, and foreign language to promote holistic development.
- **Rationale:** A well-rounded curriculum fosters creativity, cultural awareness, and linguistic skills.
- **Evidence:** Exposure to the arts and diverse subjects enhances cognitive and social-emotional development (Deasy, R. J., 2002).

Analysis of Research and Effectiveness

Each key design element is supported by substantial research and evidence demonstrating its effectiveness. By integrating these elements, CNYACS aims to create a dynamic and inclusive learning environment that addresses the varied needs of its students.

Execution and Alignment with Mission

CNYACS will regularly evaluate the effectiveness of its key design elements through:

- **Student Performance Data:** Analyzing academic achievement, attendance, and behavior.
- **Surveys and Feedback:** Collecting feedback from students, parents, and teachers.
- **Continuous Improvement:** Using data to inform practice and make necessary adjustments.

Addressing Specific Needs

The key design elements of CNYACS directly address the identified needs of the Syracuse community:

- **High Poverty Rates:** Providing comprehensive support services and mentoring to help students overcome socioeconomic barriers.
- **Educational Gaps:** Implementing progressive and conventional teaching methods to close achievement gaps and ensure high academic standards.
- **Diversity and Inclusion/Cultural proficiency/:** Promoting DEI/Cultural Proficiency practices to create an inclusive and supportive learning environment for all students.

CNYACS's mission and key design elements are carefully crafted to provide a high-quality education that meets the specific needs of the Syracuse community. By focusing on research-based practices, comprehensive support, and continuous improvement, CNYACS aims to foster academic success and personal growth for all its students.

Additional Discussion, Research and Analysis of CNYACS's Key Design Elements:

Research Based Progressive and Conventional Teaching Methods – Central New York Academy Charter School (CNYACS) will employ research-based curriculum that focus on an instructional program that blends progressive and conventional teaching methods, with a particular emphasis on the Science of Reading.

Progressive education prioritizes experiential learning, student-centeredness, and community engagement (Kolb and Kolb, 2005; Hmelo-Silver, 2004; Champagne, 2006). The influence of theorists like Dewey and Kolb is evident in recommendations by accrediting bodies and institutional mission statements. In contrast, in places like New York City, there's a disparity in application rates to progressive schools among different ethnic groups, with concerns about the effectiveness for black students, (Kate Taylor, 2017)).

That is why it is important to recognize that conventional methods will offer a structured foundation, ensuring essential skills and knowledge are imparted explicitly and systematically. Explicit instruction is systematic, direct, engaging, and success oriented—and has been shown to promote achievement for all students, ("Explicit Instructions," n.d.).

Conventional methods of education are designed to provide a structured foundation for learning, ensuring that essential skills and knowledge are imparted in a systematic and organized manner. The term "conventional methods" refers to traditional instructional approaches widely used in formal education settings. Implementing progressive educational methods along with

conventional methods will provide the families in our demographic the assurance that the essential skills will be taught with fidelity.

Student Mentoring - CNYACS will implement a Mentoring Program, pairing students with mentors. CNYACS mentors will serve as role models, providing academic assistance and personal advice to enhance students' confidence and overall academic success.

Mentoring is a vital component of programs encompassing various elements such as tutoring, life skills training, and coaching, contributing to immediate and long-term supportive relationships between mentors and mentees (MENTOR, 2009; Cavell et al., 2009). Established relationships yield various benefits for both mentors and mentees.
For youth, mentoring has been associated with increased high school graduation rates, lower dropout rates, healthier lifestyle choices, improved attitudes toward school, higher college enrollment, heightened educational aspirations, enhanced self-esteem and self-confidence, improved behavior at home and school, stronger relationships with parents, teachers, and peers, improved interpersonal skills, and decreased likelihood of initiating substance use (MENTOR, 2009; Cavell et al., 2009).

Daily Professional Development and Common Planning for all Teaching Staff - CNYACS teachers will be required to engage in daily professional development that focuses on the implemented curriculum for each content area, the NYS Next Generation Learning Standards, academic-behavior management, differentiated instruction, progressive teaching strategies, and data analysis for informed decision-making.

Daily professional development that prioritizes teacher engagement and growth not only sets teachers up for success in the classroom but also exposes them to new ideas and theories, helps them set and achieve goals, improves organization and planning, and ultimately leads to better learning outcomes for students. Additionally, it aids school administrators in leading more effectively, enhances engagement for both students and teachers, increases teacher job satisfaction and retention, helps administrators and school boards improve curricula, and ultimately contributes to the improvement of school quality.
These benefits are achieved through a carefully planned professional development model that involves ongoing learning, engagement, and measurement of progress, such which provides tools for tracking and measuring professional development performance across various levels and initiatives.

R-03ad - Proposal History

a. Applicant History

Vincent B Love is the Treasurer for the North Syracuse Central School District. He was born and raised in Syracuse, New York and attended schools in the Syracuse City School District. Upon graduation from HS, he received a 4-year academic scholarship from Florida A & M University to major in Accounting /Business Administration. This was no small accomplishment after growing up with very limited resources, in a public housing project with one of the highest poverty rates in the country.

After graduating college Vincent moved to California and began to build his career in finance, with a focus in governmental accounting, as an accountant and auditor with the City & County of San Francisco, State of California, and the US Government.

With over 30 years of accumulated work experience, he relocated to Syracuse to care for his elderly mother. Upon returning he noticed a familiar neighborhood where very little had changed for the better. Poverty remained high and was being fueled by high crime, substance abuse and poor-quality education. Vincent began volunteering as a mentor in various youth programs in the community such as the Boys & Girls Clubs, Southwest Community Center, and the Center for Community Alternatives (CCA). At CCA he also recruited mentors and performed mentor training.

Vincent's dedication to serving youth and helping his community, eventually lead him to being appointed as President of [redacted] of Syracuse Inc. (local chapter of a national mentoring organization "[redacted] of America"). He served as president for over 10 years and remains as their VP of Finance. During his presidency the 100 realized the importance of education for successful youth development and started a Saturday Academy program, to provide additional academic resources along with mentoring support. This program was a precursor for the greater vision of establishing a formal academic institution to provide high quality education for underserved youth in this community.

ARTICLE FROM THE DAILY ORANGE - February 6, 2022

Syracuse nonprofit advocates for charter school operated by people of color.



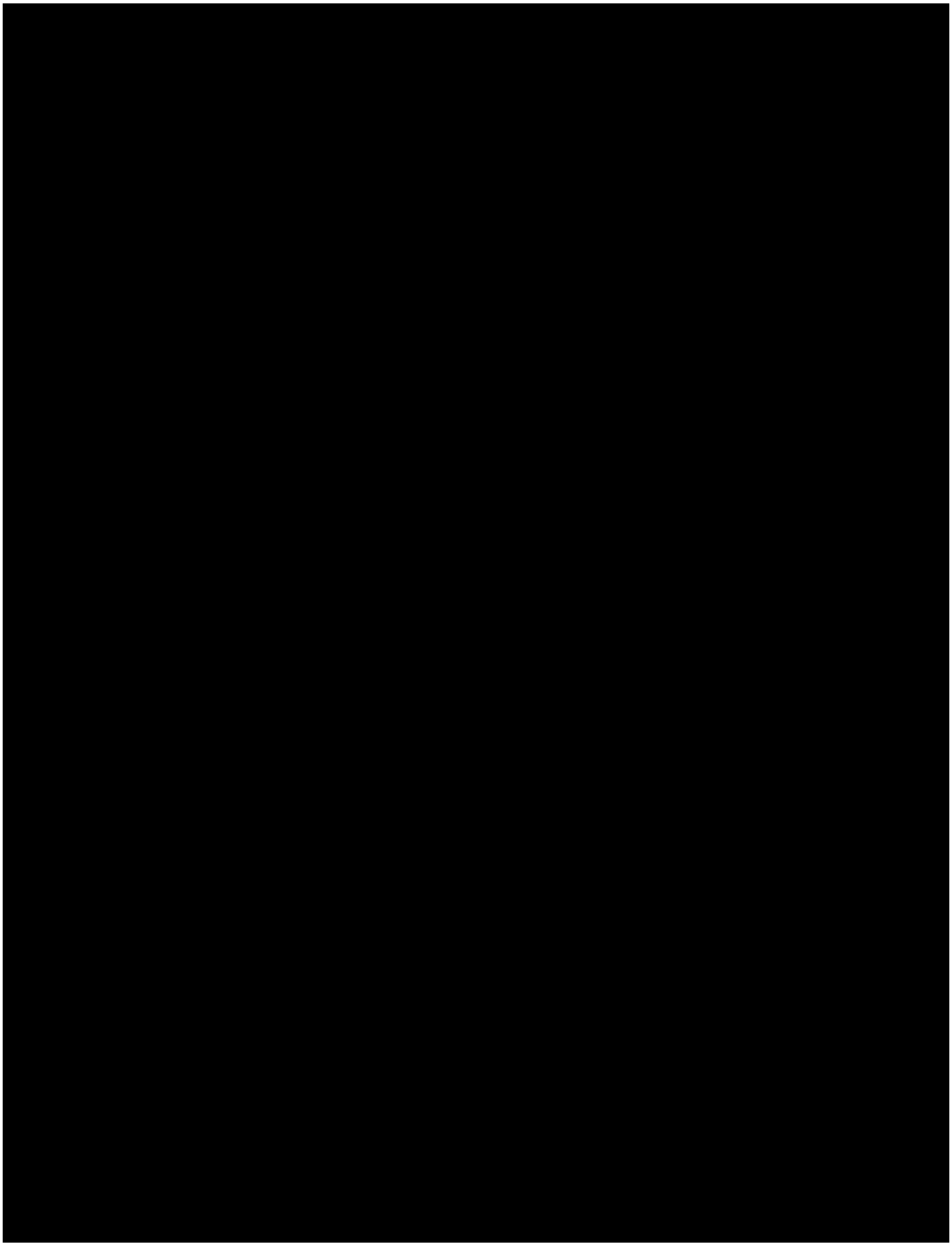
The [redacted] of Syracuse, a nonprofit advocacy group, held an education forum in the [redacted]. on Saturday.

Vincent has also served on the Boards of community organizations or agencies that provide services to residents in the Central New York (CNY) community and neighborhoods like the one he grew up in. In selecting where he volunteers time, Vincent always seeks opportunities that allow him to be hands on serving people and not just working from the boardroom.

When Vincent began working for the North Syracuse CSD, he focused on getting a complete understanding of the educational process, not just the financial component he was responsible for. He noticed the disparities between the haves and have nots and the impact on students' academic performance. However, the disparity was not just about dollars and cents, but it also involved the equitable distributions of other resources such as staff and technology, within the educational institutions serving CNY.

Through his roots as a native resident and history of service to people in CNY Vincent has an established relationship with the community in which the proposed school would be located.





b. Proposal History

[redacted] of Syracuse Inc. began its mentoring operations in 2008 at a local High School in the Syracuse City School District. Subsequent groups were formed in other schools until eventually we decided to start a Saturday program at a central location, where students from schools throughout the area had access to participate.

During these mentoring groups we noticed many of these students struggled to complete small assignments we gave them, that involved reading or writing on their own. The problem was not their willingness to do what we asked. Instead, we learned their academic skills were below HS grade level. As a result, we decided to revise our programs and find a way to provide some academic support along with the mentoring components of our work.

We talked with current and former educators, in the area, to find out what would be the best way for our organization to provide educational resources, that could have a meaningful impact on academic performance. We also looked at educational models across NYS and nationwide, that exhibited some level of success educating students coming from similar environments found here in CNY. This research led us to the Eagle Academy in Harlem, NY and an introduction to [redacted]. [redacted]. After a tour of this school and multiple conversations with [redacted], the vision of the 100 establishing a school of its own here in the Syracuse area was born. As we shared this vision throughout the community some individuals expressed interest in wanting to help. The initial planning team consisted of an Elementary Principal, former District Administrator, former and current teachers, members of the 100 and other community residents.

In January 2019 an Intent to Apply Form was submitted to SUNY Charter Schools Institute under the charter school name "Syracuse Institute of Science, Business and Culture". Although the initial presentation of our plan for a 100 Charter School was met with general approval and excitement from the community, after filling the ITA form, we started getting some pushback from the Syracuse City School District BOE. A few members of the planning team who were still affiliated with the district were contacted and told their affiliation would be in jeopardy if they continued to work with us on the charter school project. Without the expertise of these individuals, we recognized submission of the full proposal could not be completed by the due date in February 2019.

Shortly after this we were introduced to members of the educational consultant group Higher Learning Network (HLN), through a referral from [redacted]. The HLN president has ties to Syracuse, NY as a former student of [redacted] a member of the 100, who used to teach at Lemoyne College in Syracuse. We learned about HLN and their work with Harriet Tubman Charter School in NYC. I also had the pleasure of touring the Harriet Tubman School. After a presentation from HLN the 100 retained them to work with our planning team and the prospective Charter School Board members to develop this proposal and serve as the Charter Management Organization. Through HLN members of the planning team have had ongoing access to training workshops, conferences and other networking opportunities that provided the information and understanding necessary to develop this proposal.

c. List of Founding Team Members – Please note that the founding team member Vincent B. Love is a board member and are not listed on the required table. However, he played a significant role as a leader in the planning and completion of the proposal. He was assisted by Reggie Stephens, Vice President of HLN Initiatives Inc. and Errol Bedford, President of HLN Initiatives Inc. They are the main authors of the proposal and are represented in the table below:

Errol Bedford currently the President of Higher Learning Network Inc. and HLN Initiatives Inc. (https://higherlearning.network/about/) and Owner of Synergy Alliance LLC. (https://synergyalliance.us/). Errol retired as an award-winning college professor and administrator from The College of New Rochelle four years ago. Previously, Errol was Director of the Edenwald Community Center in the Bronx, NY and Ventures Education System Corporation in Manhattan, NY. Errol has a B.A. degree in Communications and English from LeMoyne College and a M.S. Degree in Organizational Leadership from Mercy College. Errol has been a long-time member and academic contributor to the Stanford University Center for Professional Development (https://scpd.stanford.edu/) and previously collaborated on teambuilding and leadership curriculum for MIT's and Harvard University Professional Development Departments. His list of clients has included The Harriet Tubman Charter School, P.S. 160 The Walt Disney School, the U.S. Chamber of Commerce, the United States Postal Service's Bronx, NY Division, DynCorp International, Huntleigh USA Corporation and SecureWatch24. He was honored as the youngest member of the coalition of Black Leaders who were responsible for the signing of the official proclamation of the recognition of Black History Month by then New York State Governor Mario Cuomo in February 1983.
Reggie Stephens currently Vice President of Higher Learning Network Inc. and HLN Initiatives Inc. (https://higherlearning.network/about/) and owner of Reggie Stephens Consulting LLC. (https://stephensconsultingllc.com/). Reggie began his career in education in 1992 as a classroom teacher with the DeKalb County School System in Atlanta, Georgia. He then ascended to Assistant Principal, Principal, and Title I Coordinator in the same school system. From there, Reggie relocated to New York City and served as an education consultant and then as the Director of Education for the Generation Ready Education Consulting firm. Reggie has been instrumental in shaping HLN as the first CMO in NYS to provide professional development services to charter schools and traditional public schools in NYC. HLN's list of client schools includes the Harriet Tubman Charter School, P.S. 347 in DOE District 2, P.S 133 and P.S. 125 in District 5, P.S. 30 in District 7, P.S. 67 in District 12, P.S.36 in District 29 just to name a few. Reggie holds an Ed.S. degree in Educational Leadership, a M.Ed. degree in Educational Leadership and a B.S. degree in Early Childhood Education. Reggie is currently completing a Doctoral Degree in Educational Leadership from the American College of Education.

d. Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

In the fall of 2020, a similar proposal was submitted to the NYSED Charter School Office. The name of the school was CENTRAL NEW YORK STEAM ACADEMY CHARTER SCHOOL. After feedback and discussion with the NYSED, the proposal was officially withdrawn via email notification by Mr. Drake Harrison in October 2020. A detailed summary of what has changed in the proposal is provided below:

Key Differences

1. **Mission and Vision Statements:**
    - **CNYSACS (2020):** The mission focused on ensuring academic and personal achievement through a collaborative learning community emphasizing higher learning in all fields of human endeavor. It highlighted the importance of competing globally and promoting productive societal members.
    - **CNYACS (2024):** The mission is centered on ensuring academic success and a better quality of life through education, mentorship, core values, and community service. The emphasis is on fostering academic and personal growth to meet state standards, close the achievement gap, and develop critical thinkers and motivated leaders.
2. **Educational Focus:**
    - **CNYSACS:** Focused on STEAM (Science, Technology, Engineering, Arts, Mathematics) education and project-based learning aligned with state standards.
    - **CNYACS:** Combines research-based progressive and conventional teaching methods, with a particular emphasis on the Science of Reading. The curriculum integrates a broader range of subjects, including arts, dance, and foreign languages for holistic development.
3. **Key Design Elements:**
    - **CNYSACS (2020):**
        - Research-proven curriculum aligned to NYS and Next Generation Learning Standards.
        - Collaborative climate for all learners (RTI).
        - Proven instructional methodologies for economically disadvantaged, ENL, students with disabilities, and at-risk students.
        - STEAM project-based learning.
        - Character values to support positive school culture.
        - Daily professional development.
        - Health and wellness community services and informed parent/caregiver/community engagement.
    - **CNYACS (2024):**
        - Blended progressive and conventional teaching methods.
        - School-wide mentoring program.
        - Comprehensive RTI approach for personalized support.
        - Diversity, equity, and inclusion in staffing and curriculum.
        - Core/character values curriculum.
        - Daily professional development and common planning for teaching staff.

        - Strong parent engagement.
        - Well-rounded curriculum integrating music, visual arts, dance, and foreign language.
4. **Enrollment and Grade Levels:**
    - **CNYSACS:** Proposed serving grades K-8 with a maximum enrollment of 675 students.
    - **CNYACS:** Proposes a phased enrollment, starting with grades K-2 in Year 1 and expanding to grades K-8 by Year 5, with a maximum enrollment of 540 students.
5. **Partnerships and Management:**
    - **CNYSACS:** Listed Higher Learning Network Inc. as the management company, with partners including Onondaga Community College, South West Community Center, and Science Academies of New York.
    - **CNYACS:** Managed by HLN Initiatives Inc., in partnership with [redacted] of Syracuse Inc.

Rationale for Changes

1. **Mission and Vision Refinement:**
    - The revised mission reflects a more comprehensive and community-centered approach, emphasizing not just academic excellence but also personal growth and community service. This shift aims to address broader educational and social needs within the Syracuse community.
2. **Broader Educational Approach:**
    - Moving from a STEAM-specific focus to a more inclusive educational model allows CNYACS to cater to a wider range of student interests and needs, fostering a well-rounded education that includes the arts and foreign languages alongside core academic subjects.
3. **Enhanced Key Design Elements:**
    - The addition of elements such as a school-wide mentoring program and a robust DEI initiative reflect a commitment to supporting the diverse needs of students and fostering an inclusive school environment. The emphasis on core values and character education aims to develop ethically grounded individuals.
4. **Phased Enrollment:**
    - A phased approach to enrollment allows for more manageable growth, ensuring that the school can build its capacity and resources effectively as it expands to serve additional grade levels.
5. **Strengthened Partnerships:**
    - The inclusion of [redacted] of Syracuse Inc. as a key partner underscores a commitment to community involvement and support, leveraging local expertise and resources to enhance the educational experience for students.
6. **Programmatic Adaptations:**
    - The changes in key design elements and educational focus are supported by evidence-based research and best practices, aiming to provide a more effective and responsive educational model that meets the evolving needs of the community.

The evolution from CNYSACS to CNYACS reflects a strategic shift towards a more inclusive, community-focused educational model that prioritizes academic excellence, personal growth, and community service. These changes are designed to better address the diverse needs of students in Syracuse, fostering a supportive and dynamic learning environment that prepares students for future success.

In 2024, a proposal for the Central New York Academy Charter School was submitted to the SUNY Charter School Institute. Though much improved from the initial application previously mentioned, Vince Love, lead applicant for the project, received a letter from the SUNY Charter School Institute dated November 12, 2024. Based on the feedback received, the applicant group for the proposed Central New York Academy Charter School decided to withdraw the application. Substantive changes have been made regarding this application.

Key Differences

1. The [redacted] of Syracuse, NY Inc. will not be regarded as a "Partner Organization" but will still head the mentoring services that will be established in the school.

2. The Reading League (https://www.thereadingleague.org/). The renowned organization that has championed the cause for the "Science of Reading", will partner with the CMO's parent company, Higher Learning Network Inc. (www.higherlearning.network) to provide a thorough professional development program, concerning ELA, for the faculty members of CNYACS. Though a company that operates worldwide, The Reading League's origin and main office resides in Syracuse, NY.

3. The Black, Latinx, Asian, Charter Collaborative (BLACC) (https://blaccschools.org/) has fashioned a relationship with HLN Initiatives Inc. (https://hlninitiatives.com/), the CMO for the proposed charter school. BLACC has agreed to allow the proposed CNYACS join their network of charter schools once the school has received its charter. Furthermore, BLACC has agreed to support all other future charter school projects throughout New York State spearheaded by HLN Initiatives Inc. BLACC will provide CNYACS with valued support and resources to help in the success and sustainability of CNYACS.

4. The Harriet Tubman Charter School (www.htcsbronx.org), the longest running charter school in New York State history. The successful charter school has forged a partnership with Higher Learning Network and HLN Initiatives Inc. which has been invaluable to the success of Higher Learning Network Inc.'s growing reputation as the consummate professional development organization, servicing school districts in New York City, Mount Vernon, NY and East Ramapo City School District. HTCS has provided HLN Initiatives Inc.'s Leadership team to hone its craft as a CMO. HLN Initiatives Inc. has cultivated all the best practices from HTCS's longstanding organizational practices in the last 3 years to begin it journey as a CMO. The Harriet Tubman Charter School has agreed to support CNYACS by sharing best practices and creating a relationship of collaboration.

5. This application will include all the events and circumstances that involved the community outreach effort conducted and support achieved in the last five years in the Syracuse community. Please note that this charter school project is the first in a planned strategy to place an HLN Initiatives Inc. in various cities in New York State. So, the community outreach will demonstrate support from key stakeholders in Westchester County, NY, Albany, NY, Rochester, NY and Buffalo, NY. All of whom are waiting patiently for the charter of CNYACS to be commissioned, so their communities can add a HLN Initiatives Inc. charter school soon. We hope to provide a clearer picture of the extent of the community outreach efforts over the past five years. We feel this video helps to visualize these community outreach efforts. (https://www.facebook.com/HigherLearningNetwork/videos/513444571829840) From this video alone, from all our social media platforms to date, have attracted over 200 positive responses. The feedback provided by SUNY mentioned reduced efforts for Community Outreach since COVID. Please see R-04abc- Community Outreach, Support and Demand, R-04d- Evidence of Outreach for further information in addressing this feedback.

6. We added elements to the school's curriculum and the school's climate and culture. The proposal was revised to provide a cohesive framework for integrating instructional strategies across all content areas, ensuring consistent teaching and learning aligned with the school's mission and key design elements. Additionally, the assessment plan now includes specific diagnostic tools, promotion metrics, and a detailed explanation of how teacher training and scheduling will support instructional goals and ongoing student progress. We wanted to provide a clearer picture of what the Central New York Academy Charter School will look like. This video helps with providing that picture. (https://www.facebook.com/HigherLearningNetwork/videos/662014689526493) From this video, from all our social media platforms to date, it has attracted over 100 positive responses.

7. This application will provide more details and transparency concerning the CMO, HLN Initiatives Inc. In the past year, the CMO has continue to conduct itself as a "Learning Organization", which is the mantra of the nonprofits' President, Errol Bedford. The application will demonstrate the vast experience of the CMO's leadership to build successful organizations, not only in the education field, but in other markets. Errol Bedford's career is inundated with organizational and societal impact. His role as the youngest member of the Black Leadership team forty years that fostered the celebration of "Black History Month" has been instrumental in establishing his reputation as a "Problem Solver". His career has propelled him to be impactful in building departments and new agendas for higher education institutions like Columbia University, to government agencies like the US Chamber of Commerce. He also has built successful organizations like Synergy Alliance LLC. (www.synergyalliance.us) and the Higher Learning Network Inc. To create a successful charter school would be second nature to him. The CMO's Executive Team is rounded out by Mr. Reggie Stephens, who has had a successful 30-year career as a school leader, district administrator, education consultant, and now business leader. Mr. Cleveland Person, the architect of the successful charter school at Harriet Tubman Charter School, has recently retired from HTCS, and is now

part of the leadership team of HLN Initiatives Inc. Please see R-03f- Founding Team Resumes and BPA S05a – Leadership Capacity for more information about the CMO's Leadership Team.

8. This application will entail enhanced financial information as it relates to the viability and sustainability of the Central New York Academy Charter School. Descriptions of planned fund-raising activities and potential financial resource allocations are just a couple of pieces of information that will be provided. Please see the information below for more details concerning "Fiscal Soundness":

In response to items mentioned in the Letter of Justification under the category Fiscal Soundness, we have updated the proposal as follows:

- The five-year proposed budget has been revised to be sure it includes expenses for facilities maintenance, equipment and other essential items. Transportation is provided by the local School District at no cost to CNY Academy. Other items such as School Lunch are included as contracted services but may eventually be provided in-house depending on the capacity of the facility, we are able to secure for the school.
- Concerning the proposed facilities plan, we have entered into an agreement (MOU) to work with CBD Brokerage, LLC. They will serve as our representative throughout the process of identifying and securing a school facility. The information included in the attached MOU document describes the vast experience and available services they offer in locating a facility at no cost to the school. Once the school's location is established, they are also available to provide property management services, should we desire to contract with them. We have provided CBD with our assumptions regarding space needs and projected budget, based upon calculations using current school buildings in the area with similar capacity. This information has also been provided in this proposal.
- The financial projections for unsecured revenue sources have been revised to reflect more reasonable assumptions. Based on the fundraising knowledge of some prospective trustees, who have experience working with non-profit organizations in the Syracuse area.
  CNY Academy will utilize several fundraising strategies to supplement public funding and support various programs:
  - An annual fundraiser event that will involve bringing the community together and provide an opportunity to showcase student achievements and school activities.
  - Capital campaigns to raise funds for major renovations or construction projects such as playgrounds or athletic facilities.
  - Naming Rights campaigns to recognize individuals or organizations who contribute to the development of a school space such as a library, science lab or computer lab.

All fundraising activities would be approved by the board and must align with the school's mission and purpose. The school would also be the primary beneficiary of any fundraising activities.

In addition, the school would continually seek Grants from local and national foundations who support education as part of their grantmaking initiatives.

CNYA Academy will also plan to establish a Line of Credit with a local bank, to assist with cash flow, in the event there are any timing delays with public funding revenues. Please see R-03e- Letters of Justification, R-21ad- Fiscal Soundness, and R-21e- Budget Template for additional information.

9. This application will also include the extension, over the past year, of the CMO's and the founding team's experience in facility identification and obtainment. Over the past year, HLN Initiatives Inc. has developed a relationship, in New York City, with Keller Williams NYC (https://kwnyc.com/), the reputable realty company. They are working on a project that does not pertain to this application (at this time). Also, the founding team and CMO has partnered with CBD Companies (https://www.cbdcos.com/). CBD Companies is one of the outstanding realtors in Syracuse, New York and is working with the Applicant Group and CMO to identify and secure a facility. Please see more information about this circumstance in R-16ac- Facilities and R-16d Facilities Documents.

Rationale for Changes

We look at these circumstances as enhancements and not necessarily changes. HLN Initiatives Inc. is a learning organization that regularly assesses and evaluates itself. We took the feedback from SUNY at heart and delved into learning and improving upon our last application experience. We took innovative steps in evaluating our last application submission. Though we scored highly in many areas, we did see where feedback from SUNY had merit. So, we came up with a strategic plan to not only sure up these areas but also make them a strength now in this iteration of our application submission.

Please Note

The Founding Team is not currently applying for a charter from an entity other than the SUNY Trustees and has never been granted a charter in this or any other state.

R-03e - Letters of Justification

[redacted]

Thank you for your submission of the charter school application to establish the **CENTRAL NEW YORK STEAM ACADEMY CHARTER SCHOOL**. After a comprehensive review of the application, the New York State Education Department's Charter School Office (CSO) finds that the proposal **does not meet** the evaluation criteria set forth in the *2020 Request for Proposals to Establish Charter Schools Authorized by the Board of Regents (RFP).*

In accordance with the RFP criteria and review process, your charter school application was evaluated by a peer review panel, which included former and current educators active in public schools (including charter schools) and qualified Department staff members. The review panel identified several areas throughout the plan that did not meet criteria in the RFP. Attached to this letter is a summary of the review panel findings for your consideration.

Your applicant group has the option to withdraw the application from further action by letter or email to [redacted] If your applicant group chooses to not withdraw your application, the Charter School Office will recommend that the Board of Regents formally deny the application to establish the **CENTRAL NEW YORK STEAM ACADEMY CHARTER SCHOOL** at its next meeting.

Staff and I acknowledge the enormous amount of time and effort your applicant group/founding trustees have dedicated to design an engaging and viable education program to meet the needs of students in your community. Please take time to thoroughly review the attached summary of findings with the members of your applicant group. If you have questions [redacted]e findings, please feel free to contact me at 518-474-1762 or at [redacted] Thank you for your commitment to excellent schools.

[redacted]

SUNY Charter Schools Institute
The State University of New York

H. Carl McCall SUNY Building
353 Broadway
Albany, New York 12246
newyorkcharters.org

November 12, 2024

VIA ELECTRONIC MAIL
Vincent Love
Lead Applicant
[redacted]

Re: Proposal to Establish the Central New York Academy Charter School

Dear Mr. Love:

Thank you for submitting the proposal to establish the Central New York Academy Charter School. The SUNY Charter Schools Institute (the "Institute") appreciates the time and effort that go into undertaking such a formidable endeavor. After a thorough review process, the Institute could not find the proposal met all the criteria as detailed in the Institute's 2024 RFP, which align with the statutory findings of the New York Charter Schools Act of 1998 (the "Act"). The following list of concerns noted by the Institute staff and external reviewers is not exhaustive but summarizes some of the most critical areas requiring additional development identified during the review process.

Community Engagement and Support: The proposal's community engagement efforts are underdeveloped and rely primarily on evidence of support and demand from several years ago with limited current evidence.

- The proposal's community outreach, need, and demand evidence primarily stems from pre-COVID-19 efforts, with limited recent engagement and limited discussion or evidence to demonstrate that the community continues to express interest in this specific school model.
- The proposal would be strengthened by including additional evidence of support in the form of specific responses from families indicating interest in potentially enrolling their age-eligible students, or more specific details about how the proposal integrates specific points of recent community feedback.
- It is critically important that future proposals with a charter management organization include a business plan with comprehensive responses demonstrating the operational, academic, and financial planning required to provide sustainable management to launch a new school.

Organizational Capacity and Leadership: The proposal and business plan provide limited detail about how the charter management organization ("CMO") would effectively support the proposed school.

- The proposal includes limited discussion of systems and structures that school leaders and the charter management organization ("CMO") leaders would implement to ensure alignment in managing and overseeing the proposed school.
- The organizational chart for the proposed CMO relies heavily on consultants and lacks clear delegation of responsibilities, with limited discussion of how the CMO would build capacity to provide consistent support to the school.

Curriculum and Instructional Design: The instructional and assessment plans are vague and underdeveloped, with limited detail on how key pedagogical strategies will align with and support delivery of the school's mission.

- The proposal describes several instructional strategies the school would implement but does not sufficiently detail how these methods will be integrated cohesively across all content areas to support consistent teaching and learning.
- The assessment plan would be strengthened by including specific diagnostic methods and promotion metrics to explain how the school will monitor and improve student progress over time.
- The proposal would benefit from additional detail about how teacher training and schedules will support and align with the school's mission, key design elements, and instructional goals.

Fiscal Soundness: The financial plan did not present a viable startup budget likely to set the proposed school up for long-term fiscal health.

- The five-year proposed budget did not include a number of essential expenses such as facilities maintenance, transportation, and equipment.
- The proposed facilities plan lacks comprehensive detail regarding the founding team's experience in identifying and securing a school facility. To ensure the timely opening and operation of the school, further clarification may be needed on whether board members or founders have relevant experience in facility identification and development. Additionally, the plan should fully outline assumptions regarding space needs and anticipated costs, based on reliable estimations or sources.
- The financial projections rely on unsecured revenue sources, including a $3 million bank commitment without documented confirmation, as well as community fundraising efforts like GoFundMe. For the purpose of presenting a startup budget, all anticipated revenues must be substantiated with evidence of commitment or based on reasonable assumptions.

Again, the Institute recognizes and appreciates the significant effort that went into the development of the proposal to establish the Central New York Academy Charter School. While the current proposal did not advance in the process, this decision does not affect an applicant group's ability to submit an updated proposal to future RFP rounds, nor does it affect consideration of future proposals, except to the extent that future proposals should demonstrate updates in consideration of the areas of deficiency noted herein. Should you choose to submit a future proposal, you should not assume that modifying only the discrete elements referenced in this letter would remedy the proposal in its entirety.

[redacted]

Sincerely,

[redacted]

Director of New Charters

R-03f - Founding Team Resumes

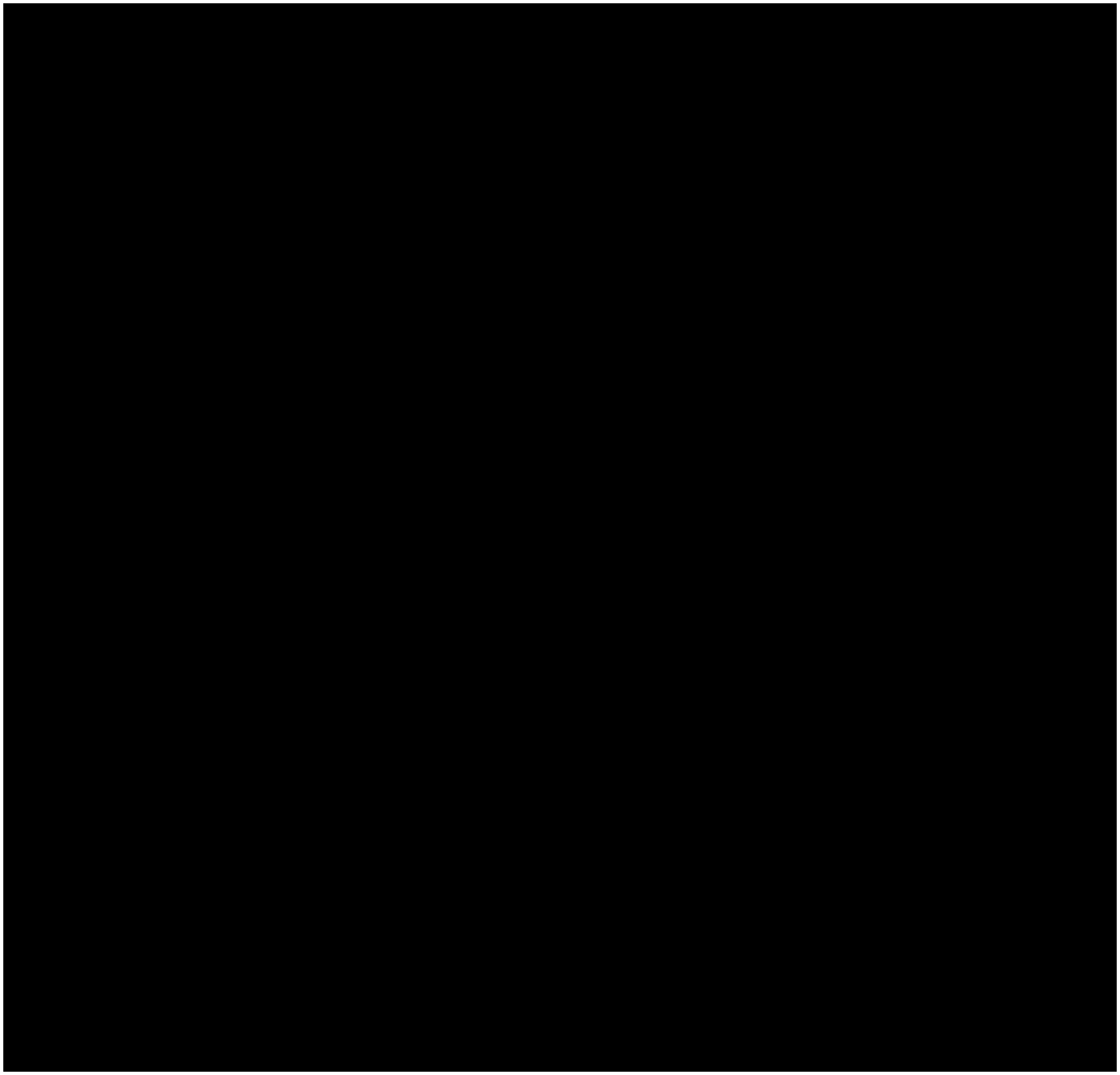
Please note that Vincent Love's resume is in the required Board of Trustees Resume file in Response14.

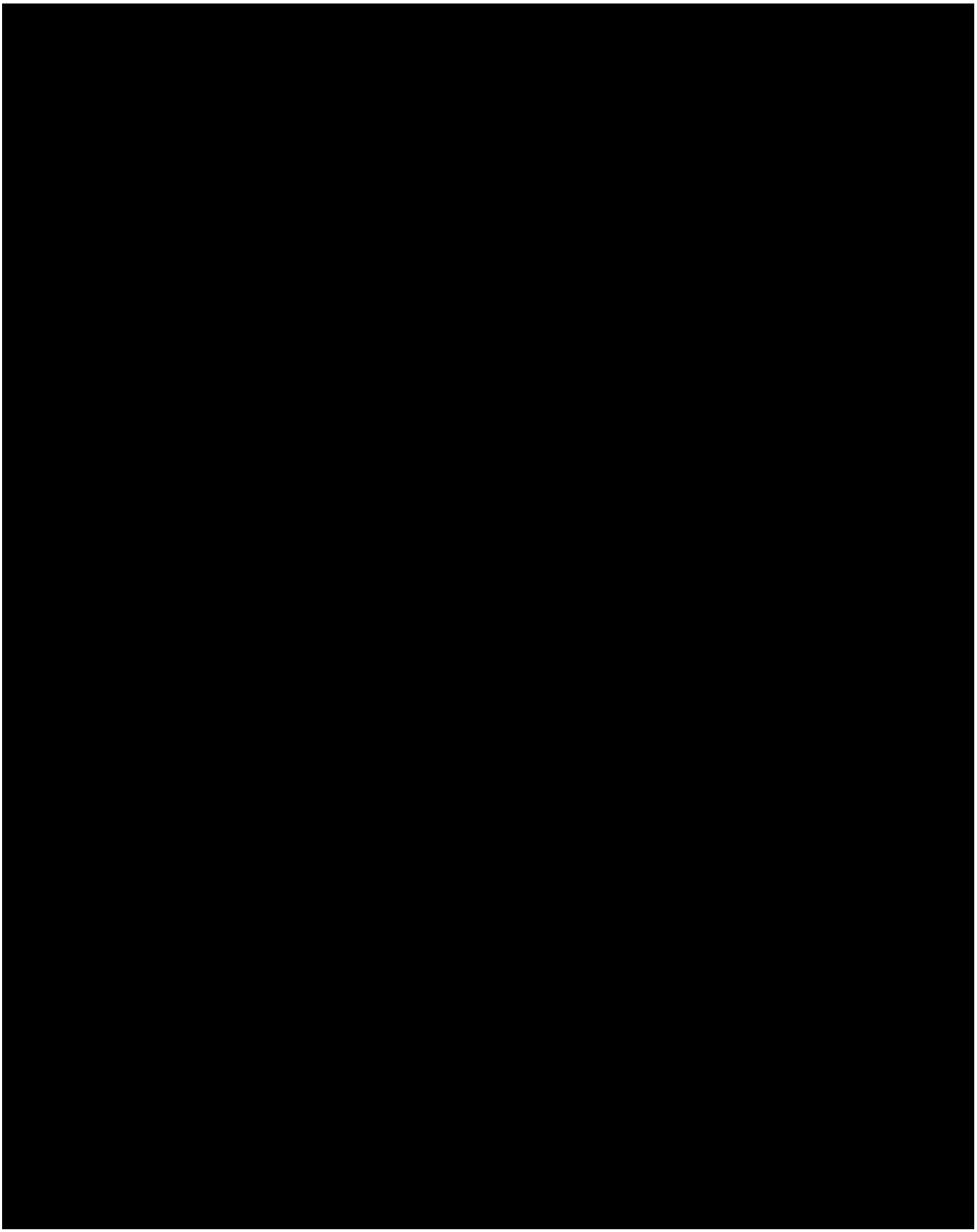
Reggie Stephen's Resume

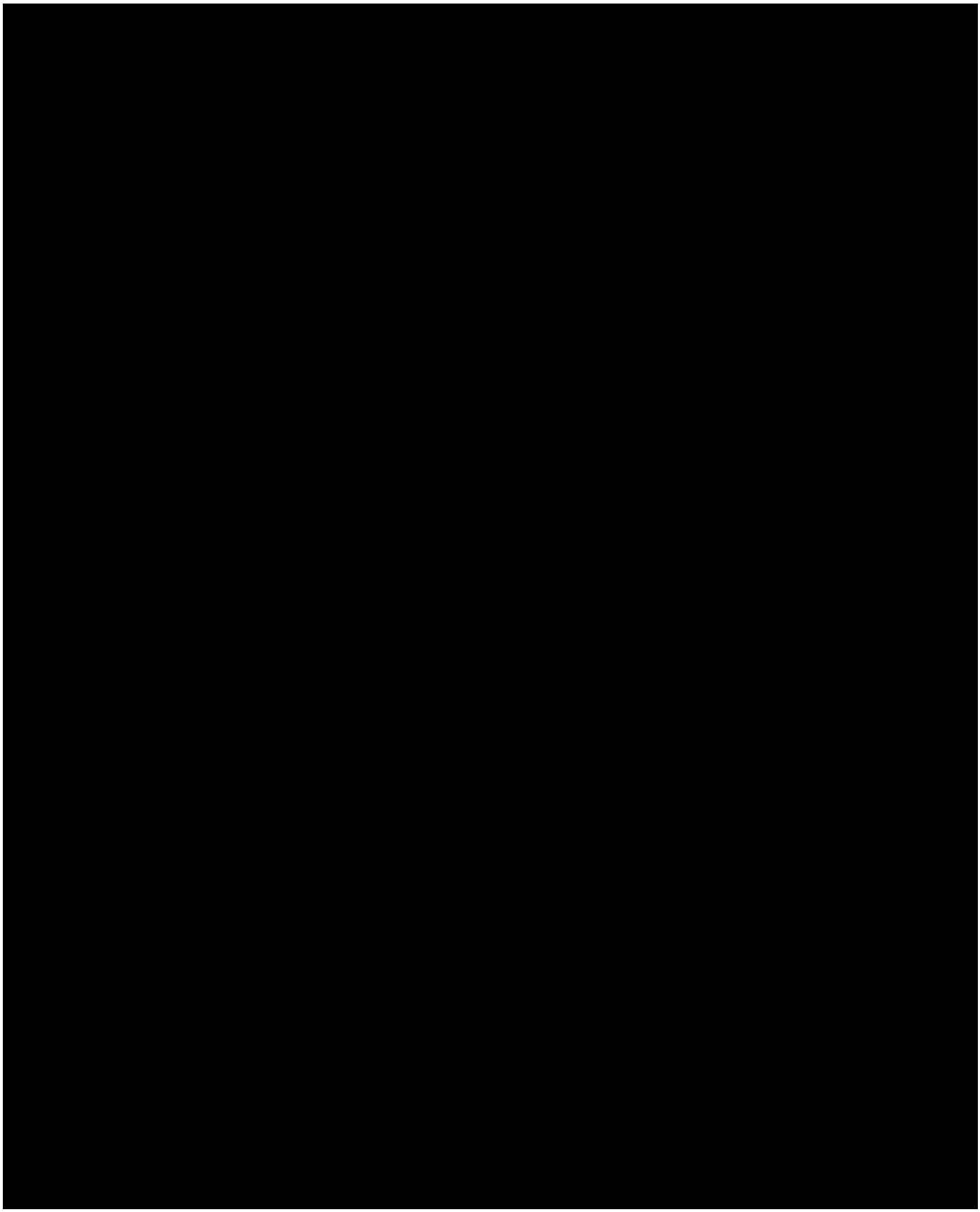
Reginald L. Stephens



Higher Learning Network **July 2020 - Present**



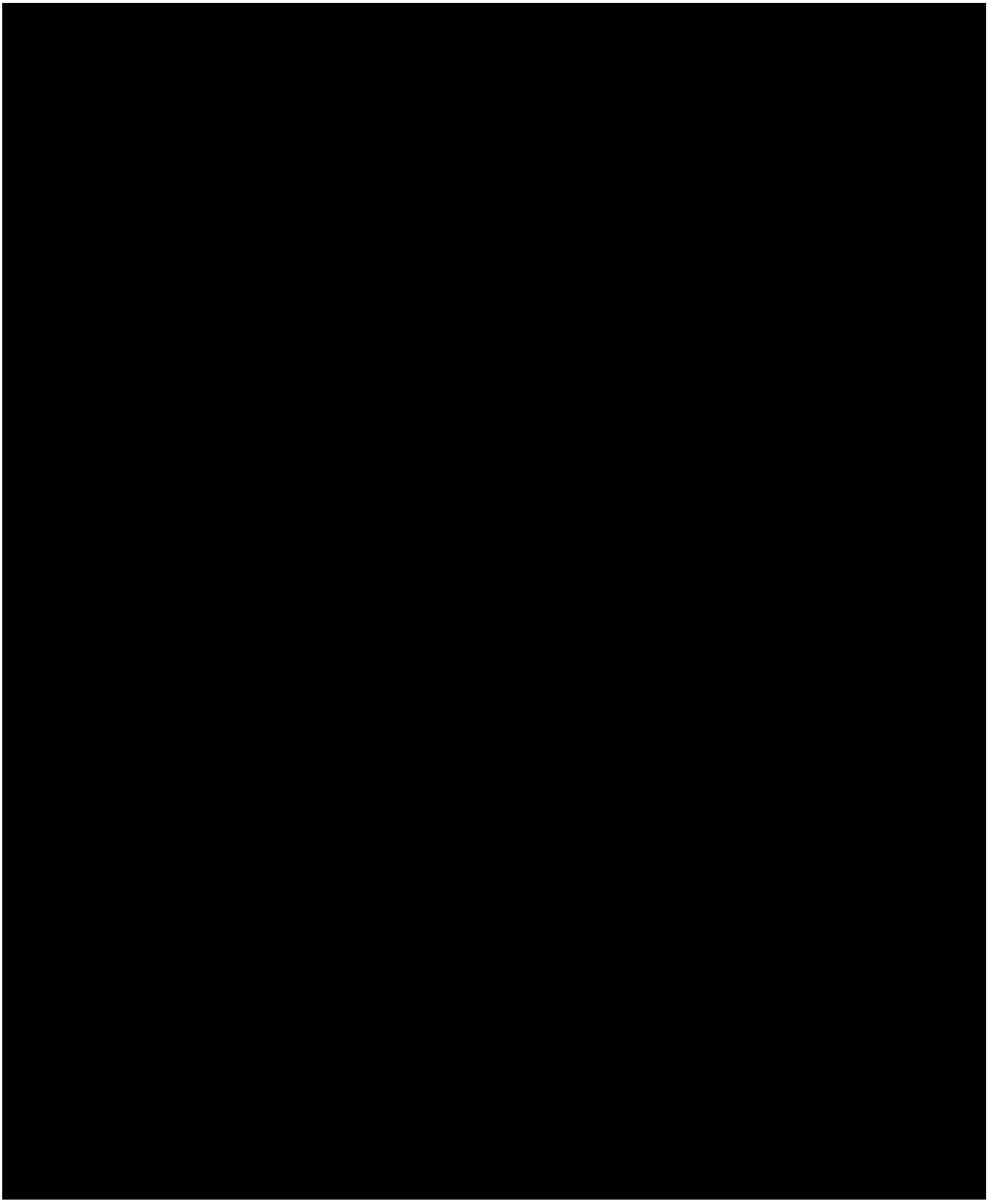


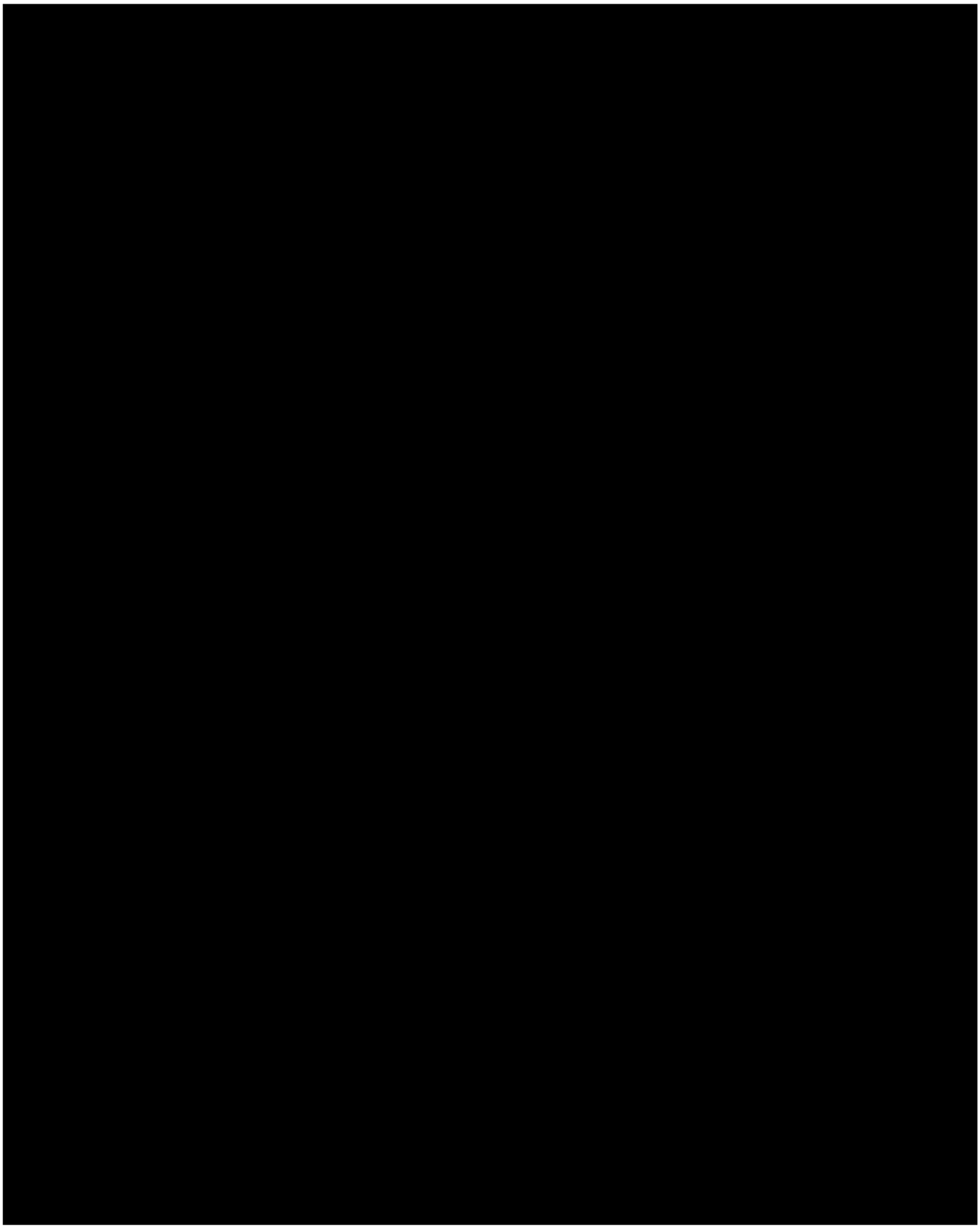


[redacted]

Errol Bedford's Resume

[redacted]







R-03g – Probationary Status of Affiliated Charter School(s)

The request is not applicable.

R-04abc – Community Outreach, Support, and Demand

Please note: The feedback, for our previously withdrawn application, provided from SUNY concerning our community outreach detailed concern for the decrease in community engagement since COVID. The Founding Team addresses this concern thusly:

The reason some of our community outreach, need and demand evidence stems from pre Covid efforts is because we began this project over 6 years ago with an initial letter of intent to the NY State Education Dept charter School office. Since that initial start, we have continuously maintained our outreach in this community to keep them informed and updated on the progress of our charter school efforts, including our switch to SUNY as the authorizing agency. The conditions that created the need and fostered the community support for this charter school have not improved over the last 6 years and if anything, have gotten worse. While we have continued to reach out to the residents and families about our efforts, they are understandably tired of hearing about the plans and wondering when the charter school will happen.

Since the date of this letter, we have held a "Parents Workshop" on December 7, 2024, to provide information and allow parents/others to voice their concerns about the state of education in this area. They were also updated on the charter school efforts.

Presentations covering our charter school plans and progress were also made to the following community organizations and individuals:

NAACP Syracuse – Economic Development Committee meeting February 20, 20205 5:30pm

National Council of Negro Women Syracuse chapter Thursday February 20, 2025 7:00pm

Shades of Inspiration – [redacted] Thursday March 7, 2025

TRIBE Dinner Gathering of minority leader in the Syracuse area March 13, 2025

CBD Companies – [redacted] Director of City Real Estate March 4, 2025

CNY Community Foundation – [redacted] President & CEO March 19, 2025

The Allyn Foundation – [redacted] Director of Neighborhood Advancement & Cal Corriders Real Estate Project Manager February 12, 2025

All of the above contacts have expressed support for our efforts to open a charter school in this area and offered a willingness to provide assistance when able. We will also include in the outreach section every Zoom meeting which we conducted from 2023 to present. All of our supporters and interested parties are aware that we hold Zoom meetings every Thursday evening from 7pm to 8pm and have done so since 2019.

a. Description and Analysis of Community Outreach and Engagement

The applicant team used a thorough analysis of the makeup of Syracuse City School District in determining the community outreach strategies that would provide the most pertinent feedback. The applicant group first announced their intention to create a charter school in Syracuse in 2020. They started this effort by scheduling information sessions at various locations in Syracuse, New York. These locations included the first session at LeMoyne College in Syracuse,

NY, and Southwest Community Center near downtown Syracuse. These sessions were well attended and provided the applicant group with two immediate takeaways:

1. The community was displeased with the educational opportunities in the SCSD.
2. The community was looking for alternatives to the current education situations in the SCSD

These initial sessions allowed the applicant team to signal their intent to place a successful charter school model in the community and provide community members the opportunity to voice their opinion about the development of the school model. Over the course of the past four years, the community stakeholders have been privy to the school's mission and key design elements and were instrumental in the final version of the school's mission statement and key design elements restructuring.

Initially, the community opined for a STEAM based curriculum school and had great input in the naming of the initial STEAM based school which was **CENTRAL NEW YORK STEAM ACADEMY CHARTER SCHOOL (CNYSACS)**. The community also had great input in the selection of the key design elements:

1. Research-proven curriculum aligned to NYS and Next Generation Learning Standards integrating Literacy across the curriculum
2. A Collaborative Climate for All Learners - RTI
3. Proven instructional methodologies for Economically-Disadvantaged, ENL, Students with Disabilities and At-Risk students
4. Utilizing STEAM-Project-Based Learning that is aligned to the state standards
5. Character values that support a positive school culture
6. Daily Professional Development and common planning to integrate literacy across the curriculum
7. Health and Wellness Community Services and Informed Parent/Caregiver/Community Engagement

However, this school model did not go forward due to a lack of sufficient STEAM curriculum development and the lack of demonstrating enough resources to support and sustain this model.

Over the course of the last four years, the applicant group scheduled many community engagement events in person (except during COVID -19 and the charter school cap period) to gauge an interest in a remodeled school design which focused on mentoring and literacy pedagogy. These sessions proved worthwhile as the community feedback continued to be supportive and positive as it related to the school design reshaping. The community supported the school's new name: **Central New York Academy Charter School (CNYACS).** These community engagements allowed the applicant group to engage citizens from the community who expressed their interest in possibly sending their children to this new charter school.

Additional communication and feedback mechanisms were then set up to prompt more feedback and interaction. Emails lists were created to provide the applicant group with updates concerning the proposal being developed. Marketing campaigns were instituted at community events where

flyers and marketing cards about the proposed school were provided. Online surveys focus group meeting and announcements on social media provided the most impact in our community engagement. The momentum really increased as education stakeholders, community leaders and elected officials met the founding team members and the leaders of Higher Learning Network Inc (hired by the [redacted] of Syracuse Inc. to head the project). However, feedback from the School District was nonexistent. The [redacted] of Syracuse Inc. notified the attendees of their various community events which bolstered the community outreach efforts. Below is a list of the community outreach strategies:

1. In person surveys
2. Online Surveys
3. Zoom meetings every Thursday evening at 7p.m.
4. Meetings with elected officials, education stakeholders, community leaders, interested parents who would try to enroll their children in the school.
5. Social Media Postings
6. Marketing Cards concerning the design of the school
7. Announcements at Church services and [redacted] of Syracuse Inc. community events
8. Focus Groups
9. Local Radio Shows
10. Proposed school website

b. Description and Analysis of Community Support

There were two ways we were able to analyze community support. The first was the constant inquiries concerning the status of the proposal for the school. We were constantly asked about the status of the project. We knew the community was positive and excited about the opportunity for a viable education option. Also, the fact that several of their community members would be responsible for the creation and governing of the school provided a sense of pride. The online feedback was extremely positive from those individuals who decided to complete our surveys. However, elected officials would give their thumbs up to the project privately but not publicly and school leaders in the district demonstrated their biases toward charter schools in general. However, we do not anticipate ambivalence from certain segments of the community being able to quell the effort to open this charter school successfully. Here is a more detailed description and analysis of community support.

The Central New York Academy Charter School proposal has garnered significant support from various community stakeholders in Syracuse, New York. Engagement efforts have been comprehensive, including multiple informational sessions, surveys, and public meetings designed to inform and solicit feedback from a wide range of community members, including families, educators, civic organizations, and local officials.

Community Members:

Community outreach efforts reveal substantial backing from families, particularly those with school-aged children, and members of economically disadvantaged communities. For instance, informational sessions held at Bethany Baptist Church and People's AME Zion Church (attended by 11 and 10 people respectively) showcased high interest levels, with participants engaging in Q&A sessions and completing opinion surveys. These events provided critical feedback, which was compiled and analyzed to guide the planning and development of the school.

Civic Organizations:

Organizations such as the [redacted] of Syracuse, Inc. and the Higher Learning Network Inc. have played pivotal roles in advocating for the charter school. A significant event held on May 18, 2019, at LeMoyne Plaza saw a robust turnout from community leaders and members, resulting in unanimous support for the project. The attendance sheet from this event lists key local figures, indicating strong organizational backing.

Elected Officials:

Initial conversations with local officials, such as a conference call with former State Legislator Sam Roberts on May 22, 2019, indicate a cautious yet open stance towards the initiative. While Mr. Roberts expressed lukewarm support, he was amenable to further discussions, highlighting potential avenues for garnering more political backing as the proposal progresses.

Concrete Evidence:

1. **Surveys:**
    - An online survey conducted in January 2019 received 78 responses, illustrating community interest and concerns regarding the charter school plans.
    - A separate survey in 2019, detailed in the provided documents, further demonstrated substantial support from prospective families and community members.
    - Online surveys continued after pandemic and resumed in 2022 and illustrated heavy support for CNYACS
2. **Sign-in Sheets and Attendance Records:**
    - The sign-in sheet from the May 18, 2019, event at LeMoyne Plaza lists numerous influential community members, showcasing their commitment and interest in the project.
    - Many significant individuals from around the state participated in education summit meetings in 2020 in Mount Vernon, New York and 2021 and 2023 in Albany, New York during Caucus Weekend where updates on CNYACS were revealed
3. **Meeting Minutes and Feedback Compilation:**
    - Detailed records from multiple meetings, such as those held on January 8, 2018, and January 10, 2018, at local churches, document the community's feedback and the subsequent actions taken to address their input.

- Attendance from the Mount Vernon and Albany meetings demonstrated state wide support for CNYACS

Analysis of Support and Opposition:

The depth of support for the Central New York Academy Charter School is evident from the diverse range of community members and organizations actively participating in outreach events and surveys. This broad-based support, particularly from economically disadvantaged communities and key civic organizations, is a strong indicator of the school's potential to fulfill an unmet need in the area.

However, there is also recognition of potential opposition. The cautious stance of some local officials, like former State Legislator Sam Roberts, suggests that while there is no outright opposition, gaining full political backing may require additional effort and continued engagement. Addressing any concerns raised by these officials and demonstrating the school's potential impact on the community will be crucial for overcoming any hurdles.

Impact on School's Ability to Open Successfully:

The extensive community support, coupled with strategic partnerships with organizations like the Higher Learning Network Inc. and [redacted] of Syracuse, Inc., positions the Central New York Academy Charter School for a strong start. The enthusiastic backing from community members and key stakeholders is likely to translate into robust initial enrollment numbers, helping to meet proposed targets and ensure financial viability.

Furthermore, the ongoing dialogue with community members and local officials will help in navigating any opposition and ensuring that the school opens with a broad base of support, ultimately contributing to its long-term success and sustainability.

c. Description and Analysis of Student Demand

The Central New York Academy Charter School has demonstrated significant student demand through a variety of outreach efforts and surveys, indicating strong interest from families in the Syracuse area. Also, please note that our research has found that all k to 9 charter schools in the Syracuse area currently have huge waiting lists for enrollment.

Evidence of Demand:

1. **Survey Results:**
   - Surveys conducted in 2019 show substantial interest from families with age-appropriate children. For example, an online survey garnered 78 responses, indicating that many families are considering enrolling their children in the proposed charter school.
   - The January 2019 online survey further supported these findings, with respondents expressing a need for a new educational option in the community.

    - The Summer and Fall online surveys in 2022 and 2023 did not have as many respondents as earlier surveys but had overwhelming support numbers.
2. **Public Meetings:**
    - Public informational meetings held at various community centers and churches provided additional insights into student demand. For instance, the informational meeting at Bethany Baptist Church on January 8, 2018, and at People's AME Zion Church on January 10, 2018, included opinion surveys where families expressed interest in the new school.
    - Public information sessions continued from 2019 to 2023 at the Southwest Community Center near downtown Syracuse
3. **Waitlists and Enrollment Projections:**
    - The school's application documents indicate that based on survey results and community feedback, the proposed enrollment numbers are achievable. The projected enrollment table for the first five years outlines a steady increase in student numbers, reflecting the community's interest and demand for the charter school.

Analysis of Evidence:

The collected evidence strongly supports the school's ability to meet its proposed enrollment targets. The survey results and feedback from public meetings indicate that families are actively seeking alternative educational opportunities, particularly those that emphasize mentorship and literacy focus

If existing waitlists are used as evidence of demand, the experience of similar charter schools in the region suggests that each entry on the waitlist can reasonably be expected to convert into an enrolled student, helping to fill available seats. This conversion rate, combined with the proactive engagement of community stakeholders, suggests that the school will be able to maintain healthy enrollment numbers.

Impact on School's Ability to Meet Enrollment:

The strong interest from families, as evidenced by surveys and meeting attendance, bodes well for the school's ability to meet its enrollment targets. The ongoing support from community organizations and stakeholders will further enhance the school's visibility and attractiveness to prospective families, ensuring a steady stream of applicants.

By maintaining open lines of communication with the community and addressing any concerns promptly, the Central New York Academy Charter School can ensure sustained interest and support, thereby achieving its enrollment goals and establishing a solid foundation for future growth.

Student demand for the proposed school was also evidenced by several factors that indicated a strong interest from families in enrolling their children. The following factors also provided insights into the evidence supporting student demand:

1. Community Needs Assessment: The applicant group conducted a thorough needs assessment within the community, which included surveys, and interviews with parents and community members. The findings revealed a significant demand for high-quality educational options that prioritize academic rigor, character development, and personalized learning experiences.

2. Parental Interest and Inquiries: The organization has received a substantial number of inquiries and expressions of interest from parents seeking information about the proposed school. These inquiries often include questions about the school's educational philosophy, curriculum, extracurricular activities, and enrollment process, indicating a genuine interest in exploring enrollment opportunities.

3. Feedback from Community Stakeholders: Community stakeholders, community leaders, and representatives from community-based organizations, have expressed support for the proposed school and voiced their belief in the need for additional educational options to meet the diverse needs of students and families in the area.

4. Demographic Trends and Population Growth: Analysis of demographic trends and population growth within the community further supports the need for additional educational capacity to accommodate the increasing demand for quality education. As the population grows and evolves, there is a corresponding need for educational options that can meet the diverse needs and preferences of families.

Overall, the evidence of student demand for the proposed school is robust and multifaceted, encompassing feedback from parents, community stakeholders, and demographic trends. By demonstrating a clear understanding of the needs and preferences of families in the community and providing evidence of sustained interest in enrollment opportunities, the organization is well-positioned to meet its proposed enrollment targets and address the demand for high-quality education within the community.

The Central New York Academy Charter School is poised for success, with significant community support and demonstrated student demand. The comprehensive outreach efforts and the backing of key community stakeholders provide a robust foundation for the school’s launch and future sustainability. Addressing any remaining concerns and continuing to build on this support will be crucial for the school’s successful opening and long-term impact on the Syracuse community.

R-04d - Evidence of Outreach

Document Title	Page Number(s)	Description
Online Meeting Invitation	1	Details of a Zoom meeting scheduled for May 8, 2020, including meeting ID, password, and dial-in options.
Public Outreach Form from 2018-2020	2-3	Form detailing outreach efforts from 2018 to 2020, including events, attendance, and community engagement.
Community Outreach Pictures	4-5	Pictures from community outreach events with 100 Black Men of Syracuse Inc. and community leaders.
Community Outreach Event - Attendance Sheet	6	Attendance sheet from a charter school information session held at LeMoyne College on May 18, 2019.
First Emails Surveys and Responses	7-8	Collection of email surveys and responses from community members regarding the charter school initiative.
New Charter School Question Submission	9-11	Submissions from community members with questions and feedback on the charter school proposal.
Survey Submission 10	11	Survey submission from a community member supporting the charter school with feedback on school hours and programs.
Survey Submission 11	11	Survey submission from a parent/guardian supporting the charter school with feedback on school hours and programs.
Survey Submission 12	11-12	Survey submission from a parent/guardian providing mixed feedback on school hours and programs.
Survey Submission 13	12	Survey submission from a community stakeholder supporting the charter school with feedback on school hours and programs.
Survey Submission 14	12-13	Survey submission from a parent/guardian providing mixed feedback on school hours and programs.
Survey Submission 15	13	Survey submission from a resident of the Syracuse City School District supporting the charter school with feedback on school hours and programs.
Survey Submission 16	13-14	Survey submission from a community stakeholder providing mixed feedback on school hours and programs.

Public Outreach Form	17-19	Form detailing outreach efforts from 2018 to 2020, including events, attendance, and community engagement.
Community Outreach Event - Attendance Sheet	20	Attendance sheet from a charter school information sessior held at LeMoyne College on May 18, 2019.
Email Surveys and Responses	21-29	Collection of email surveys and responses from community members regarding the charter school initiative.
Meeting Flyer and Attendance (5/18/2019)	30	Flyer and attendance details from the information session held on May 18, 2019.
Information Flyer (1/11/2020)	31	Flyer for a community outreach event held on January 11, 2020.
Meeting Agenda (2/13/2020)	32	Agenda from a meeting held on February 13, 2020.
In-Person Surveys	33-75	Surveys conducted in person to gather community feedbac on the charter school proposal.

In Person Surveys	76 - 122	Completed in person surveys
2019 online Surveys	123- 129	Initial online surveys
2023 online Surveys 1 and 2	130 -137	Last online surveys
Marketing Cards	138-139	Cards describing CNYACS
CNYACS website, Media links to video online events	140	Various media events online about CNYACS
Education Summit Flyers	141-142	2021 and 2022 events
Gaskin Walk Attendance	143 -149	Attendance Sheets for community outreach event
6/23/2023 Meeting Attendance	150	Attendance for community information meeting
Zoom meets 2024 to 2025	151 -156	Weekly Thursday meetings
School Age Children Petition	156-159	Syracuse families with school age children
Parents' Workshop	160	Parents' workshop, information session
List of speaking engagements and meetings in February, March, April 2025	163	Talks concerning upcoming submission of SUNY Application with Community Stakeholders, Business Community and NYS Assembly's Education Chairman
Parents' Surveys	164-172	Gage interest of school age children's families
Online Survey Drive Flyer	173	Gage interest of school age children's families
Media Coverage from 2019 to 2025	174 -177	Newspapers and News reports concerning the CNYACS application
Elected Officials met with	178	Informing Elected Officials
Online Video campaign 3/2025	178	2 videos created for CNYACS project

Online Meeting

[redacted]

Fri, May 8, 2020,
1:15 PM

[redacted]

Below is the zoom meeting invite for today's interview at 5:30pm.

Vince

Vince Love is inviting you to a scheduled Zoom meeting.

Topic: Charter School Online Community Mtg
Time: May 8, 2020 05:30 PM Eastern Time (US and Canada)

[redacted]

[redacted]

Public Outreach Form from 2018 -2020

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	[redacted]	Input Obtained	Action Taken on Input	Number of Attendees
01/16/2017 meeting date	Families of students with disabilities, community members	Sent flyers to community based organizations serving children and families with special needs. Hosted a meet/greet to introduce team and solicit feedback on application		Need for family partners	Add a family liaison to the staff who is bi-lingual	22 families of students in grades Pre-Kindergarten and Kindergarten
1/8/18	All community members with school aged children	Informational community meeting		Q & A on charter school plans / Opinion surveys on plans for charter school	Compiled data from surveys and discussed responses	11
1/10/18	All community members with school aged children	Informational community meeting		Q & A on charter school plans / Opinion surveys on plans for charter school	Compiled data from surveys and discussed responses	10
1/19/19	Community members	Meeting of National Action Network membership		Q & A on charter school plans / Opinion surveys on plans for charter school	Compiled data from surveys and discussed responses	22
Jan 2019	Community members	Online survey		Respondents to online opinion survey regarding plans for charter school	Compiled data from surveys and discussed responses	78
2/26/19	Higher Learning Network and Advisors	Conference call between representatives of 100 and HLN		HLN became stakeholders and agreed to help plan community outreach event in Syracuse in May	Both organizations agreed to partnership in submitting application for charter school in Syracuse	4
3/14/19	Community Stakeholders and HLN Advisors	Conference call between representatives of 100, HLN, and Community Stakeholders to discuss community educational needs		All parties agreed that a charter school that models Harriet Tubman Charter School from Bronx, NY would be suitable	All parties agreed to plan a public meeting in Syracuse the weekend of May 17-19	7

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
4/1/2019	HLN advisors and Community Stakeholders	Conference Call with additional Community Stakeholders and planning session for community outreach event in May	[redacted]	It was determined that initial community event/meeting would take place at LeMoyne College on 5/18/2019 at 2pm.	Stakeholders and Community members would be notified via flyers concerning the public meeting	11
5/2/2019	Community Stakeholders and members of HLN	Final planning session for public outreach event for 5/18/19		Location for event secured, notifications and flyers disseminated	Final meeting between Vince Love and Errol Bedford concerning final details for meeting would take place on 5/9/2019	7
5/18/2019	Community Members, Community Stakeholders, HLN members	Discussion of educational needs of the community, the model of the proposed charter school, the charter school application process		The Syracuse community desires a charter school which will provide a successful pathway of success for its underserved students	Official support of the project was determined unanimously by all in attendance. HLN would be hired by the 100 Black Men of Syracuse Inc. as its CMO for the charter school application process and management of the charter school	30
5/22/2019	Public or Elected Official	[redacted]		[redacted]	[redacted]	3
5/23/2019	Conference call Meeting between Community Stakeholders, 100 Black Men of Syracuse Inc. and HLN	Planning Session for Community Outreach Events in July		Community outreach events would be planned for the weekend of July 12-14	Planning sessions would continue every Thursday evening	11
5/30/2019	Conference call Meeting between Community Stakeholders, 100 Black Men of Syracuse Inc. and HLN	Planning Session for Community Outreach Events in July		Community outreach events would be planned for the weekend of July 12-14	Planning sessions would continue every Thursday evening	8

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
6/6/2019	Conference call Meeting between Community Stakeholders, 100 Black Men of Syracuse Inc. and HLN	Planning Session for Community Outreach Events in July	[redacted]	Community outreach events would be planned for the weekend of July 12-14	Planning sessions would continue every Thursday evening. Determined that 1 of the community events would take place on Saturday afternoon at 1 pm. At the 100 Black Men Office's Community Room 2610 South Salina Street	8
6/13/2019	Conference call Meeting between Community Stakeholders, 100 Black Men of Syracuse Inc. and HLN	Planning Session for Community Outreach Events in July		Community outreach events would be planned for the weekend of July 12-14	Scheduled community outreach events on Saturday, July 13th. [redacted]	7
7/13/2019	Syracuse Community	Community Meeting at 10 a.m. concerning proposed Charter School and partnership between 100 Black Men Inc. and HLN		Church Members were interested in supporting the Charter School initiative in their community	Church would support the 100's efforts with HLN as deemed necessary moving forward	10
7/13/2019	Syracuse Community members, stakeholders, 100 Black Men, HLN	Community Meeting at 1 pm. Concerning proposed Charter School, Educational Issues, and partnership between 100 Black Men Inc. and HLN		Full support concerning the Charter School Initiative.	Continued meetings concerning the application process, community outreach events	18
8/16/2019	Community Stakeholders, 100 Black Men Inc, HLN	Planning Session for next Community outreach event in December		[redacted]	Planning meetings via Zoom will continue each Thursday evening during September, October, November including identification of potential Board members	8

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
12/7/2019	[redacted]	[redacted]	[redacted]	Positive Feedback. Limited Turnout. Snow Storm	Another session would be planned for January	7
1/7/2020	[redacted]	iscussion concerning the eed of the Charter School nd additional resources o support the school	[redacted]	The Charter School Initiative will be supported by the community members who attended	Further discussions will take place soon	17
1/6/20	[redacted]	Discuss plans for charter school and potential funding	[redacted]	Funding opportunities limited at this time	Consider revisiting at later time	2
1/7/20	[redacted]	Discuss plans for charter school and potential funding	[redacted]	Will consider a small donation at this time. Potential for more after school is started.	Accept donation and reconsider when school is started.	2
1/18/20	[redacted]	Presentation at MLK men and boys breakfast	[redacted]	Opinion surveys on plans for charter school	Compiled data from surveys and discussed responses	30
1/24/20	[redacted]	Discuss plans for charter school and potential funding	[redacted]	Will discuss with board and inform us if invited to apply.	Waiting for response	4
1/27/20	[redacted]	Community outreach to Community Stakeholders from each locale plus Public Officials	[redacted]	Positive feedback from Community Stakeholders to support Charter School Initiative in Syracuse, NY first	All stakeholders will be appraised of application process	23

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
2/1/20	[redacted]	Meeting of National Action Network membership	[redacted]	Q & A on charter school plans / Opinion surveys on plans for charter school	Compiled data from surveys and discussed responses	18
2/4/2020		Vincent Love had meeting with Deputy Mayor of Syracuse Ms. Sharon Owens		Positive feedback concerning the Charter School Initiative	Deputy Mayor will be appraised of the Charter School Initiative moving forward	2
2/13/2020		Discussion concerning the need for the charter school and support via additional resources		Members will support Charter School Initiative	Further discussions and updates will be provided for the group	18
2/24/2020		Discussion concerning the need for the charter school and support via additional resources		Members will support Charter School Initiative	Further discussions and updates will be provided for the group	6
2/27/2020		Presentation concerning charter school		Organization has demonstrated support for Charter School Initiative	Further discussions and updates will be provided for the company	75
3/27/2020		HLN has placed online survey on its website for feedback from community		So far a couple of respondents have made support know but have added questions concerning Parental Engagement	Monitoring and acquiring data will continue	5

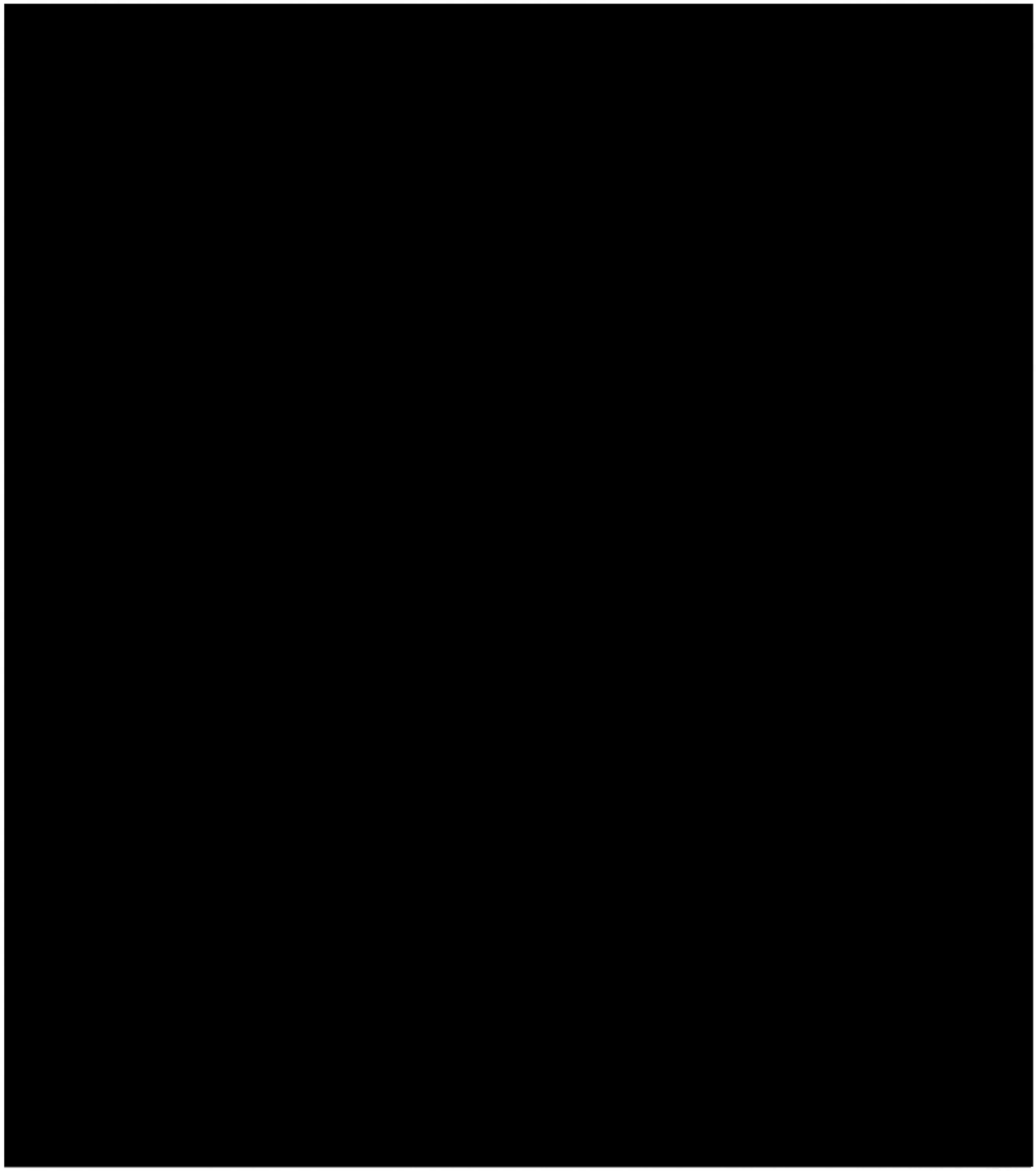
First Community Outreach Event at LeMoyne College

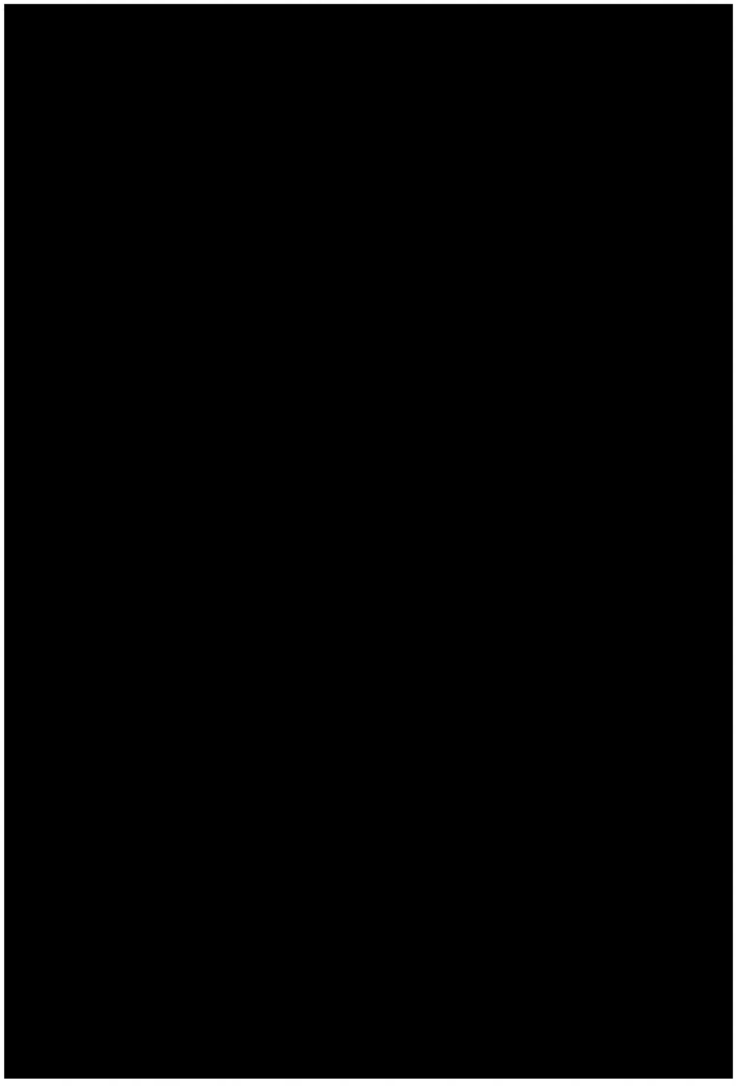
Community Outreach Pictures (4 Syracuse Meetings) HLN members, 100 Black Men of Syracuse Inc. and Syracuse Community Leaders

Meeting 1 Planning Meeting



Meeting 2 Information Session gaging Syracuse community interest



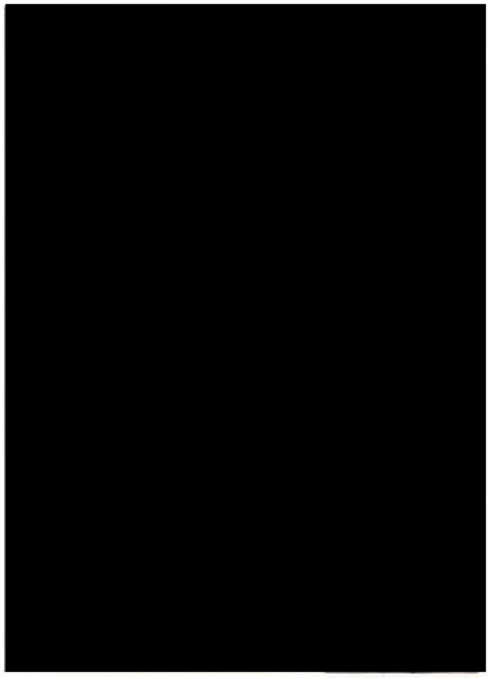




Vince Love speaking to students



Juneteenth Celebration hosted by the 100 Black Men of Syracuse Inc.



Members of Higher Learning Network and HLN Initiatives at LeMoyne College talking about CNYACS





Meetings 4 and 5 (Information session with Syracuse Community Leaders and Stakeholders)



Covid - 19 Change to Zoom Community Meetings

[redacted]

CENTRAL NEW YORK STEAM ACADEMY CHARTER SCHOOL
Zoom Community Information Meeting – Monday, May 11th at 6p.m.

[redacted]

[redacted]

[redacted]

CNY STEAM ACADEMY

Coming to Syracuse, New York

Community Feedback Survey

Fields marked with an * are required

Are you in support of the efforts by 100 Black Men of Syracuse Inc. to open a new charter school in Syracuse? *

○ Yes ○ No ○ Unsure

Would you be in favor of longer school hours for students? *

○ Yes ○ No ○ Unsure

Would you be in favor of after school programs, Saturday and /or summer programing for students? *

○ Yes ○ No ○ Unsure

Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month? *

○ Yes ○ No ○ Unsure

Please identify yourself in one or more of the following categories: *

○ Parent/Guardian of K-12 student ○ Student, Teacher or School Administrator ○ Resident of Syracuse City School District ○ Other community resident or stakeholder

OPTIONAL

First Name

Last Name

Email

Phone Number

Submit

[redacted]

Event Name: Charter School Information Session –

[redacted]

Date: 5/18/2019

Type Name/Initials	Cell Phone #/Optional	Email
[redacted]		

[redacted]

Event Name: Charter School Information Session –

[redacted]

Date: 5/18/2019

Type Name/Initials	Cell Phone #/Optional	Email
[redacted]		

[redacted]

Event Name: Charter School Information Session

[redacted]

Date: 5/18/2019

Type Name/Initials	Cell Phone #/Optional	Email
[redacted]		

[redacted]

[redacted]

Message: I support the charter school effort to better Syracuse school curriculum

[redacted]

[redacted]

Thank you for your support [redacted] We will keep you informed of our progress.

[redacted]

New Charter School Question Submission and Surveys

Surveys

[redacted] 20, 1:05 AM

Message:

You should elaborate more in the mandatory participation. I'm not against meeting with teachers but mandatory class participation might be a little tough for some.

[redacted]

Thank you [redacted] Mandatory may be a strong word. We wi
program.

[redacted]

Subject: Survey Submission 21

[redacted] 2, 2:45 PM

[redacted]

You are viewing an attached message.

Gmail can't verify the authenticity of attached messages.

Are you in support of the efforts by [redacted] open a new charter school in Syracuse?:	Yes
Would you be in favor of longer school hours for students?:	Yes
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Yes
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Yes

Please identify yourself in one or more of the following categories::	Other community resident or stakeholder

Attachments area

Subject: Survey Submission 22

[redacted]

You are viewing an attached message.

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Are you in support of the efforts by [redacted] open a new charter school in Syracuse?:	Yes
Would you be in favor of longer school hours for students?:	Yes
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Yes
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Yes
Please identify yourself in one or more of the following categories::	Resident of Syracuse City School District

Subject: Survey Submission 20

[redacted] Apr 2, 7:56 AM

You are viewing an attached message.

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Are you in support of the efforts by 100 Black Men of Syracuse Inc. to open a new charter school in Syracuse?:	Yes
Would you be in favor of longer school hours for students?:	Unsure
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Yes
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Yes
Please identify yourself in one or more of the following categories::	Resident of Syracuse City School District

Subject: Survey Submission 19

?

[redacted], Mar 31, 1:28 PM

You are viewing an attached message.

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Are you in support of the efforts by 100 Black Men of Syracuse Inc. to open a new charter school in Syracuse?:	Yes
Would you be in favor of longer school hours for students?:	Yes
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Yes
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Yes
Please identify yourself in one or more of the following categories::	Other community resident or stakeholder

[redacted]

Subject: Survey Submission 18

[redacted] 30, 10:53 AM

You are viewing an attached message.

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Are you in support of the efforts by 100 Black Men of Syracuse Inc. to open a new charter school in Syracuse?:	Yes
Would you be in favor of longer school hours for students?:	No
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Yes
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Yes
Please identify yourself in one or more of the following categories::	Other community resident or stakeholder

[redacted]

New Charter School Question Submission

Surveys

[redacted]

My phone number is [redacted] The section above requiring it would only take my email address again.
How can I be involved? I'm interested in helping to make this happen for the [redacted] Syracuse NY organization.

Thank you for your support [redacted]

Mon, Mar 30,
11:06 AM

[redacted]

[redacted]

This is a new opportunity for Syracuse community and the surrounding region to give are youth
another chance to blossom in their educational development, in a setting geared towards a favorable cultural
that is suitable to them. I believe CNY Steam Academy can deliver in this school

[redacted]

Thank you for your suppo[redacted]

[redacted]

Subject: Survey Submission 4

?

[redacted] r 26, 4:40 PM

You are viewing an attached message.

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Are you in support of the efforts by [redacted] to open a new charter school in Syracuse?:	Yes
Would you be in favor of longer school hours for students?:	Yes
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Yes
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Yes
Please identify yourself in one or more of the following categories::	Other community resident or stakeholder

Attachments area

Subject: Survey Submission 5

[redacted]

You are viewing an attached message.

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Are you in support of the efforts by [redacted] to open a new charter school in Syracuse?:	Yes
Would you be in favor of longer school hours for students?:	Yes
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Yes
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	No
Please identify yourself in one or more of the following categories::	Other community resident or stakeholder
First Name:	[redacted]

Subject: Survey Submission 6

[redacted]

You are viewing an attached message.

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Are you in support of the efforts by [redacted] to open a new charter school in Syracuse?:	Yes
Would you be in favor of longer school hours for students?:	Yes
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Yes
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Yes

Please identify yourself in one or more of the following categories::	Student, Teacher or School Administrator

Subject: Survey Submission 7

?

[redacted]

You are viewing an attached message.

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Are you in support of the efforts by [redacted] to open a new charter school in Syracuse?:	Yes
Would you be in favor of longer school hours for students?:	Unsure

Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Yes
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Yes
Please identify yourself in one or more of the following categories::	Resident of Syracuse City School District

Subject: Survey Submission 8

?

[redacted]

You are viewing an attached message.

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Are you in support of the efforts by [redacted] to open a new charter school in Syracuse?:	No
Would you be in favor of longer school hours for students?:	No
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Unsure
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Unsure
Please identify yourself in one or more of the following categories::	Student, Teacher or School Administrator

Subject: Survey Submission 9

[redacted]

You are viewing an attached message.

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Are you in support of the efforts by 1[redacted]o open a new charter school in Syracuse?:	Yes
Would you be in favor of longer school hours for students?:	Yes
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Yes
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Yes

Please identify yourself in one or more of the following categories::

Subject: Survey Submission 10

[redacted]

You are viewing an attached message.

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Are you in support of the efforts by [redacted] to open a new charter school in Syracuse?:	Yes
Would you be in favor of longer school hours for students?:	Yes
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Yes
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Yes
Please identify yourself in one or more of the following categories::	Resident of Syracuse City School District

Subject: Survey Submission 11

[redacted]

You are viewing an attached message.

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Are you in support of the efforts by [redacted] to open a new charter school in Syracuse?:	Yes
Would you be in favor of longer school hours for students?:	No
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Yes
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Yes
Please identify yourself in one or more of the following categories::	Parent/Guardian of K-12 student

Subject: Survey Submission 12

?

[redacted]

You are viewing an attached message.

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Are you in support of the efforts by [redacted] to open a new charter school in Syracuse?:	No
Would you be in favor of longer school hours for students?:	Yes
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Yes
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Yes
Please identify yourself in one or more of the following categories::	Parent/Guardian of K-12 student

Subject: Survey Submission 13

[redacted]

You are viewing an attached message.

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Are you in support of the efforts by [redacted] to open a new charter school in Syra[redacted]?	Yes
Would you be in favor of longer school hours for students?:	Yes
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Yes
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Yes

Please identify yourself in one or more of the following categories::	Other community resident or stakeho

Subject: Survey Submission 13

?

[redacted]

You are viewing an attached message.

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Are you in support of the efforts by [redacted] o open a new charter school in Syracuse?:	Yes
Would you be in favor of longer school hours for students?:	Yes

Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Yes
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Yes
Please identify yourself in one or more of the following categories::	Other community resident or stakeholder

Subject: Survey Submission 14

?

[redacted]

You are viewing an attached message.

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Are you in support of the efforts by [redacted] Inc. to open a new charter school in Syracuse?:	Yes
Would you be in favor of longer school hours for students?:	No
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Yes
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Unsure
Please identify yourself in one or more of the following categories::	Parent/Guardian of K-12 student

[redacted]

Subject: Survey Submission 15

?

[redacted]

You are viewing an attached message.

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Are you in support of the efforts by [redacted] to open a new charter school in Syracuse?:	Yes
Would you be in favor of longer school hours for students?:	Yes
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Yes
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Yes
Please identify yourself in one or more of the following categories::	Resident of Syracuse City School District

Subject: Survey Submission 16

[redacted]

You are viewing an attached message.

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Are you in support of the efforts by [redacted] Inc. to open a new charter school in Syracuse?:	Yes
Would you be in favor of longer school hours for students?:	Unsure
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Yes
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Yes
Please identify yourself in one or more of the following [redacted]	Other community resident or

Subject: Survey Submission 17

[redacted]

You are viewing an attached message.

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Are you in support of the efforts by [redacted] Inc. to open a new charter school in Syracuse?:	Yes
Would you be in favor of longer school hours for students?:	Yes
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Yes
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Yes
Please identify yourself in one or more of the following categories::	Other community resident or stakeholder

[redacted]

[redacted]

Are you in support of the efforts by [redacted] Inc. to open a new charter school in Syracuse?:	Yes
Would you be in favor of longer school hours for students?:	Yes
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Yes
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Yes
Please identify yourself in one or more of the following categories::	Other community resident or stakeholder

Attachments area

HLN Charter Submission

Surveys



Are you in support of the efforts b[redacted]o open a new charter school in Syracuse?:	Yes
Would you be in favor of longer school hours for students?:	Yes
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Yes
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Yes
Please identify yourself in one or more of the following categories::	Other community resident or stakeholder

[redacted]

HLN Charter Submission

Surveys

[redacted] via hs16.name.com

Mon, May 4, 5:10 PM

to me

Are you in support of the efforts by 100 Black Men of Syracuse Inc. to open a new charter school in Syracuse?:	No
Would you be in favor of longer school hours for students?:	No
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	Yes
Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Yes
Please identify yourself in one or more of the following categories::	Student, Teacher or School Administrator

[redacted]

Mon, May 11, 8:00 AM (8 days ago)

Are you in support of the efforts by 100 Black Men of Syracuse Inc. to open a new charter school in Syracuse?:	No
Would you be in favor of longer school hours for students?:	No
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	No

Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	No
Please identify yourself in one or more of the following categories::	Student, Teacher or School Administrator

[redacted]

Mon, May 11, 12:36 PM (8 days ago)

Are you in support of the efforts by 100 Black Men of Syracuse Inc. to open a new charter school in Syracuse?:	No
Would you be in favor of longer school hours for students?:	No
Would you be in favor of after school programs, Saturday and /or summer programing for students?:	No

Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?:	Yes
Please identify yourself in one or more of the following categories::	Parent/Guardian of K-12 student

Meeting Flyer and Attendance from 5/18/2019

[redacted]

Both organizations believe that young scholars need a pathway to grow, achieve, and explore academically, socially and emotionally, which will prepare them to be better global citizens. We believe that we have a design that will work, especially in economically disadvantaged communities throughout the Central New York Region.

Both organizations support education and will focus on its basic pedagogical structures as it applies to STEAM and the management and improvement of student performance and success. Every student may not go to college, but they should understand in the early years of their formal education, that learning is continuous. If you want to be a hair stylist, you should educate yourself in hairstyling. If you want to be an electrician, you should educate yourself in the electrical field. If you want to be the best mom or dad, you should educate yourself in parenting. If you want to be a good pet owner, you should educate yourself in the things you need to know about your pet. Our goal is to have our students exceed NYS Standards. To accomplish this goal, we will apply a student-behavioral management system that works, while embedding in our educational climate that higher learning is really about the learner. Our students will know that higher learning is continuous and never ends.

[redacted]

[redacted]

Event Name: Charter School Information Session –

[redacted]

Type Name/Initials	Cell Phone #/Optional	Email
[redacted]		

[redacted]

Event Name: Charter School Information Session –

[redacted]

Date: 5/18/2019

Type Name/Initials	Cell Phone # (Optional)	Email
[redacted]		

Information Flyer about 1/11/2020 Community Outreach Event

[redacted]

[redacted]

ACHIEVING RESULTS OVER A LIFETIME

[redacted]

[redacted]

Meeting Agenda from 2/13/2020

[redacted]

Meeting With [redacted]

Agenda 2/13/2020

1. **Overview of Purpose and Vision and Mission**

The mission of the Higher Learning Network is to ensure academic and personal achievement by creating a collaborative learning community that promotes higher learning in every field of human endeavor.

We believe that in order for this concept to be feasible, all students must be able to compete globally.

Our student-centered approach will foster the academic and personal excellence necessary to meet or exceed the state standards and develop productive members of society.

2. **Review of HLN Powerpoint and School Model**

HOW WE WORK

With School Leaders

At the highest level, we will provide:

Support that will work as strategic thought partners with leadership to address systemic issues, typically around leadership capacity, access and equity, STEAM, mathematics and literacy.

Working alongside administration, our support network will help to build their depth and expertise in these content areas.

We help to improve student learning by creating leadership management organizational systems that connect school leadership priorities to clearly defined, measurable, instructional goals.

With Teachers

We will provide:

Support that will give you on-site coaching, the single most effective pathway to change and improvement in teaching practice and teacher disposition towards professional growth. We customized our Professional Development to each schools' needs.

Our support will provide shoulder-to-shoulder, *job-embedded* professional development for teachers in all content areas. We work deeply with teachers to improve their practice so they can have a more positive impact on children.

OUR SERVICES

- Our network of professionals will assist in your school's management needs. We specialize in providing Charter Schools with support in business operations, instructional coaching and the overall management structure of the Charter School.
- Higher Learning Network will tailor our Charter School Management services to fit your needs.

KEY DESIGN ELEMENTS

- Research-proven curriculum aligned to NYS and Next Generation Learning Standards while integrating Literacy across the curriculum
- A Collaborative Climate For All Learners - RTI
- Proven instructional methodologies for economically disadvantaged, ENL, Students With Disabilities and at-risk students
- Utilizing STEAM-Project Based Learning that is aligned to the state standards
- Character values that support a positive school culture
- Daily Professional Development and common planning to integrate literacy across the curriculum
- Informed Parental Engagement/Health and Wellness support for Communities

Literacy (May include but will not be limited to:)

- Ready NY (3-8)
- Core Knowledge (K-8)
- SchoolWide (K-5) and Fundations (K-2)
- EngageNY ELA Modules (K-8)

Math (May include but will not be limited to:)

- Envisions (K-5)
- Springboard (6-8)
- EngageNY Math Modules (K-8)
- Ready NY (3-8)

Marzano's "Teaching For Rigor"

- Provides a framework for improving student achievement within the standards-driven curriculum
- Helps teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities for all students.

STEAM

- Integrates the academic disciplines of Science, Technology, Engineering, Arts and Mathematics Program into a cohesive learning paradigm based on real-world applications.
- Discovery, problem solving, and inquiry-based learning will play strong roles.
- *Project Based Learning (PBL)*, a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge, will be incorporated in all content areas.

Data-driven instruction is the philosophy that schools should focus on two simple questions:

- How do you know if students are learning?
- When they are not, what do you do about it?

Data Analysis (May include but will not be limited to:)

- STAR 360
- Achieve 3000
- Weekly Priority Skills Assessments
- Mock Assessments
- Weekly data analysis meetings for planning and implement rigorous, differentiated, explicit instruction.
- Ready Assessments for ELA and Math

Professional Development will focus on but not be limited to:

- Unpacking and implementing the NYS Next Generation Learning Standards
- Planning
- Curriculum Mapping
- Academic-Behavior Management,
- Response To Intervention (RTI),
- Differentiated Instruction,
- Data analysis that informs data-driven decision making
- Summer PD
  - Two weeks of structured and well-planned professional development during the month of August. This practice ensures that the instructional expectations are aligned to the school's mission and vision and all teaching and support staff are well-trained in implementing the curriculum in all content areas.

3. Board of Trustees Roles and Responsibilities
   Responsibilities of board members include participating in the development of administrative and management policies and sharing major decision-making.
   - Review of Background Information Sheet
4. Completing Paperwork for Board of Trustees and Required Documentation
5. Consultation Sessions for Completing Paperwork
6. Q and A

In Person Surveys



The [redacted] is in the process of applying to open a new Charter School in the Syracuse District. As part of this process we want to get input from the parents and other community stakeholders who will be served by the school. We would appreciate your help by answering a few question in the attached survey.

1. Are you in support of the [redacted] efforts to open a new charter school in Syracuse?

   ○ YES

   ○ NO

   ○ NOT SURE

2. Would you be in favor of longer school hours for students?

   ○ YES

   ○ NO

3. Would you be in favor of after school programs, Saturday and /or summer programing for students?

   ○ YES

   ○ NO

4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?

   ○ YES

   ○ NO

5. Please identify yourself in one or more of the following categories:

   ○ Parent/Guardian of K-12 student

   ○ Student, Teacher or School Administrator

   ○ Resident of Syracuse City School District

   ○ Other community resident or stakeholder

[redacted]entral New York Academy Charter School Community Survey

6/17/23

* Indicates required question

[redacted]

2. Are you in support of the efforts of the 100 Black Men of Syracuse Inc. opening a new charter school in the Syracuse community? *

Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

3. 100 Black Men of Syracuse Inc and Higher Learning Network (Education Consultants) would like to work in partnership with the Syracuse City School District to open this Charter School in Syracuse. Would you be in support of this type of collaborative effort? *

Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

4. Would you be in favor of longer school hours for students? *

Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

5. Would you be in support of after school or Saturday and/or Summer programs for students? *

Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

6. Would you be in support of mandatory parent/guardian participation that may include meeting with teachers and minimum volunteer hours in the school? *

Mark only one oval.

- [ ] yes
- [ ] No
- [x] Unsure

7. What type of programs would you want to see included in the design of a new charter school located in the Syracuse community? *

Check all that apply.

- [ ] DEI (Diversity, Equity and Inclusion)
- [ ] PBIS (Positive Behavioral Interventions and Supports)
- [ ] Student Mentoring
- [x] STEAM (Science, Technology, Engineering, Arts, Math)
- [x] Community Wellness
- [ ] Tutoring
- [ ] High Achievers (Gifted)
- [x] Other: ~~Exutive~~ Entrepreneurship

8. Please identify yourself in one or more of the following categories: *

Check all that apply.

- [ ] Parent or Guardian of a Grades K-2 Student
- [x] Parent or Guardian of a Grades 3-5 Student
- [ ] Parent or Guardian of a Grades 6-8 Student
- [ ] Student, Teacher or School Administrator
- [x] Resident of Syracuse City School District
- [ ] Other Community Resident or Stakeholder

9. Do you have any other comments or suggestions?

This content is neither created nor endorsed by Google.

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[redacted] Central New York Academy Charter School Community Survey

6/17/23

[redacted]

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Mark only one oval.

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- [ ] Unsure

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Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

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Mark only one oval.

- ( ) Yes
- (X) No
- ( ) Unsure

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Mark only one oval.

- (X) Yes
- ( ) No
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- [x] Community Wellness
- [ ] Tutoring
- [ ] High Achievers (Gifted)
- [ ] Other: _____

8. Please identify yourself in one or more of the following categories: *

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- [x] Parent or Guardian of a Grades 6-8 Student
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- [x] Resident of Syracuse City School District
- [ ] Other Community Resident or Stakeholder

9. Do you have any other comments or suggestions?

_____

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[redacted] Central New York Academy Charter School Community Survey

6/07/23

[redacted]

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Mark only one oval.

- Yes
- No
- Unsure

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Mark only one oval.

- Yes
- No
- Unsure

4. Would you be in favor of longer school hours for students? *

Mark only one oval.

- [x] Yes
- [ ] No
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5. Would you be in support of after school or Saturday and/or Summer programs for students? *

Mark only one oval.

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- [ ] No
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Mark only one oval.

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- [x] Tutoring
- [x] High Achievers (Gifted)
- [ ] Other:

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- [ ] Parent or Guardian of a Grades 6-8 Student
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9. Do you have any other comments or suggestions?

Keep up the great work

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[redacted] Central New York Academy Charter School Community Survey

6/17/23

[redacted]

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Mark only one oval.

- ✓ Yes
- No
- Unsure

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Mark only one oval.

- ✓ Yes
- No
- Unsure

4. Would you be in favor of longer school hours for students? *

Mark only one oval.

- ✓ Yes
- No
- Unsure

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Mark only one oval.

- ✓ Yes
- No
- Unsure

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- [ ] Other: _____

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- [ ] Student, Teacher or School Administrator
- [ ] Resident of Syracuse City School District
- [x] Other Community Resident or Stakeholder

9. Do you have any other comments or suggestions?

NOPE

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[redacted] Central New York Academy Charter School Community Survey

6/17/23

* Indicates required question

[redacted]

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Mark only one oval.

- ✓ Yes
- No
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Mark only one oval.

- ✓ Yes
- No
- Unsure

4. Would you be in favor of longer school hours for students? *

Mark only one oval.

- ✓ Yes
- No
- Unsure

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Mark only one oval.

- ✓ Yes
- No
- Unsure

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Mark only one oval.

- ✓ Yes
- No
- Unsure

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- [ ] Student Mentoring
- [ ] STEAM (Science, Technology, Engineering, Arts, Math)
- [ ] Community Wellness
- [ ] Tutoring
- [ ] High Achievers (*Gifted*)
- [ ] Other:

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[redacted]

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[redacted] Central New York Academy Charter School Community Survey

6/17/23

* Indicates required question

[redacted]

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Mark only one oval.

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Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

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Mark only one oval.

- ( ) Yes
- (✓) No
- ( ) Unsure

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9. Do you have any other comments or suggestions?

Sports

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[redacted] Charter School Community Survey

Central New York Academy Charter School Community Survey

6/17/23

* Indicates required question

[redacted]

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9. Do you have any other comments or suggestions?

NO

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[redacted] Central New York Academy Charter School Community Survey

6/17/23

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[redacted]

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_____

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[redacted] Central New York Academy Charter School Community Survey

6/17/23

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- [ ] Other Community Resident or Stakeholder

9. Do you have any other comments or suggestions?

~~None~~ listen to your students!

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[redacted] Central New York Academy Charter School Community Survey

6/17/23

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Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

6. Would you be in support of mandatory parent/guardian participation that may include meeting with teachers and minimum volunteer hours in the school? *

Mark only one oval.

- [x] yes
- [ ] No
- [ ] Unsure

7. What type of programs would you want to see included in the design of a new charter school located in the Syracuse community? *

Check all that apply.

- [x] DEI (Diversity, Equity and Inclusion)
- [x] PBIS (Positive Behavioral Interventions and Supports)
- [x] Student Mentoring
- [x] STEAM (Science, Technology, Engineering, Arts, Math)
- [x] Community Wellness
- [x] Tutoring
- [x] High Achievers (Gifted)
- [ ] Other: _____

8. Please identify yourself in one or more of the following categories: *

Check all that apply.

- [ ] Parent or Guardian of a Grades K-2 Student
- [ ] Parent or Guardian of a Grades 3-5 Student
- [ ] Parent or Guardian of a Grades 6-8 Student
- [ ] Student, Teacher or School Administrator
- [ ] Resident of Syracuse City School District
- [x] Other Community Resident or Stakeholder

9. Do you have any other comments or suggestions?

_____

This content is neither created nor endorsed by Google.

Google Forms

[redacted] Central New York Academy Charter School Community Survey

6/17/23

* Indicates required question

[redacted]

2. Are you in support of the efforts of the 100 Black Men of Syracuse Inc. opening a new charter school in the Syracuse community? *

Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

3. 100 Black Men of Syracuse Inc and Higher Learning Network (Education Consultants) would like to work in partnership with the Syracuse City School District to open this Charter School in Syracuse. Would you be in support of this type of collaborative effort? *

Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

4. Would you be in favor of longer school hours for students? *

Mark only one oval.

- ◯ Yes
- ◯ No
- ⊗ Unsure

5. Would you be in support of after school or Saturday and/or Summer programs for students? *

Mark only one oval.

- ⊗ Yes
- ◯ No
- ◯ Unsure

6. Would you be in support of mandatory parent/guardian participation that may include meeting with teachers and minimum volunteer hours in the school? *

Mark only one oval.

- ⊗ yes if they have the time . . .
- ◯ No
- ◯ Unsure

7. What type of programs would you want to see included in the design of a new charter school located in the Syracuse community? *

Check all that apply.

- [x] DEI (Diversity, Equity and Inclusion)
- [x] PBIS (Positive Behavioral Interventions and Supports)
- [x] Student Mentoring
- [x] STEAM (Science, Technology, Engineering, Arts, Math)
- [x] Community Wellness
- [x] Tutoring
- [x] High Achievers (Gifted)
- [x] Other: The Real BLACK History

8. Please identify yourself in one or more of the following categories: *

Check all that apply.

- [x] Parent or Guardian of a Grades K-2 Student
- [ ] Parent or Guardian of a Grades 3-5 Student
- [ ] Parent or Guardian of a Grades 6-8 Student
- [ ] Student, Teacher or School Administrator
- [ ] Resident of Syracuse City School District
- [ ] Other Community Resident or Stakeholder

9. Do you have any other comments or suggestions?

When will this be in progress?

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Google Forms

[redacted] Central New York Academy Charter School Community Survey

6/17/23

* Indicates required question

[redacted]

2. Are you in support of the efforts of the 100 Black Men of Syracuse Inc. opening a new charter school in the Syracuse community? *

Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

3. 100 Black Men of Syracuse Inc and Higher Learning Network (Education Consultants) would like to work in partnership with the Syracuse City School District to open this Charter School in Syracuse. Would you be in support of this type of collaborative effort? *

Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

4. Would you be in favor of longer school hours for students? *

Mark only one oval.

- ◯ Yes
- ◯ No
- ☑ Unsure depend on what they are doing

5. Would you be in support of after school or Saturday and/or Summer programs for students? *

Mark only one oval.

- ☑ Yes
- ◯ No
- ◯ Unsure

6. Would you be in support of mandatory parent/guardian participation that may include meeting with teachers and minimum volunteer hours in the school? *

Mark only one oval.

- ☑ yes
- ◯ No
- ◯ Unsure

7. What type of programs would you want to see included in the design of a new charter school located in the Syracuse community? *

Check all that apply.

- [ ] DEI (Diversity, Equity and Inclusion)
- [x] PBIS (Positive Behavioral Interventions and Supports)
- [x] Student Mentoring
- [x] STEAM (Science, Technology, Engineering, Arts, Math)
- [x] Community Wellness
- [x] Tutoring
- [x] High Achievers (Gifted)
- [ ] Other: _____

8. Please identify yourself in one or more of the following categories: *

Check all that apply.

- [ ] Parent or Guardian of a Grades K-2 Student
- [ ] Parent or Guardian of a Grades 3-5 Student
- [ ] Parent or Guardian of a Grades 6-8 Student
- [ ] Student, Teacher or School Administrator
- [x] Resident of Syracuse City School District
- [x] Other Community Resident or Stakeholder

9. Do you have any other comments or suggestions?

I pray you stat soon

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Google Forms

[redacted] Central New York Academy Charter School Community Survey

6/17/23

* Indicates required question

[redacted]

2. Are you in support of the efforts of the 100 Black Men of Syracuse Inc. opening a new charter school in the Syracuse community? *

Mark only one oval.

- [x] Yes
- [ ] No
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- [ ] No
- [ ] Unsure

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Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

5. Would you be in support of after school or Saturday and/or Summer programs for students? *

Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

6. Would you be in support of mandatory parent/guardian participation that may include meeting with teachers and minimum volunteer hours in the school? *

Mark only one oval.

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- [ ] No
- [ ] Unsure

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Check all that apply.

- [X] DEI (Diversity, Equity and Inclusion)
- [X] PBIS (Positive Behavioral Interventions and Supports)
- [X] Student Mentoring
- [X] STEAM (Science, Technology, Engineering, Arts, Math)
- [X] Community Wellness
- [X] Tutoring
- [X] High Achievers (Gifted)
- [X] Other: Community Service Activities + Skills labs

8. Please identify yourself in one or more of the following categories: *

Check all that apply.

- [ ] Parent or Guardian of a Grades K-2 Student
- [ ] Parent or Guardian of a Grades 3-5 Student
- [ ] Parent or Guardian of a Grades 6-8 Student
- [X] Student, Teacher or School Administrator past
- [ ] Resident of Syracuse City School District
- [ ] Other Community Resident or Stakeholder

9. Do you have any other comments or suggestions?

Good Luck!

This content is neither created nor endorsed by Google.

Google Forms

[redacted] Central New York Academy Charter School Community Survey

6/17/23

* Indicates required question

[redacted]

2. Are you in support of the efforts of the 100 Black Men of Syracuse Inc. opening a new charter school in the Syracuse community? *

Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

3. 100 Black Men of Syracuse Inc and Higher Learning Network (Education Consultants) would like to work in partnership with the Syracuse City School District to open this Charter School in Syracuse. Would you be in support of this type of collaborative effort? *

Mark only one oval.

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Mark only one oval.

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- ✓ Unsure

5. Would you be in support of after school or Saturday and/or Summer programs for students? *

Mark only one oval.

- ✓ Yes
- ◯ No
- ◯ Unsure

6. Would you be in support of mandatory parent/guardian participation that may include meeting with teachers and minimum volunteer hours in the school? *

Mark only one oval.

- ✓ yes
- ◯ No
- ◯ Unsure

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Check all that apply.

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- [x] PBIS (Positive Behavioral Interventions and Supports)
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- [x] Tutoring
- [x] High Achievers (Gifted)
- [ ] Other: _____

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- [ ] Parent or Guardian of a Grades 6-8 Student
- [ ] Student, Teacher or School Administrator
- [x] Resident of Syracuse City School District
- [x] Other Community Resident or Stakeholder

9. Do you have any other comments or suggestions?

_____

This content is neither created nor endorsed by Google.

Google Forms



Date 9/25/12

[redacted] is in the process of applying to open a new Charter School in the Syracuse District. As part of this process we want to get input from the parents and other community stakeholders who will be served by the school. We would appreciate your help by answering a few question in the attached survey.

1. Are you in support of the 100 Black Men of Syracuse Inc. efforts to open a new charter school in Syracuse?

   ⊗ YES

   ○ NO

   ○ NOT SURE

2. Would you be in favor of longer school hours for students?

   ○ YES

   ⊗ NO

3. Would you be in favor of after school programs, Saturday and /or summer programing for students?

   ⊗ YES

   ○ NO

4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?

   ⊗ YES

   ○ NO

5. Please identify yourself in one or more of the following categories:

   ⊗ Parent/Guardian of K-12 student

   ○ Student, Teacher or School Administrator

   ○ Resident of Syracuse City School District

   ○ Other community resident or stakeholder

Comments_____

[redacted]

Date 9/24/12

[redacted] in the process of applying to open a new Charter School in the Syracuse District. As part of this process we want to get input from the parents and other community stakeholders who will be served by the school. We would appreciate your help by answering a few question in the attached survey.

1. Are you in support of the 100 Black Men of Syracuse Inc. efforts to open a new charter school in Syracuse?
   - ☒ YES
   - ○ NO
   - ○ NOT SURE
2. Would you be in favor of longer school hours for students?
   - ☒ YES
   - ○ NO
3. Would you be in favor of after school programs, Saturday and /or summer programing for students?
   - ☒ YES
   - ○ NO
4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?
   - ☒ YES
   - ○ NO
5. Please identify yourself in one or more of the following categories:
   - ○ Parent/Guardian of K-12 student
   - ○ Student, Teacher or School Administrator
   - ○ Resident of Syracuse City School District
   - ☒ Other community resident or stakeholder NCNW

Comments: NCNW definitely in support of a Charter School. We can volunteer and assist w/ any services you may offer.

Evelyn Lindsay
President of Syracuse Section NCNW

[redacted]

Date 9-24-22

[redacted] is in the process of applying to open a new Charter School in the Syracuse District. As part of this process we want to get input from the parents and other community stakeholders who will be served by the school. We would appreciate your help by answering a few question in the attached survey.

1. Are you in support of the 100 Black Men of Syracuse Inc. efforts to open a new charter school in Syracuse?

   ◉ YES

   ○ NO

   ○ NOT SURE

2. Would you be in favor of longer school hours for students?

   ◉ YES

   ○ NO

3. Would you be in favor of after school programs, Saturday and /or summer programing for students?

   ◉ YES

   ○ NO

4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?

   ◉ YES

   ○ NO

5. Please identify yourself in one or more of the following categories:

   ◉ Parent/Guardian of K-12 student

   ◉ Student, Teacher or School Administrator

   ◉ Resident of Syracuse City School District

   ○ Other community resident or stakeholder

Comments_____

[redacted]

Date 9-24-2022

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1. Are you in support of the 100 Black Men of Syracuse Inc. efforts to open a new charter school in Syracuse?
   - ✓ YES
   - ○ NO
   - ○ NOT SURE
2. Would you be in favor of longer school hours for students?
   - ○ YES
   - ✓ NO
3. Would you be in favor of after school programs, Saturday and /or summer programing for students?
   - ✓ YES
   - ○ NO
4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?
   - ✓ YES
   - ○ NO
5. Please identify yourself in one or more of the following categories:
   - ○ Parent/Guardian of K-12 student
   - ✓ Student, Teacher or School Administrator
   - ○ Resident of Syracuse City School District
   - ○ Other community resident or stakeholder

Comments_____

[redacted]

Date 9/24/2020

[redacted] is in the process of applying to open a new Charter School in the Syracuse District. As part of this process we want to get input from the parents and other community stakeholders who will be served by the school. We would appreciate your help by answering a few question in the attached survey.

1. Are you in support of the 100 Black Men of Syracuse Inc. efforts to open a new charter school in Syracuse?
   - ☑ YES
   - ○ NO
   - ○ NOT SURE
2. Would you be in favor of longer school hours for students?
   - ☑ YES
   - ○ NO
3. Would you be in favor of after school programs, Saturday and /or summer programing for students?
   - ☑ YES
   - ○ NO
4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?
   - ☑ YES
   - ○ NO
5. Please identify yourself in one or more of the following categories:
   - ○ Parent/Guardian of K-12 student
   - ○ Student, Teacher or School Administrator
   - ○ Resident of Syracuse City School District
   - ☑ Other community resident or stakeholder

Comments_____

[redacted]

Date 9/23/2022

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   - ○ YES
   - ○ NO
   - ○ NOT SURE
2. Would you be in favor of longer school hours for students?
   - ● YES
   - ○ NO
3. Would you be in favor of after school programs, Saturday and /or summer programing for students?
   - ● YES
   - ○ NO
4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?
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5. Please identify yourself in one or more of the following categories:
   - ○ Parent/Guardian of K-12 student
   - ○ Student, Teacher or School Administrator
   - ○ Resident of Syracuse City School District
   - ● Other community resident or stakeholder

Comments I support this charter school if it does not take additional funds from the SCSD.

[redacted]

Date 09/24/2022

[redacted] is in the process of applying to open a new Charter School in the Syracuse District. As part of this process we want to get input from the parents and other community stakeholders who will be served by the school. We would appreciate your help by answering a few question in the attached survey.

1. Are you in support of the 100 Black Men of Syracuse Inc. efforts to open a new charter school in Syracuse?

   - (●) YES
   - ( ) NO
   - ( ) NOT SURE

2. Would you be in favor of longer school hours for students?

   - ( ) YES
   - (●) NO

3. Would you be in favor of after school programs, Saturday and /or summer programing for students?

   - (●) YES
   - ( ) NO

4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?

   - ( ) YES
   - (●) NO

5. Please identify yourself in one or more of the following categories:

   - ( ) Parent/Guardian of K-12 student
   - ( ) Student, Teacher or School Administrator
   - (●) Resident of Syracuse City School District
   - ( ) Other community resident or stakeholder

Comments_____

[redacted]

Date 9/24

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   - ☑ YES
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2. Would you be in favor of longer school hours for students?
   - ○ YES
   - ☑ NO
3. Would you be in favor of after school programs, Saturday and /or summer programing for students?
   - ☑ YES
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   - ○ Parent/Guardian of K-12 student
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Comments_____

[redacted]

Date 9-24-22

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   - ⊗ YES
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3. Would you be in favor of after school programs, Saturday and /or summer programing for students?
   - ⊗ YES
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4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?
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   - ○ NO
5. Please identify yourself in one or more of the following categories:
   - ○ Parent/Guardian of K-12 student
   - ⊗ Student, Teacher or School Administrator
   - ○ Resident of Syracuse City School District
   - ○ Other community resident or stakeholder

Comments This is Wonderful!

[redacted]

Date 9/24/22

[redacted]s in the process of applying to open a new Charter School in the Syracuse District. As part of this process we want to get input from the parents and other community stakeholders who will be served by the school. We would appreciate your help by answering a few question in the attached survey.

1. Are you in support of the 100 Black Men of Syracuse Inc. efforts to open a new charter school in Syracuse?
   - ✓ YES
   - ○ NO
   - ○ NOT SURE
2. Would you be in favor of longer school hours for students?
   - ✓ YES
   - ○ NO
3. Would you be in favor of after school programs, Saturday and /or summer programing for students?
   - ✓ YES
   - ○ NO
4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?
   - ✓ YES
   - ○ NO
5. Please identify yourself in one or more of the following categories:
   - ○ Parent/Guardian of K-12 student
   - ○ Student, Teacher or School Administrator
   - ✓ Resident of Syracuse City School District
   - ○ Other community resident or stakeholder

Comments_____



Date 9/24/2022

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5. Please identify yourself in one or more of the following categories:
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   - ○ Student, Teacher or School Administrator
   - ○ Resident of Syracuse City School District
   - ☑ Other community resident or stakeholder

Comments_____

[redacted]

Date 9-24-

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1. Are you in support of the 100 Black Men of Syracuse Inc. efforts to open a new charter school in Syracuse?

   ◉ YES

   ○ NO

   ○ NOT SURE

2. Would you be in favor of longer school hours for students?

   ○ YES

   ◉ NO

3. Would you be in favor of after school programs, Saturday and /or summer programing for students?

   ◉ YES

   ○ NO

4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?

   ◉ YES

   ○ NO

5. Please identify yourself in one or more of the following categories:

   ○ Parent/Guardian of K-12 student

   ○ Student, Teacher or School Administrator

   ○ Resident of Syracuse City School District

   ◉ Other community resident or stakeholder

Comments Thanks for your investment

[redacted]

Date 9/24/22

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   - ○ NO
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2. Would you be in favor of longer school hours for students?
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   - ☑ NO
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   - ○ Student, Teacher or School Administrator
   - ○ Resident of Syracuse City School District
   - ☑ Other community resident or stakeholder

Comments _____

[redacted]

Date 12/24/2022

The [redacted] is in the process of applying to open a new Charter School in the Syracuse District. As part of this process we want to get input from the parents and other community stakeholders who will be served by the school. We would appreciate your help by answering a few question in the attached survey.

1. Are you in support of the 100 Black Men of Syracuse Inc. efforts to open a new charter school in Syracuse?
   - ✓ YES
   - ○ NO
   - ○ NOT SURE
2. Would you be in favor of longer school hours for students?
   - ✓ YES
   - ○ NO
3. Would you be in favor of after school programs, Saturday and /or summer programing for students?
   - ○ YES
   - ○ NO
4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?
   - ✓ YES
   - ○ NO
5. Please identify yourself in one or more of the following categories:
   - ○ Parent/Guardian of K-12 student
   - ○ Student, Teacher or School Administrator
   - ○ Resident of Syracuse City School District
   - ✓ Other community resident or stakeholder

Comments Let's go to work

[redacted]

Date 9/24/22

The 1[redacted]s in the process of applying to open a new Charter School in the Syracuse District. As part of this process we want to get input from the parents and other community stakeholders who will be served by the school. We would appreciate your help by answering a few question in the attached survey.

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   - ○ YES
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   - ◉ NOT SURE
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   - ◉ NO
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   - ○ NO
4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?
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   - ○ NO
5. Please identify yourself in one or more of the following categories:
   - ○ Parent/Guardian of K-12 student
   - ○ Student, Teacher or School Administrator
   - ◉ Resident of Syracuse City School District
   - ○ Other community resident or stakeholder

Comments_____

[redacted]

Date 9/24/20

The [redacted] is in the process of applying to open a new Charter School in the Syracuse District. As part of this process we want to get input from the parents and other community stakeholders who will be served by the school. We would appreciate your help by answering a few question in the attached survey.

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2. Would you be in favor of longer school hours for students?
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   - ☑ NO
5. Please identify yourself in one or more of the following categories:
   - ○ Parent/Guardian of K-12 student
   - ○ Student, Teacher or School Administrator
   - ☑ Resident of Syracuse City School District
   - ○ Other community resident or stakeholder

Comments_____

[redacted]

Date 9-24-22

The [redacted] in the process of applying to open a new Charter School in the Syracuse District. As part of this process we want to get input from the parents and other community stakeholders who will be served by the school. We would appreciate your help by answering a few question in the attached survey.

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   - ○ NO
3. Would you be in favor of after school programs, Saturday and /or summer programing for students?
   - ⊗ YES
   - ○ NO
4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?
   - ⊗ YES
   - ○ NO
5. Please identify yourself in one or more of the following categories:
   - ○ Parent/Guardian of K-12 student
   - ○ Student, Teacher or School Administrator
   - ○ Resident of Syracuse City School District
   - ⊗ Other community resident or stakeholder

Comments_____

[redacted]

Date 09/24/22

[redacted] is in the process of applying to open a new Charter School in the Syracuse District. As part of this process we want to get input from the parents and other community stakeholders who will be served by the school. We would appreciate your help by answering a few question in the attached survey.

1. Are you in support of the 100 Black Men of Syracuse Inc. efforts to open a new charter school in Syracuse?
   - Ø YES
   - O NO
   - O NOT SURE
2. Would you be in favor of longer school hours for students?
   - O YES
   - Ø NO
3. Would you be in favor of after school programs, Saturday and /or summer programing for students?
   - Ø YES
   - O NO
4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?
   - Ø YES
   - O NO
5. Please identify yourself in one or more of the following categories:
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   - O Student, Teacher or School Administrator
   - O Resident of Syracuse City School District
   - Ø Other community resident or stakeholder

Comments_____



Date 9-24-22

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   - ○ NO
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5. Please identify yourself in one or more of the following categories:
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Comments_____



Date 9/23/2022

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1. Are you in support of the 100 Black Men of Syracuse Inc. efforts to open a new charter school in Syracuse?

   ⊗ YES

   ○ NO

   ○ NOT SURE

2. Would you be in favor of longer school hours for students?

   ⊗ YES ?

   ○ NO

3. Would you be in favor of after school programs, Saturday and /or summer programing for students?

   ○ YES

   ○ NO

4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?

   ⊗ YES

   ○ NO

5. Please identify yourself in one or more of the following categories:

   ○ Parent/Guardian of K-12 student

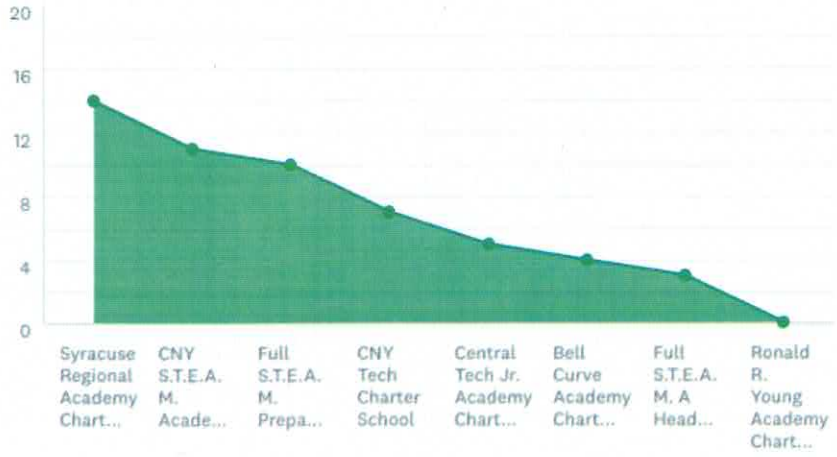
   ⊗ Student, Teacher or School Administrator

   ⊗ Resident of Syracuse City School District

   ○ Other community resident or stakeholder

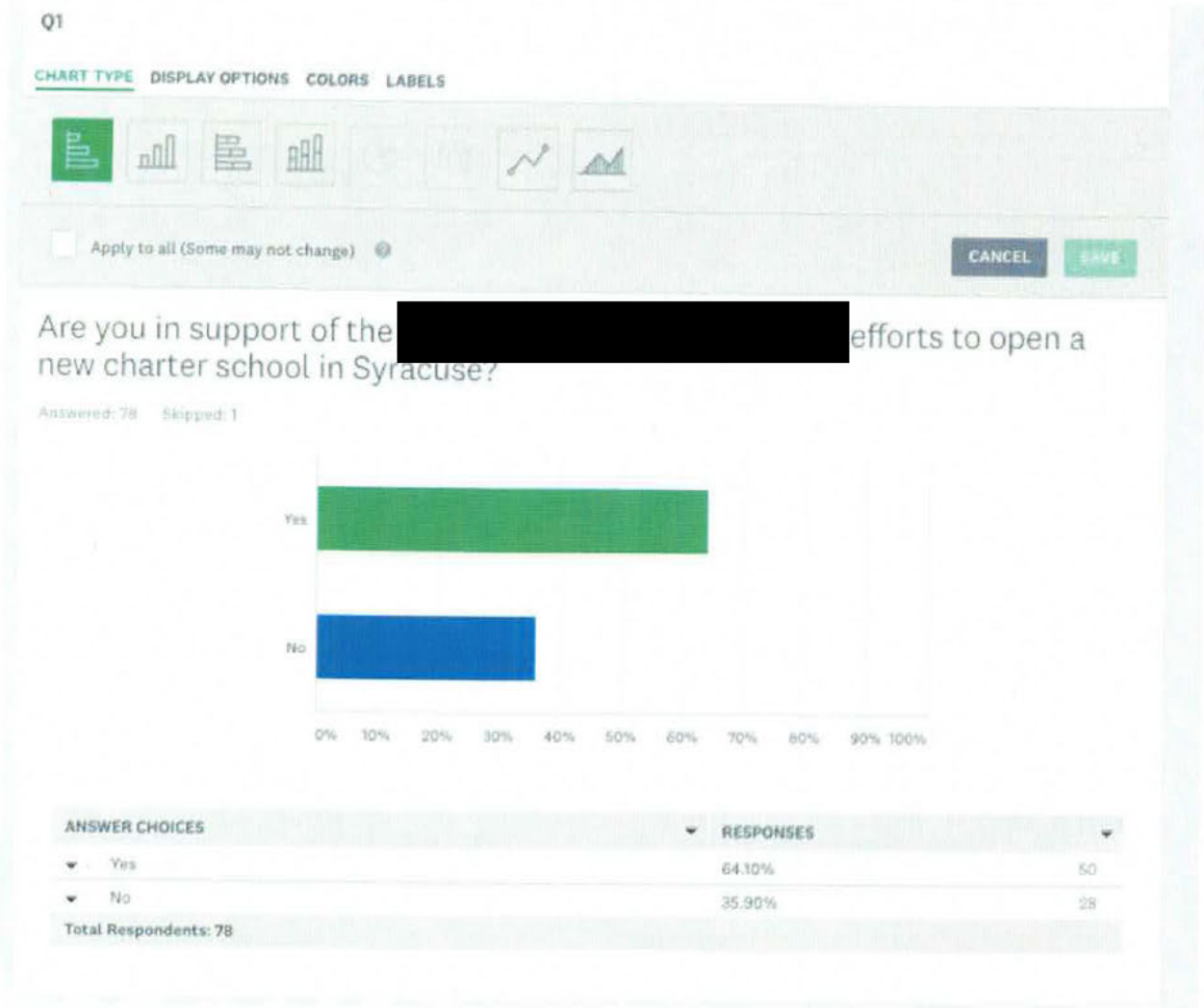
Comments Longer hours means that single parents will be able to save on daycare, because after school care is expensive!

School Name Online Survey Results from 3/2020



ANSWER CHOICES	RESPONSES	
Syracuse Regional Academy Charter School	51.85%	14
CNY S.T.E.A.M. Academy Charter School	40.74%	11
Full S.T.E.A.M. Preparatory Charter School	37.04%	10
CNY Tech Charter School	25.93%	7
Central Tech Jr. Academy Charter School	18.52%	5
Bell Curve Academy Charter School	14.81%	4
Full S.T.E.A.M. A Head Preparatory Charter School	11.11%	3
Ronald R. Young Academy Charter School	0.00%	0
Total Respondents: 27		

Online Survey Results from 2019

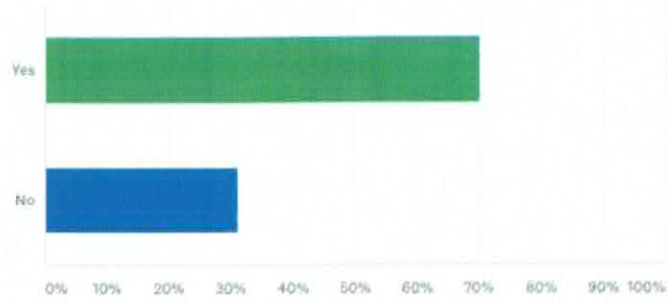


Q2

Customize Save as

Would you be in favor of longer school hours for students?

Answered: 77 Skipped: 2



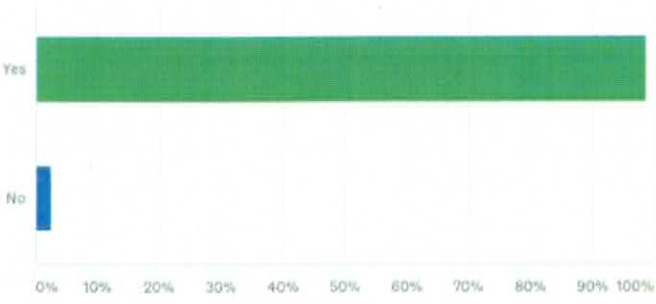
ANSWER CHOICES	RESPONSES	
Yes	70.13%	54
No	31.17%	24
Total Respondents: 77		

Q3

Customize Save as

Would you be in favor of-after school programs and/or summer and Saturday programing for students?

Answered: 79 Skipped: 0



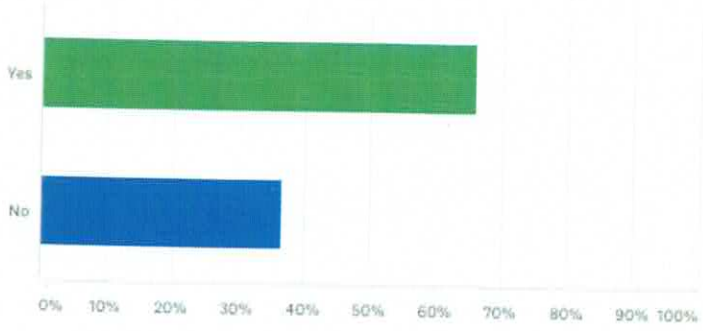
ANSWER CHOICES	RESPONSES	
Yes	98.73%	78
No	2.53%	2
Total Respondents: 79		

Q4

Customize Save as

Would you be in support of a gender-specific school, such as an all-boys or all-girls school?

Answered: 79 Skipped: 0



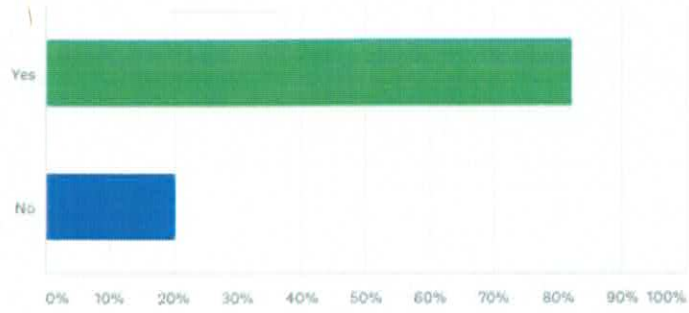
ANSWER CHOICES	RESPONSES	
Yes	65.82%	52
No	36.71%	29
Total Respondents: 79		

Q5

Customize Save as

Would you be in support of mandatory Parent/Guardian participation that might include meeting with teachers and minimum volunteer hours in the school each month?

Answered: 79 Skipped: 0



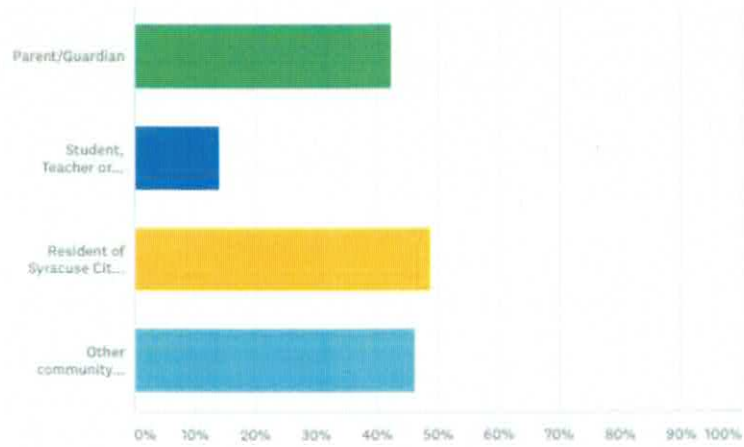
ANSWER CHOICES	RESPONSES	
Yes	82.28%	65
No	20.25%	16
Total Respondents: 79		

Q6

Customize | Save as

Please identify yourself in one or more of the following categories:

Answered: 78 Skipped: 1



QUIZ STATISTICS

Percent Correct	Average Score	Standard Deviation	Difficulty
1%	1.5/4.0 (38%)	0.77	1/1

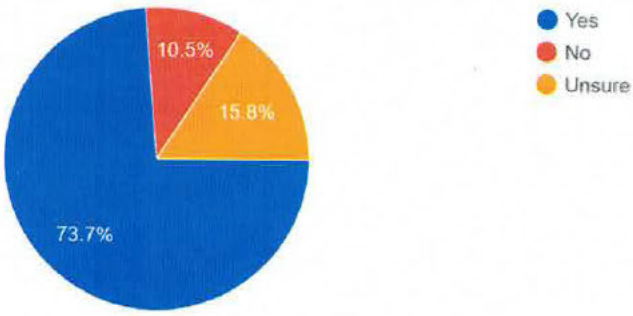
ANSWER CHOICES	SCORE	RESPONSES	
✓ Parent/Guardian	1/4	42.31%	33
✓ Student, Teacher or School Administrator	1/4	14.10%	11
✓ Resident of Syracuse City School District	1/4	48.72%	38
✓ Other community resident or stakeholder	1/4	46.15%	36

Total Respondents: 78

Online Survey Results from 10/2023

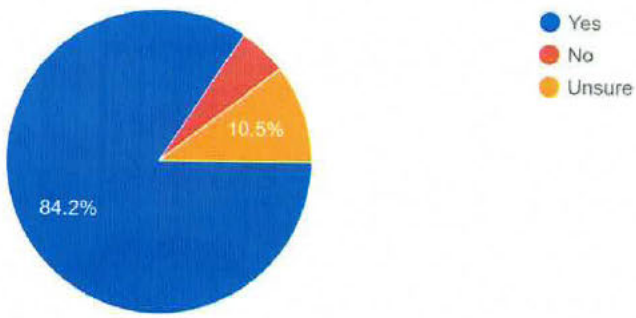
Are you in support of the efforts of the [redacted]pening a new charter school in the Syracuse community?

19 responses



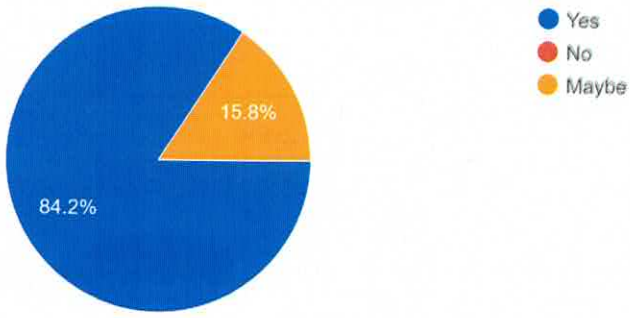
[redacted]ould like to work in partnership with the Syracuse City School Di... be in support of this type of collaborative effort?

19 responses



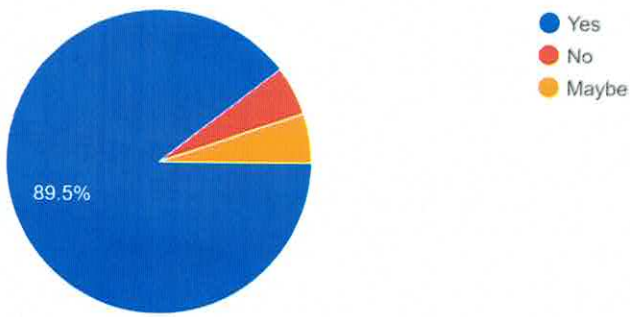
Once the charter school is opened, would you be in favor of the Syracuse City School District schools and the Central New York Academy Charter ... of all the young scholars in Syracuse, New York?

19 responses



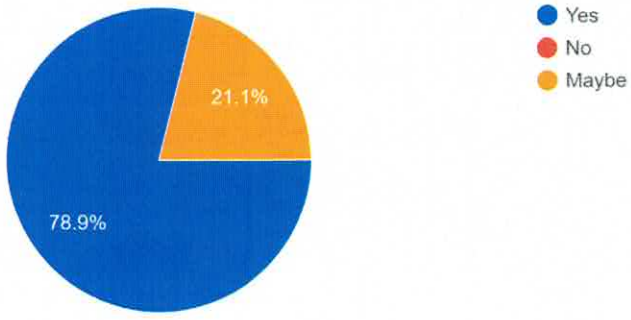
Would you be interested in attending online or in person upcoming information sessions concerning the proposed charter school?

19 responses



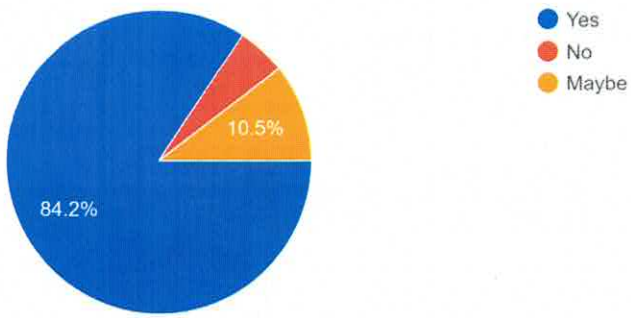
In the future, would you be interested in participating in focus group events that offer you the opportunity to express your thoughts, concerns and... educational opportunities in Syracuse, New York?

19 responses



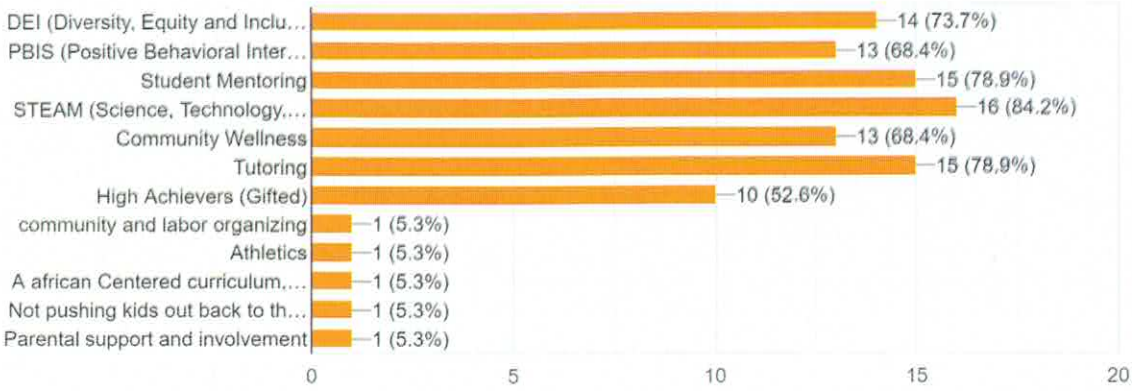
Would you be willing to share information about the Central New York Academy Charter School with other members in your community?

19 responses



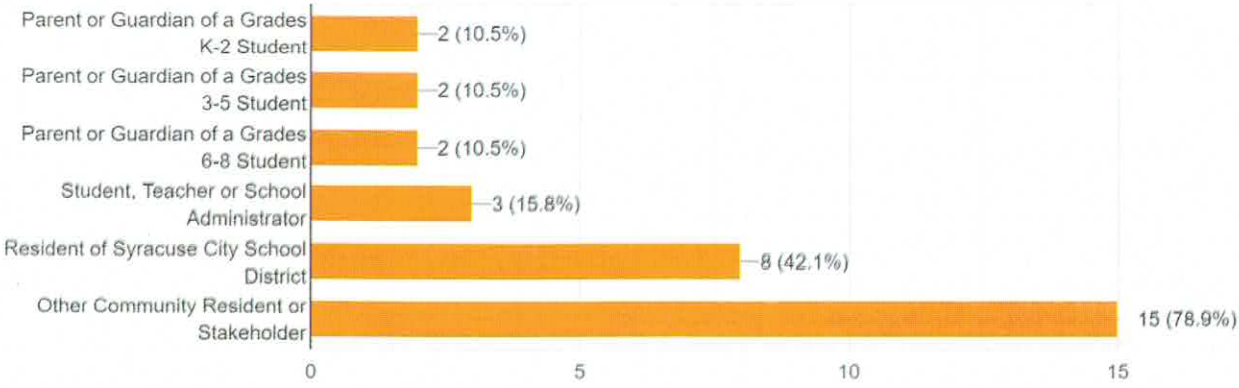
What type of programs would you want to see included in the design of a new charter school located in the Syracuse community?

19 responses



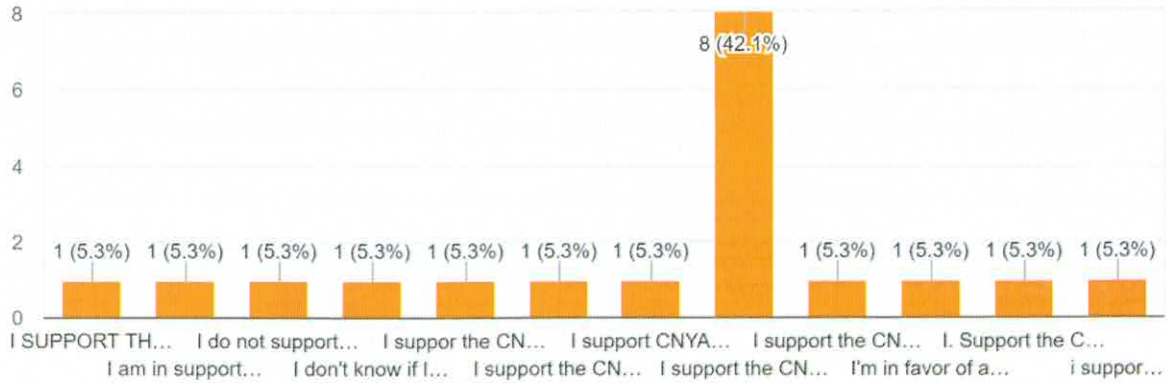
Please identify yourself in one or more of the following categories:

19 responses



In the space below, can you write either "I support the CNYACS project" or "I do not support the CNYACS project" Thank you for your participation.

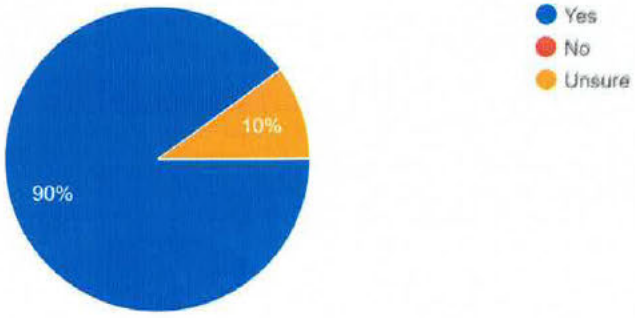
19 responses



Online Community Information and Feedback Survey results

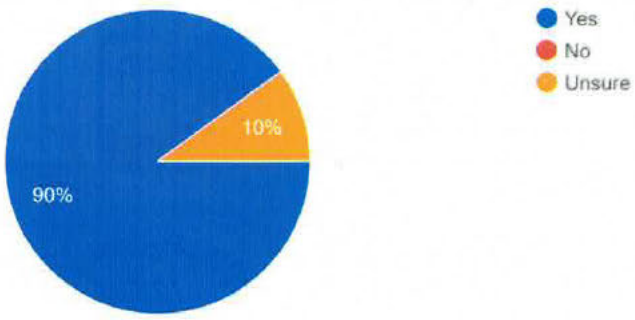
Are you in support of the efforts of the 100 Black Men of Syracuse Inc. opening a new charter school in the Syracuse community?

20 responses



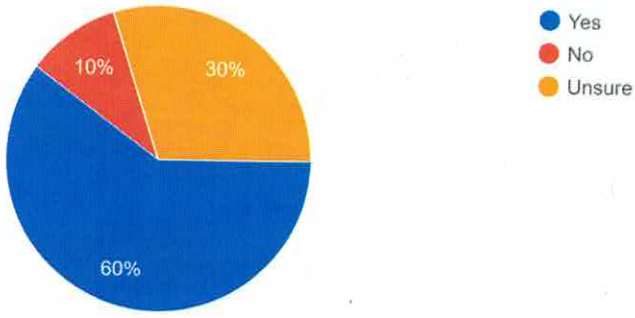
[redacted] would like to work in partnership with the Syracuse City School Di... be in support of this type of collaborative effort?

20 responses



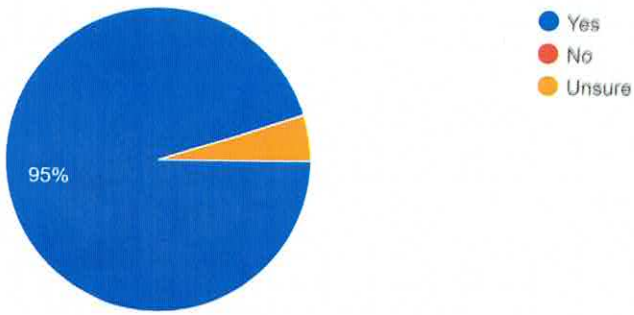
Would you be in favor of longer school hours for students?

20 responses



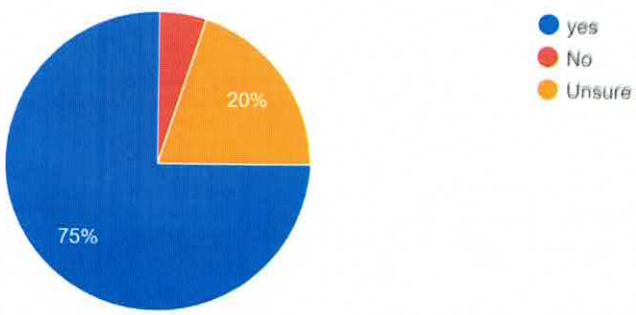
Would you be in support of after school or Saturday and/or Summer programs for students?

20 responses



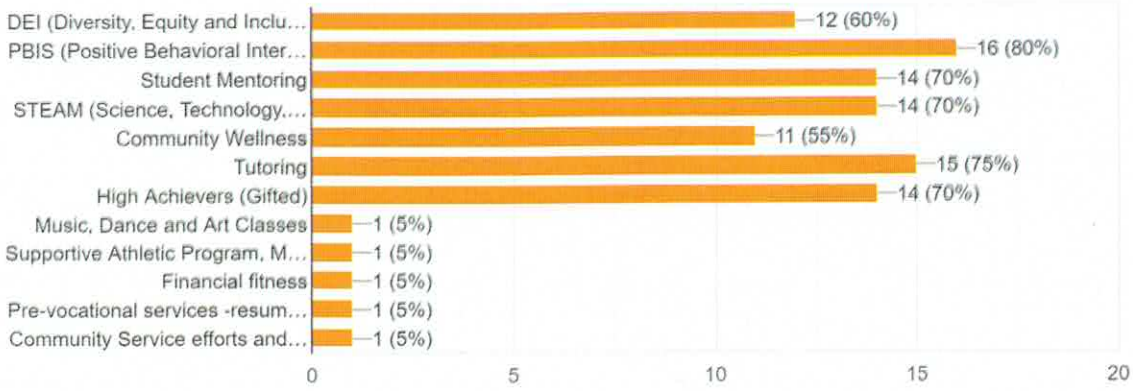
Would you be in support of mandatory parent/guardian participation that may include meeting with teachers and minimum volunteer hours in the school?

20 responses



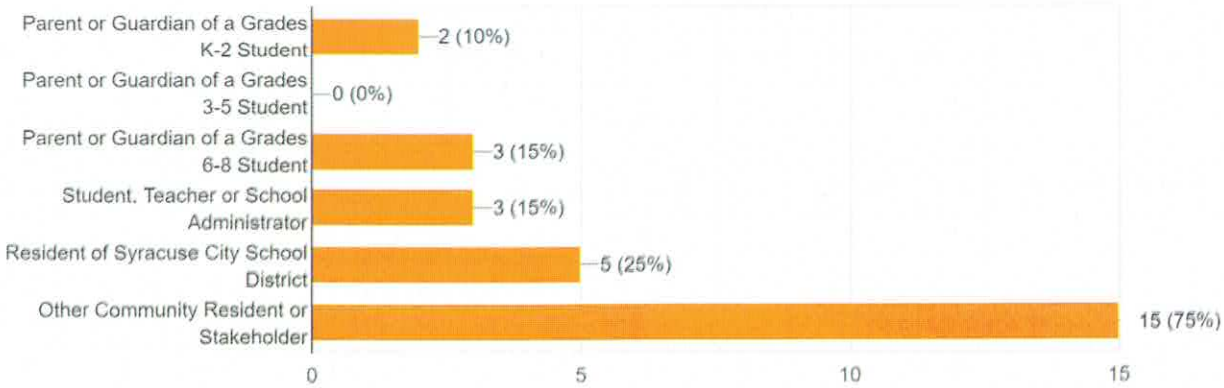
What type of programs would you want to see included in the design of a new charter school located in the Syracuse community?

20 responses



Please identify yourself in one or more of the following categories:

20 responses



Comments from Online Community Information Surveys

Do you have any other comments or suggestions?7 responses

ANY PROPOSED CHARTER SCHOOL SHOULD BY OPERATED IN PARTNERSHIP WITH THE SCSD.

Teaching Black History in all grade levels is necessary.

I hope there will be an african american studies program

This is a much nee3ded effort if we are to try to close the learning gap in CNY

This is a grest endeavor

N/A

Great idea!

Marketing Card about CNYACS 2023



Why are we doing this?

It will be the first full service educational institution established, maintained and operated by an organization of color, to assist in the education of the learners in this community.

We want to work with all organizations and communities to assist in the education of our students.

This is a community school and will focus on serving the community in its entirety .

How will we be different from other schools in the Syracuse area?

- **Music, Art, Dance and Foreign Language Instruction for all students**
- **Disciplined/Structured Learning Environment**
- **Progressive Approach to Project Based Learning**
- **A Daily Focus on Core Values/Character Building**
- **Exploratory Learning/Exposure to STEAM Curriculum**
- **Mandatory Uniform Policy**
- **Coordinated Community Based Health/Wellness Activities**
- **Mandatory Daily Training for Teaching Staff**
- **Parent Resource Center**
- **100 Black Men of Syracuse providing Mentoring, After School and Summer Programing**

[redacted]

Curriculum/Professional Development

The Central New York Academy Charter School will implement NYS Standards based curriculums in all content areas that will address the following:

- Meeting or exceeding proficiency levels on the NY ELA and Math assessments.
- Preparing all students for college and/or careers, regardless of challenges.
- Utilizing innovative teaching methods to accelerat the learning process.
- Mandatory daily professional development and common planning for all teaching staff.
- Providing all students with Music, Art, Dance and Foreign Language classes.
- Informed Parental Engagement/Health and Wellne support for community residents.
- Exposing students to STEAM as both a learning t and a potential career path.

Discipline

The Central New York Academy Charter School community's goal is to create an environment that physically, emotionally, and intellectually safe, orde and conducive for learning, utilizing the following resources:

- Student/Parent Handbook - Will serve as the Sch Code of Student Conduct and Discipline policy.
- Providing students with mentors from the 100 B Men of Syracuse and other community organiza

Addressing Unfinished Learning Due to Covid 19

In planning instruction that will address unfinished learning due to school closures, Central New York Academy Charter School will:

- Stick to grade-level content and instructional rigor
- Focus on the depth of instruction, rather than the pace.
- Prioritize content and learning.
- Maintain the inclusion of each and every learner.
- Identify and address gaps in learning through instruction.
- Focusing on the commonalities that students share this time of crisis, not just on their differences.

[redacted]

Website, Media related Events

CNYACS website - [redacted]

Drake Harrison radi[redacted]



Reggie Stephens and Errol Bedford Interview -

[redacted]SMul3

2021and 2022 Education Forums

[redacted]

2021 EDUCATION SUMMIT

"A CONVERSATION ON EDUCATION IN SYRACUSE"

Join us for an informational discussion for all community stakeholders, especially parents and students, on the following topics:

-THE IMPACT OF SYSTEMIC RACISM ON EDUCATION OF STUDENTS IN SYRACUSE AND THE GREATER NY STATE REGION
-A FRAMEWORK ON DIVERSITY, EQUITY AND INCLUSION IN NY SCHOOLS
-WHAT ROLE THE COMMUNITY CAN PLAY IN SUPPORTING THE EDUCATION OF OUR STUDENTS

Featuring presentations from:

-DR. BERNARD GASSAWAY, ED. D; GASSAWAY, ALG CONSULTING
-DR. LESTER YOUNG; CHANCELLOR NYS BOARD OF REGENTS
-HIGHER LEARNING EDUCATIONAL NETWORK
-LIGHT OF SYRACUSE INC.
-100 BLACK MEN OF SYRACUSE INC.

Facilitated by George Kilpatrick
"New Inspiration for the Nation"

CLICK HERE TO SIGN UP VIA EVENTBRITE

[redacted]

[redacted]

2022 EDUCATION FORUM

"A CONVERSATION ON EDUCATION IN SYRACUSE"

Join us for an informational discussion for all community stakeholders, especially parents and students, on the following topics:

- THE IMPACT OF SYSTEMIC RACISM ON EDUCATION OF STUDENTS IN SYRACUSE AND THE GREATER NY STATE REGION
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- HIGHER LEARNING EDUCATIONAL NETWORK
- 100 BLACK MEN OF SYRACUSE, INC.

Facilitated by Errol Bedford
CEO Higher Learning Network

SCAN QR CODE TO SIGN UP!

SCAN ME

[redacted]

2023 Community Outreach Event – [redacted]

[redacted]

MEETING/EVENT SIGN-IN SHEET

Event: [redacted]

[redacted]

[redacted]

MEETING/EVENT SIGN-IN SHEET

Event: [redacted]

Date: Saturday, Sept. 24, 2022

NAME	PHONE NUMBER	EMAIL ADDRESS
[redacted]		

[redacted]

MEETING/EVENT SIGN-IN SHEET

Event: [redacted]

Date: Saturday, Sept. 24, 2022

[redacted]

[redacted]

MEETING/EVENT SIGN-IN SHEET

Event: [redacted]

Date: Saturday, Sept. 24, 2022

[redacted]	PHONE NUMBER	EMAIL ADDRESS
[redacted]		

[redacted]

MEETING/EVENT SIGN-IN SHEET

Even[redacted]

Date: Saturday, Sept. 24, 2022

[redacted]

[redacted]

MEETING/EVENT SIGN-IN SHEET

Event: [redacted]

Date: Saturday, Sept. 24, 2022

[redacted]

[redacted]

MEETING/EVENT SIGN-IN SHEET

Event [redacted]

Date: Saturday, Sept. 24, 2022

NAME	PHONE NUMBER	EMAIL ADDRESS
[redacted]		

6/2/2023 Community Outreach Event Attendance

[redacted]

MEETING/EVENT SIGN-IN SHEET

Event Charter School Update

Date 6/2/2023

[redacted]

Community outreach Zoom meetings for CNYACS

[redacted] have been conducting community outreach Zoom meetings every Thursday evening from 7 PM to 8 PM, spanning from 2021 to the present. From 2021 to 2023, these sessions were hosted by Reggie Stephens of Higher Learning Network Inc., and from 2023 onward, Errol Bedford assumed hosting responsibilities. The meetings were structured such that the first and third Thursdays of each month were designated as Planning Meetings, while the second and fourth Thursdays focused on Special Guests and Board of Trustees discussions.

Below is a comprehensive schedule of these meetings, detailing the dates, meeting types, and hosts.

Community Outreach Zoom Meetings Schedule (2024–Present)

Date	Meeting Type	Host/#of Participants
Jun 1	Planning Meeting	[redacted]
Jun 8	Special Guests and Board of Trustees	
Jun 15	Planning Meeting	
Jun 22	Special Guests and Board of Trustees	
Jun 29	Planning Meeting	
Jul 6	Special Guests and Board of Trustees	
Jul 13	Planning Meeting	
Jul 20	Special Guests and Board of Trustees	
Jul 27	Planning Meeting	
Aug 3	Special Guests and Board of Trustees	
Aug 10	Planning Meeting	
Aug 17	Special Guests and Board of Trustees	
Aug 24	Planning Meeting	
Aug 31	Special Guests and Board of Trustees	
Sep 7	Planning Meeting	
Sep 14	Special Guests and Board of Trustees	

Date	Meeting Type	Host/#of Participants
Sep 21	Planning Meeting	[redacted]
Sep 28	Special Guests and Board of Truste	
Oct 5	Planning Meeting	
Oct 12	Special Guests and Board of Truste	
Oct 19	Planning Meeting	
Oct 26	Special Guests and Board of Truste	
Nov 2	Planning Meeting	
Nov 9	Special Guests and Board of Truste	
Nov 16	Planning Meeting	
Nov 30	Special Guests and Board of Truste	
Dec 7	Planning Meeting	
Dec 14	Special Guests and Board of Truste	
Dec 21	Planning Meeting	
2024		
Jan 4	Special Guests and Board of Truste	
Jan 11	Planning Meeting	
Jan 18	Special Guests and Board of Truste	
Jan 25	Planning Meeting	
Feb 1	Special Guests and Board of Truste	
Feb 8	Planning Meeting	
Feb 15	Special Guests and Board of Truste	
Feb 22	Planning Meeting	

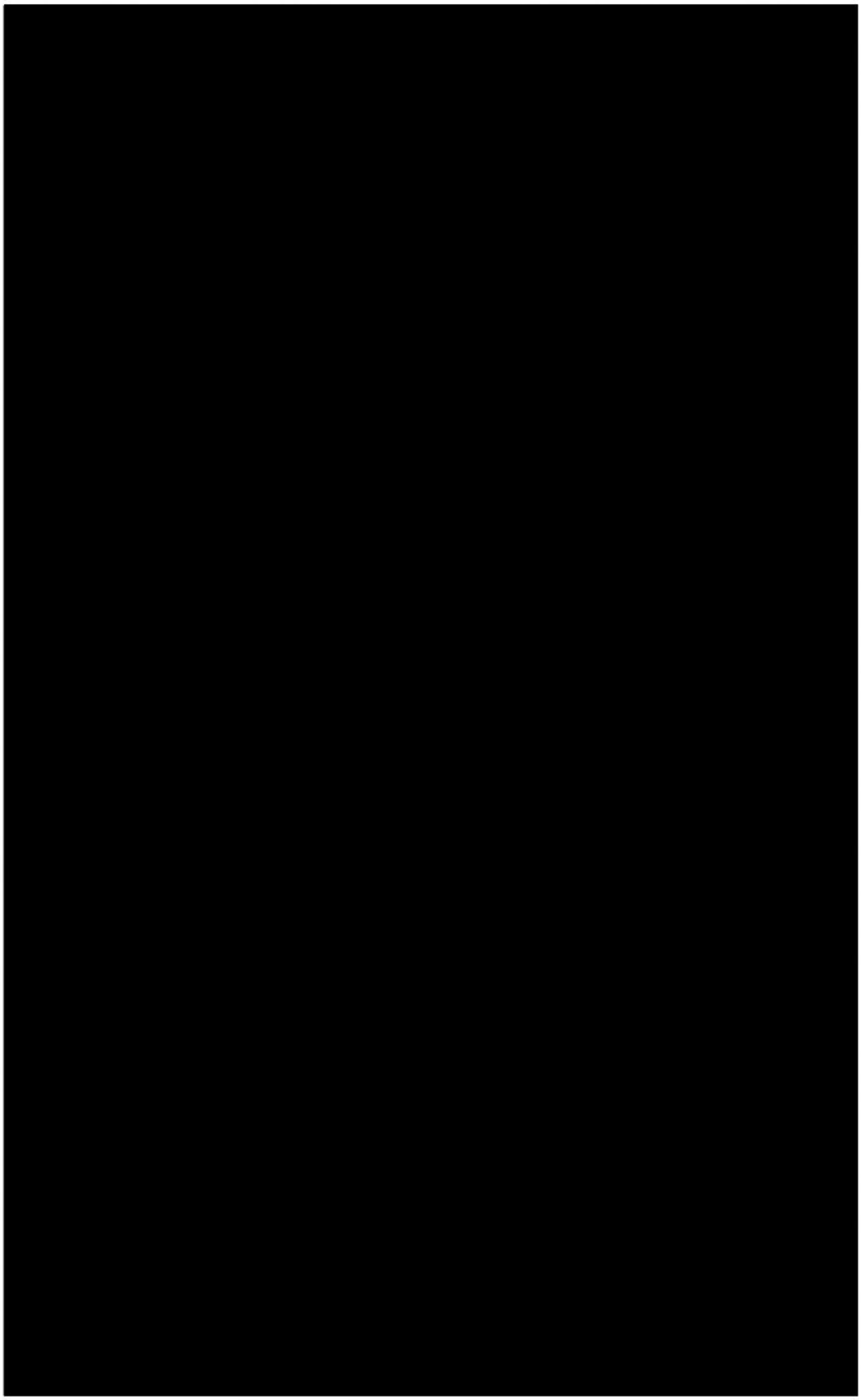
Community Outreach Zoom Meetings Schedule (March 2024 – April 2025)

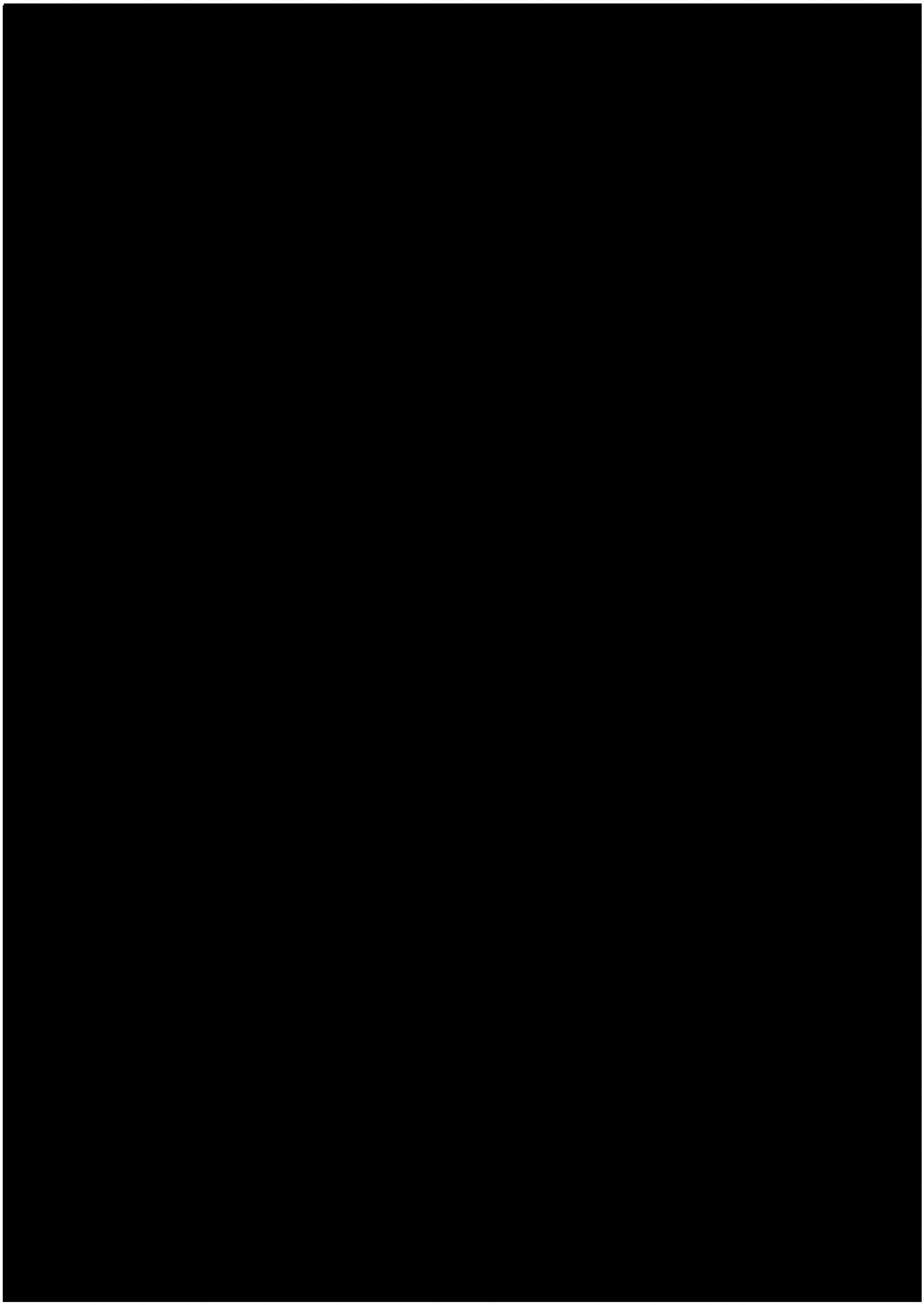
Date	Meeting Type	Host/#of Participants
2024		
Mar 7	Planning Meeting	[redacted]
Mar 14	Special Guests and Board of Trustees	
Mar 21	Planning Meeting	
Mar 28	Special Guests and Board of Trustees	
Apr 4	Planning Meeting	
Apr 11	Special Guests and Board of Trustees	
Apr 18	Planning Meeting	
Apr 25	Special Guests and Board of Trustees	
May 2	Planning Meeting	
May 9	Special Guests and Board of Trustees	
May 16	Planning Meeting	
May 23	Special Guests and Board of Trustees	
May 30	Planning Meeting	
Jun 6	Special Guests and Board of Trustees	
Jun 13	Planning Meeting	
Jun 20	Special Guests and Board of Trustees	
Jun 27	Planning Meeting	
Jul 4	**Holiday – Independence Day**	
Jul 11	Special Guests and Board of Trustees	
Jul 18	Planning Meeting	
Jul 25	Special Guests and Board of Trustees	

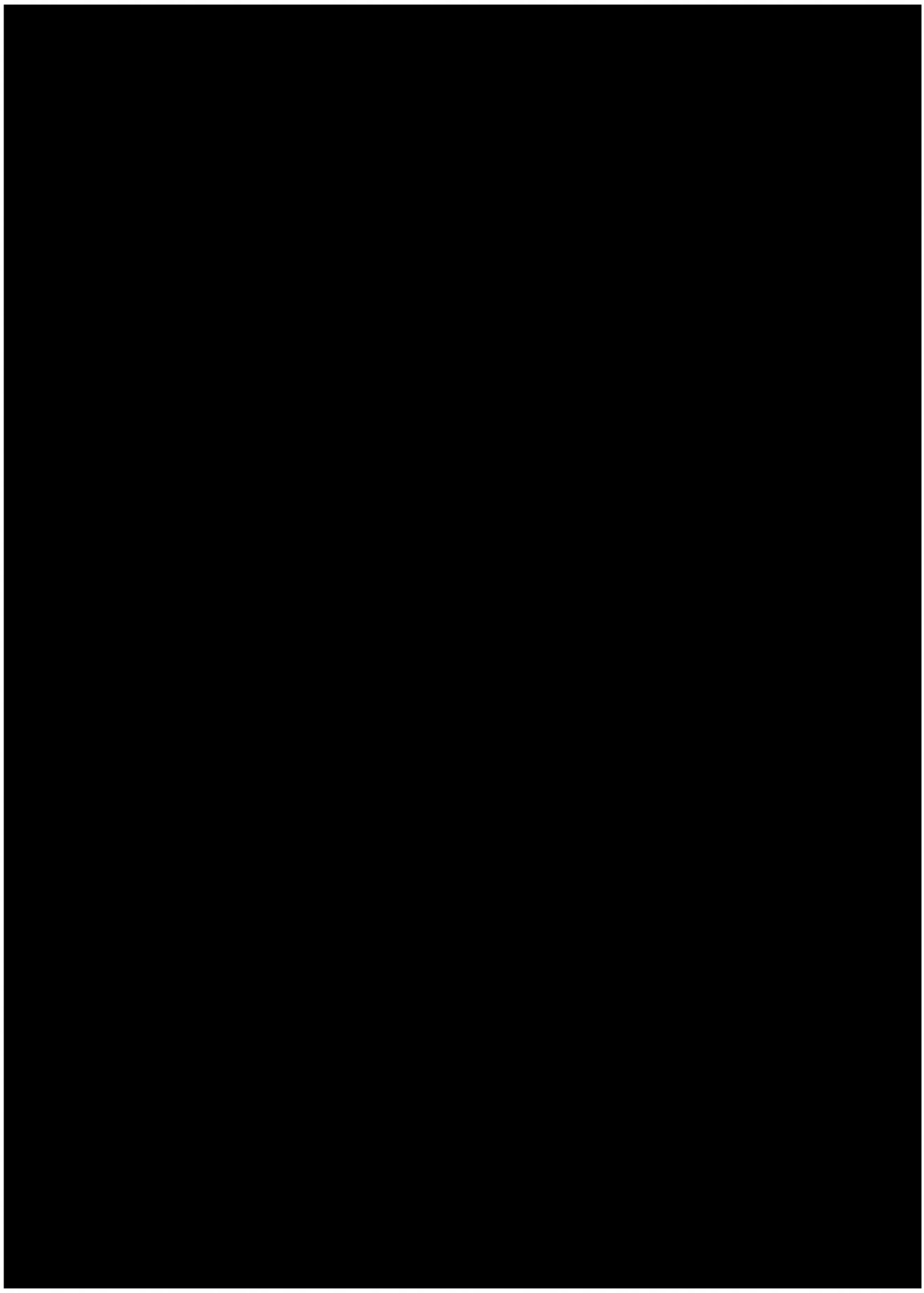
Date	Meeting Type	Host/#of Participants
Aug 1	Planning Meeting	[redacted]
Aug 8	Special Guests and Board of Tru	
Aug 15	Planning Meeting	
Aug 22	Special Guests and Board of Tru	
Aug 29	Planning Meeting	
Sep 5	Special Guests and Board of Tru	
Sep 12	Planning Meeting	
Sep 19	Special Guests and Board of Tru	
Sep 26	Planning Meeting	
Oct 3	Special Guests and Board of Tru	
Oct 10	Planning Meeting	
Oct 17	Special Guests and Board of Tru	
Oct 24	Planning Meeting	
Oct 31	Special Guests and Board of Tru	
Nov 7	Planning Meeting	
Nov 14	Special Guests and Board of Tru	
Nov 21	Planning Meeting	
	No Meeting on Holiday	
Dec 5	Special Guests and Board of Tru	
Dec 12	Planning Meeting	
Dec 19	Special Guests and Board of Tru	
Dec 26	Planning Meeting	

Date	Meeting Type	Host/#of Participants
2025		
Jan 2	Special Guests and Board of Trust	[redacted]
Jan 9	Planning Meeting	
Jan 16	Special Guests and Board of Trust	
Jan 23	Planning Meeting	
Jan 30	Special Guests and Board of Trust	
Feb 6	Planning Meeting	
Feb 13	Special Guests and Board of Trust	
Feb 20	Planning Meeting	
Feb 27	Special Guests and Board of Trust	
Mar 6	Planning Meeting	
Mar 13	Special Guests and Board of Trust	
Mar 20	Planning Meeting	
Mar 27	Special Guests and Board of Trust	
Apr 3	Planning Meeting	

Central New York Academy Charter School Petition – School age children Families March 3rd to March 8th - 2024







[redacted]

PARENTS WORKSHOP

A STRATEGIC CONVERSATION ON EDUCATION

[redacted]

NYS Director, National Parents Union

Ashara's core mission is to achieve social, economic and educational equity. She has spent over a decade in education/family development and is familiar with the disconnect in the state education systems. **Her recently released report "CRITICAL CONDITION: The State of Education In New York 2024"** confirms what we have known for a long time, Our Children Need Help and it's a community wide responsibility.

The workshop will provide information on:

- State and Local student performance data
- How to interpret upcoming NAEP scores
- The Who, What and Where on Advocacy for parents & students
- Local resources and stakeholders that can support education in our community
- What options are available for parents to supplement their child's education

December 7, 2024
12:00 (Noon) – 2:30pm

[redacted]

Light food and refreshments will be provided.

FIRST 50 PARENTS
TO SIGN-IN WILL RECEIVE A
AMAZON MYSTERY BOX!

[redacted]

Speaking Engagements and Meetings – February, March, April 2025

1. NAACP Syracuse – Economic Development Committee meeting - February 20, 20205 5:30pm
2. National Council of Negro Women Syracuse chapter -Thursday, February 20, 2025 7:00pm
3. Shades of Inspiration - [redacted]
4. TRIBE Dinner Gathering of minority leader in the Syracuse area March 13, 2025
5. CBD Companies – [redacted] March 4, 2025
6. CNY Community Foundation - [redacted]
7. The Allyn Foundation – [redacted] f Neighborhood Advancement & Cal Corriders Real Estate Project Manager February 12, 2025
8. Meeting with NYS Assemblyman [redacted] NPU and [redacted] 8, 2025 1p.m. to 2p.m.

CENTRAL NEW YORK ACADEMY CHARTER SCHOOL (CNYACS)

Community Survey

Today's Date 12/7/24

The CNYACS applicant group including HLN Initiatives (Educational Consultants), are in the process of applying to open a new Charter School in the Syracuse community. As part of this process, we want to get input from parents/guardians and other community stakeholders who will be served by the school. We would appreciate your help by answering a few question in the attached survey.

1. Are you in support of this effort to open a new charter school in Syracuse?
   - ○ YES
   - ○ NO
   - ● NOT SURE
2. Would you be in favor of longer school hours for students?
   - ○ YES
   - ● NO
3. Would you be in favor of after school programs, Saturday and /or summer programing for students?
   - ● YES
   - ○ NO
4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?
   - ● YES
   - ○ NO
5. Please identify yourself in one or more of the following categories:
   - ○ Parent/Guardian of K-12 student
   - ○ Student, Teacher or School Administrator
   - ○ Resident of Syracuse City School District
   - ● Other community resident or stakeholder

Comments_____

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   - ○ NO
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   - ○ Parent/Guardian of K-12 student
   - ✓ Student, Teacher or School Administrator
   - ✓ Resident of Syracuse City School District
   - ○ Other community resident or stakeholder

Comments I FEEL WE SHOULD FOCUS ON S.(.S.) BEFORE WE BRING ANOTHER EDUCATIONAL INSTITUTION INTO THE COMMUNITY

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Community Survey

Today's Date 10/7/24

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Comments _____

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   - [ ] NO
5. Please identify yourself in one or more of the following categories:
   - [ ] Parent/Guardian of K-12 student
   - [ ] Student, Teacher or School Administrator
   - [ ] Resident of Syracuse City School District
   - [x] Other community resident or stakeholder

Comments The Syracuse Community School District needs options for our children which will be identified for them! Staff and Teachers that look more like them!!

CENTRAL NEW YORK ACADEMY CHARTER SCHOOL (CNYACS)

Community Survey

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   - ○ Other community resident or stakeholder

Comments A School is needed to supplement the programming of the SCSD, enabling a more robust ~~and~~ academic experience for our young people

CENTRAL NEW YORK ACADEMY CHARTER SCHOOL (CNYACS)

The applicant group for CNYACS is continuing it's work to bring this valuable educational resource to parents in the Syracuse community. As a part of this process we continue to seek input from parents and other community stakeholders who will be served by the school. We would appreciate your help by answering a few questions in the following survey.

Today's Date 12 - 7 - 24

1. Are you in support of these efforts to open a new charter school in Syracuse?
   - ⊘ YES
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2. As a parent or guardian of school aged children would you be willing to enroll your children in this new school once a charter is approved?
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THANK YOU!

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   ○ YES

   ○ NO

   ✓ N/A

3. Please identify yourself in one or more of the following categories:

   ✓ Parent/Guardian of K-12 student

   ○ Student, Teacher or School Administrator

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THANK YOU!

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THANK YOU!

CENTRAL NEW YORK ACADEMY CHARTER SCHOOL

INFORMATION SESSIONS COMING SOON
PLEASE VISIT OUR SCHOOL'S WEBSITE:
WWW.CNYACHARTERSCHOOL.ORG

[redacted]

K TO 8TH GRADE

•

MODEL PROGRAM RECOGNIZED IN NEW YORK STATE



The mission of Central New York Academy Charter School is directly aligned with the mission of the **100 Black Men of Syracuse**, to improve the quality of life for students in the greater Syracuse community through education, mentorship, core values and service. The **CNYACS** will provide all students with educational opportunities that are directly aligned with the NYS Next Generation Standards in all content areas, rigorous and student centered. All students will be provided with mentorship opportunities that will foster an environment of community service and academic excellence. The core values will be promoted in all aspects of the school environment. **For more information please email:** [redacted]

Taking Ownership of Our Children's Education

What would you like to see in your child's school? Please complete our short survey and have an opportunity to win a $100 gift card from Wegmans! Either click on the QR Code or use the web link below. Thank you!

[redacted]

Media Coverage and Key Events (2019–Present) – Central NY Academy/STEAM Academy Charter School

2019–2020: Initial Proposal and Community Outreach

- **2019 (Community Survey) – 100 Black Men of Syracuse (Internal)** – *Community survey (online).* In late 2019, the 100 Black Men of Syracuse Inc. began gathering community input for a proposed new charter school (initially called the **Central New York STEAM Academy**). They distributed an online survey to parents, supporters, and community members to help shape the school's design

[redacted]

. (This marked the first outreach effort by the organization to involve the community in planning a new charter school in Syracuse.)

- **March 28, 2020 – 1[redacted]Website)** – *"Second Chance" announcement (blog post).* The organization posted a **Breaking News** update titled **"Second Chance to Hear From You About Charter School."** The post noted that **"last year"** a community survey had been conducted and invited anyone who missed it to **complete a new online survey** about the proposed **CNY STEAM Academy** charter school

[redacted]

. This was an effort to collect additional community feedback on the charter proposal.

- **May 11, 2020 –** [redacted] **(Virtual Event)** – *Community Information Session (Zoom meeting).* The 100 Black Men of Syracuse, in partnership with Higher Learning Network (HLN), **hosted a live Zoom webinar** to inform the public about the charter school plan

[redacted]

. Announced via the organization's website on May 4, this **virtual forum** provided details about the planned **Central New York STEAM Academy Charter School** and allowed members of both organizations to answer questions from the community

[redacted]

. (This internal session was promoted as a way to keep the public engaged during the early charter application process.)

- **July 28, 2020 – Syracuse City School District (Public Hearing)** – *Official public hearing (virtual).* As part of the New York State charter approval process, the Syracuse City School District held a **virtual public hearing** on the proposed **CNY STEAM Academy Charter School**

[redacted]

. The hearing, conducted via an online platform due to COVID-19, allowed Syracuse residents to voice comments or email feedback regarding the charter application

[redacted]

. *(This was a required step while the first charter application, submitted to the NYS Board of Regents, was under review.)*

2021–2022: Continued Advocacy and Community Engagement

- **February 6, 2022 – *The Daily Orange*** – *News article*. Syracuse University's student newspaper reported on a **community education forum** hosted by the [redacted] early 2022

[redacted]

. At this South Side forum, **Vincent Love** ([redacted] announced the group's intention to **found a charter school operated by people of color**

[redacted]

. The article, titled *"Syracuse nonprofit advocates for charter school operated by people of color,"* highlighted the mission to improve outcomes for city youth – noting that in 2019 only **18% of Syracuse**

[redacted]

. *(This media coverage underscored the group's ongoing efforts after the initial 2020 application, framing the charter school as a response to educational inequities.)*

2023–2024: Renewed Charter Application and Public Outreach

- **July 3, 2024 – SUNY Charter Schools Institute (Public Notice)** – *Charter application notice*. The SUNY Charter Schools Institute publicly announced it had **received a new charter school application** for a proposed **Central New York Academy Charter School** in Syracuse

[redacted]

. The filing (under **applicant Vincent Love** with partner organization [redacted] sought to open the school in September 2025, serving grades K–2 in the first year and growing to K–8 with 540 students by year five

[redacted]

. *(This notice signaled a renewed charter application through SUNY, a separate authorizing route from the 2020 Regents attempt.)*

- **July 23, 2024 – [redacted]** – *Press conference photos (social media post)*. Higher Learning Network (the charter management partner) shared a Facebook post with photos from a **press conference** about the charter school initiative

[redacted]

. In the post, HLN announced it had **helped the** [redacted] **submit the charter school application to SUNY** and showcased community leaders discussing the plans for the **Central New York Academy Charter School**

[redacted]

. *(This internal/partner communication highlighted the collaboration and public promotion of the charter effort during the application review period.)*

- **July 24, 2024 – *CNY Central (NBC3/CBS5 News)*** – *Television news segment & article*. Central New York local TV news covered a **public meeting** where the 100 Black Men of Syracuse introduced their charter school proposal to the community

[redacted]

. In a story by reporter Morgan Scott (titled "[redacted] *its own Central New York Academy Charter School*"), CNY Central reported that the group had **submitted a charter proposal to New York State and was now publicly outlining its plans**

[redacted]

. The piece explained the school's mission to **serve underserved students** with a mix of traditional and research-based teaching, a community-oriented approach, and programs like mentorship, financial literacy, and wellness built into the curriculum

[redacted]

. It noted the plan to start with **grades K–2 and eventually expand to K–8 (up to 540 students)**, and included community members' questions and support voiced during the forum

[redacted]

[redacted]

. *(This TV news coverage in Syracuse provided broad public visibility for the charter initiative, marking the first major media report in the new application cycle.)*

2025: Latest Developments

- **March 2025 – Current Status** – *Outcome and ongoing efforts*. As of early 2025, the Central New York Academy Charter School proposal **remains under review**. The organizers' goal has been to open by Fall 2025, pending state approval

[redacted]

. (No official approval has been announced in media sources up to this date, indicating the charter has not yet been authorized in the current cycle.) [redacted] ntinue to promote the charter school effort through community engagement and partnership outreach, keeping the public informed via social media and events. *(This reflects the continuing nature of the charter school initiative, even though a charter has not yet been granted.)*

Sources:

[redacted]

List of Elected Officials in Syracuse, NY spoken to and met with concerning CNYACS

Mayor [redacted]

Deputy Mayor	[redacted]
Common Council Preside	
Common Councilor	
Common Councilor	
Common Councilor	
Common Councilor	
Common Councilor	
Common Councilor	
Common Councilor	
Common Councilor	
Common Councilor	
County Legislator	
State Senator	
State Assembly	
Superintendent	
School Bd President	
School Board VP	
Commissioner	
Commissioner	
Commissioner	
Commissioner	
Commissioner	

Online Videos created b[redacted]nitiatives for CNYACS

"A Day at CNYACS" – 28 likes!

[redacted]

"Review of the outreach efforts for CNYACS from 2019 to 2025" – 92 likes!

[redacted]

R-04e - Evidence of Support

Cover Sheet Table

Document Name	***Page Number***	***Description of item***
[redacted]	4	Support letter for CNYACS. School will become a member officially if awarded charter
[redacted]	5	Support Letter, partner school will share best practices with CNYACS
[redacted]	6	Bank support this project. Will determine amount of support once charter is consummated
[redacted]	7	Consortium of Churches who support CNYACS
[redacted]	8	Major Foundation in Central New York support CNYACS
[redacted]	9	BCDI of Albany supports CNYACS
[redacted]	10-11	Company supports charter school and would provide IT services
[redacted]	12	Company would provide team building and DEI professional development services.
[redacted]	13	Company supports charter school and would be willing to provide services to the school

[redacted]	14	Company supports charter school and would be willing to provide team building activities and events to the school
[redacted]	15	Willing to provide security guard certification training for candidates
[redacted]	16	The security company would provide the school security guard services
[redacted]	17	This organization supports the charter school project and would be willing to continue to provide support for the charter school with website services
[redacted]	18	EMD Tax would provide financial and accounting services for the school
[redacted]	19	Community Based organization supports the charter school project
[redacted]	20-21	Community Based organization supports the charter school project
[redacted]	22	Syracuse Charter School would partner with CNYACS
[redacted]	23	CBO supports the Charter School Project

[redacted]	24	CBO supports the Charter School Project
[redacted]	25	College Supports the Charter School Project
[redacted]	26	Former Educator Supports Charter School
[redacted]	27	Bank in Syracuse supports Charter School Project
[redacted]	28 to 32	Community stakeholders provided email address as petition to demonstrate support
[redacted]	32 to 34	Community respondents feedback concerning their thoughts about charter schools

[redacted]

Re: Letter of Support for Central New York Academy Charter School

Dear SUNY Charter Schools Institute Review Team,

On behalf of the [redacted] am honored to submit this letter in enthusiastic support of the proposed Central New York Academy Charter School (CNYACS) in Syracuse, New York. As the Interim CEO of [redacted], I am committed to advancing the mission of elevating charter schools founded and led by people of color, and I believe that CNYACS aligns deeply with our values and objectives.

The vision for CNYACS represents a critical step in expanding high-quality, culturally responsive education to historically underserved communities in Central New York. By replicating the proven model of the Harriet Tubman Charter School (HTCS) in the Bronx—New York State's longest-running charter school—CNYACS is poised to provide students with an academically rigorous, affirming, and equity-driven learning environment. The nonprofit Charter Management Organization, HLN Initiatives Inc., led by Errol Bedford, has demonstrated a strong commitment to excellence in education and the development of schools that honor and uplift the cultural identities of their students.

We commend Lead Applicant Vincent Love and the entire founding team for their dedication to creating a school that not only meets but exceeds the needs of its community. Their leadership reflects the core principles that BLACC stands for: equity, empowerment, and excellence in education. CNYACS's focus on culturally responsive pedagogy, community engagement, and student achievement makes it an ideal candidate for charter authorization.

[redacted]s excited about the potential for collaboration with CNYACS and looks forward to welcoming the school into our network of innovative and mission-driven charter institutions. We are confident that, if granted a charter, CNYACS will have a lasting and transformative impact on students, families, and the broader Syracuse community.

We urge the SUNY Charter Schools Institute to give full consideration to the application of Central New York Academy Charter School. We stand in strong support of this initiative and are eager to see its success.

Sincerely,

[redacted]

[redacted]

- **Leadership Development**: Enhancing the capabilities of our leadership team to drive school success.
- **School Climate and Culture**: Implementing initiatives that foster a positive and inclusive school environment.

These efforts have significantly contributed to our school's sustained achievements and have prepared HLN Initiatives to extend similar support to CNYACS.

Commitment to Ongoing Support and Best Practices

The leadership, faculty, and staff of HTCS are committed to actively engaging with their counterparts at CNYACS. We aim to share best practices, provide mentorship, and offer continuous support as the new school evolves. This collaboration will ensure that CNYACS embodies the core attributes that have been central to HTCS's success, including:

- **High Academic Standards**: Maintaining rigorous curricula that challenge and inspire students.
- **Community Involvement**: Fostering strong relationships with families and local organizations to support student development.
- **Cultural Responsiveness**: Creating an inclusive environment that respects and celebrates diversity.

Conclusion

The proposed Central New York Academy Charter School represents a promising opportunity to extend a quality education to all students in Syracuse, modeled after the proven success of Harriet Tubman Charter School. The established partnerships and collaborative frameworks position CNYACS for a trajectory of excellence and community impact.

I wholeheartedly support this initiative and look forward to witnessing the positive outcomes it will undoubtedly bring to the Syracuse community. I can be reached at cleveland.person@htcsbronx.org.

[redacted]

[redacted]

March 31, 2025

SUNY Charter Schools Institute
H, Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

Dear Members of the SUNY Charter Schools Institute,

On behalf of M&T Bank, I am pleased to express our general support for the community centered vision behind the proposed Central New York Academy Charter School in Syracuse, New York.

[redacted]we are committed to the long-term success of the communities we serve, and we recognize that strong partnerships across sectors, including education, are foundational to economic mobility and opportunity. We appreciate the efforts of those leading this initiative, including several [redacted]ustomers and community partners, and commend their commitment to expanding educational access and collaboration in Syracuse.

Thank you for your consideration of this initiative. Please feel free to contact me directly should you require any further information.

Sincerely,

[redacted]

Interdenominational Ministerial Alliance of Syracuse & Vicinity

April 4, 2025

SUNY Charter Schools Institute

[redacted]

Dear Members of the SUNY Charter Schools Institute,

On behalf of the Interdenominational [redacted] IMA), I am writing to express our support for the charter school application submitted by the Central New York Academy Charter School.

The IMA is a non-profit organization dedicated to lifting the standard of living and quality of life for the people of Syracuse. Our mission is to improve the lives of our community members through various forms of assistance and meaningful events. We provide support to church parishioners for various needs such as utilities, rent and mortgage assistance. Additionally, we host significant events like the annual Reverend Doctor Martin Luther King Jr. Celebration, which fosters unity and inspiration within our community.

We believe that the establishment of the Central New York Academy Charter School aligns perfectly with our mission and values. The charter school promises to offer high-quality education and innovative learning opportunities that will greatly benefit the children and families in our area. By providing a robust educational foundation, the Central New York Academy Charter School will contribute to the overall improvement of our community's standard of living and quality of life.

The IMA is committed to supporting initiatives that enhance educational opportunities and promote the well-being of our community. We are confident that the Central New York Academy Charter School will be a valuable asset to Syracuse, and we wholeheartedly endorse its application.

Thank you for considering our support for this important endeavor. We look forward to seeing the positive impact that the Central New York Academy Charter School will have on our community.

[redacted]

CENTRAL NEW YORK
COMMUNITY FOUNDATION

Charter Schools Institute
The State University of New York
[redacted]

Dear Review Committee:

This letter is being submitted in support of the charter application for the Central New York Academy Charter School (CNYACS), that is being proposed in Syracuse, NY.

The Central New York Community Foundation (Community Foundation) is a public charity that turns community dollars into community change. Established in 1927, it receives contributions from donors, manages them to grow over time and then distributes funding to address the region's greatest needs. The foundation has invested nearly $300 million in community projects that benefit Central New York.

Community Foundation grants and initiatives fuel programs that make a positive difference in the lives of Central New York residents. These include advancing the arts, improving education, protecting and enhancing the environment, ensuring vital human services for those in need, making healthcare and safe living spaces accessible to all and promoting community development that serves the common good.

The Community Foundation is pleased to offer support in the effort to establish the CNYACS Charter School as an additional educational resource to benefit children in the central NY community. It is essential for residents to have educational choices that are tailored to the needs of the students, families, and community being served.

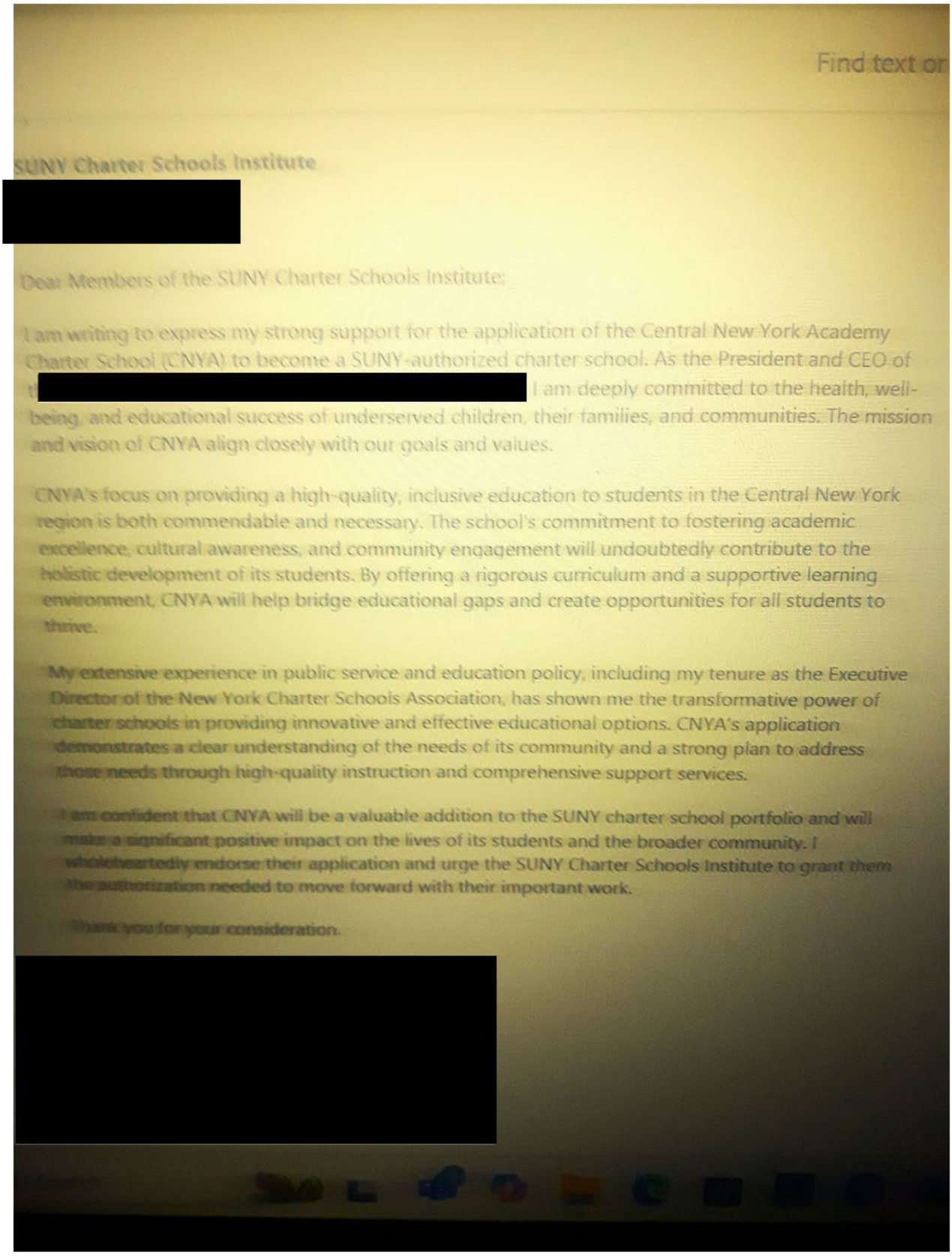
The CNYACS would be welcomed to apply for financial support through the Community Foundation's grant making programs once the school is approved and established as a non-profit entity.

This initiative could potentially lead to improved student outcomes, increased engagement, and a more supportive learning environment tailored to supporting the children in Syracuse and the Greater Central New York area.

[redacted]

[redacted]

[redacted]



Find text or

SUNY Charter Schools Institute

[redacted]

Dear Members of the SUNY Charter Schools Institute:

I am writing to express my strong support for the application of the Central New York Academy Charter School (CNYA) to become a SUNY-authorized charter school. As the President and CEO of t[redacted] I am deeply committed to the health, well-being, and educational success of underserved children, their families, and communities. The mission and vision of CNYA align closely with our goals and values.

CNYA's focus on providing a high-quality, inclusive education to students in the Central New York region is both commendable and necessary. The school's commitment to fostering academic excellence, cultural awareness, and community engagement will undoubtedly contribute to the holistic development of its students. By offering a rigorous curriculum and a supportive learning environment, CNYA will help bridge educational gaps and create opportunities for all students to thrive.

My extensive experience in public service and education policy, including my tenure as the Executive Director of the New York Charter Schools Association, has shown me the transformative power of charter schools in providing innovative and effective educational options. CNYA's application demonstrates a clear understanding of the needs of its community and a strong plan to address those needs through high-quality instruction and comprehensive support services.

I am confident that CNYA will be a valuable addition to the SUNY charter school portfolio and will make a significant positive impact on the lives of its students and the broader community. I wholeheartedly endorse their application and urge the SUNY Charter Schools Institute to grant them the authorization needed to move forward with their important work.

Thank you for your consideration.

[redacted]

RESPONSE 04e-9



[redacted]

[redacted]

Subject: Letter of Recommendation for Higher Learning Network Inc.

To whom it may concern,

I am pleased to write this letter in strong support of Higher Learning Network Inc. and to express our unwavering endorsement of their capabilities and commitment to excellence in the realm of education. As the CEO of [redacted], I have had the privilege of working closely with Higher Learning Network Inc, and it is with great enthusiasm that we support them as their preferred technical partner for all of their charter school projects.

Higher Learning Network Inc. has consistently demonstrated an unwavering commitment to educational excellence, setting a commendable standard within the industry. Their dedication to providing quality education is reflected in their innovative programs, cutting-edge curriculum, and a steadfast focus on fostering a conducive learning environment. Higher Learning Network Inc. goes beyond traditional educational approaches, The organization's commitment to educational excellence is evident in the achievements and the positive impact it has on the communities it serves. Higher Learning Network Inc.'s tireless pursuit of academic excellence positions them as a beacon in the educational landscape, inspiring students to reach their full potential and contribute meaningfully to society.

Hardwired Technologies Inc has been a dedicated resource providing comprehensive support for their IT tech needs and technical projects. Our collaboration has encompassed a wide range of services, including technical support, network infrastructure, and data management and security.

- Technical Support

Delivering prompt and effective technical support to Higher Learning Network Inc. Our team of skilled professionals has worked diligently to address their IT challenges, ensuring the smooth operation of their systems and minimizing any disruptions.

- Network Infrastructure



[redacted]

Design, implementation, and maintenance of Higher Learning Network Inc's network infrastructure. We have deployed robust, scalable solutions to meet the evolving needs of Higher Learning Network Inc, fostering a reliable and high-performance network environment.

- Data Management

Hardwired Technologies Inc has played a pivotal role in assisting Higher Learning Network Inc with their data management requirements. We have implemented advanced data management systems to ensure the integrity, accessibility, and security of their critical data assets.

- Security

Implementing rigorous security measures to safeguard Higher Learning Network Inc's IT environment. Our proactive approach to security has helped mitigate risks and enhance the overall security posture of their systems.

Our partnership with Higher Learning Network Inc has been characterized by collaboration, innovation, and a shared commitment. They have consistently demonstrated a forward-thinking approach to education, making them an ideal partner for organizations seeking robust and reliable educational solutions.

If you require further details or have any specific inquiries about our collaboration with Higher Learning Network Inc, please feel free to contact me. I am more than willing to provide additional insights into our positive experiences working together.

Sincerely,

[redacted]

[redacted]

September 20, 2023

To SUNY Charter School Institute:

I am writing this support letter on behalf of the Higher Learning Network Charter School project in the Northeast Bronx and the Central New York Academy Charter School project in Syracuse, New York. Synergy Alliance LLC is the offspring of Errol Bedford Consulting and has been serving government agencies, corporations, community organizations and educational institutions for over 15 years. Synergy Alliance has supported Higher Learning Network Inc. over the past 4 years by successfully creating and facilitating HLN's Teambuilding and Diversity, Equity and Inclusion curriculums and programs for HLN's educational clients (traditional and charter public schools). Through its plethora of college administrators and professors who consult for Synergy Alliance LLC, Higher Learning Network Inc. has provided its clients with top notch and cutting-edge professional development in the aforementioned categories. These circumstances have provided Higher Learning Network with the opportunity to help create positive school culture and climate for its educational clients. Synergy Alliance plans to continue its partnership with Higher Learning Network in providing the same services for any of the charter school projects HLN undertakes moving forward. As standard practice, Synergy Alliance will continue to donate 5% of the total of each contract towards supplies for the classrooms of each school. If you have any questions concerning the history of these companies' relationship, please do not hesitate to contact me via the information provided in the Header Section of this letter. Thank you.

Sincerely,

[redacted]

YNERGY
ANCE LLC.

[redacted]

[redacted]

To Whom it may concern:

I am writing this email on behalf of Higher Learning Network Inc. My company, [redacted] s a company located in the Bronx, Manhattan and Yonkers, New York and has provided maintenance services for the Harriet Tubman Charter School in the Bronx for the past 17 plus years.

During that period, we have witnessed the work that H[redacted]as done for the success of the school. [redacted]has also witnessed the quality work we have provided for HTCS. We support the Higher Learning Network Charter School project and look forward to having the opportunity to provide the same quality services for this school.

Sincerely,

[redacted]

[redacted]

JANUARY 29th, 2024

To Whom it may concern,

I am writing this support letter for the **Higher Learning Network Charter School** to be located in the Bronx, New York.

My company [redacted] as provided team building services and events in the tri state area for over the past decade.We have provided these services for numerous schools in the tri state area.

On occasion, we have facilitated team building events for the faculty and staff of the Harriet Tubman Charter School. On those occasions, we were hired by Mr. Errol Bedford and his companies, either [redacted] or [redacted] to augment the companies professional development programs at the school.

We have garnered great results because of these collaborations. We look forward to doing the same for the Higher Learning Network Charter School.

Sincerely,

[redacted]

[redacted]

Mon, Jan 29, 4:51 PM (11 days ago)

to me

[redacted]

To Whom it may concern:

I am writing this letter on behalf of Mr. Errol Bedford and the [redacted]. I am a retired New York City Detective. I am currently a Security Consultant that is certified as New York State Security Guard Instructor. I have known Mr. Bedford for over fifteen years and we have talked about this school opportunity for the past five years. The plan is to provide young men and women from this community the opportunity to be trained and certified as NYS Security Guards with the intention of working for the charter school. I would be the facilitator of the eight and sixteen hour classes necessary for these individuals to become certified and then to be hired by the Blue Iron Security Company. They would then have the opportunity to work at the charter school. Please feel free to contact me with any questions. Thank you.

[redacted]

[redacted]

Support Letter for Blue Iron Security Services

Dear Recipient,

I am writing on behalf of [redacted] to express our support for the [redacted] As a reputable security guard company, Blue Iron Security Services has been dedicated to providing exceptional security services for the past seven years.

Our commitment to excellence is evident in our longstanding partnership with the School Construction Authority, a government agency. Over the years, we have successfully delivered reliable security solutions, ensuring the safety and protection of various facilities under the School Construction Authority's purview.

[redacted] specializes in offering comprehensive security measures, encompassing trained personnel, advanced surveillance systems, and strategic risk assessment. Our team of vigilant security guards is well-equipped to handle a variety of situations, maintaining a secure environment for our clients.

We understand the critical nature of security, especially in educational institutions, and take pride in our ability to tailor our services to meet the specific needs of each client. Our commitment to professionalism, integrity, and continuous improvement sets us apart in the security industry.

We believe that the [redacted] Inc would benefit greatly from the expertise and reliability that Blue Iron Security brings to the table.

[redacted] fully supports and stands by Higher Learning Network Inc's commitment and strong efforts to opening a charter school. We look forward to partnering with them in the future in any capacity they may need.

Sincerely,

[redacted]

[redacted]

[redacted]

DATE: **8 December 2023**

I hope this letter finds you in good health and high spirits. We are writing to express our sincere gratitude for the trust you have placed in [redacted]nd to formally confirm our commitment to providing ongoing website management support to Higher Learning Network's schools and affiliates.

At [redacted]ve understand the significance of a well-maintained online presence in today's digital landscape, especially in the education sector. Therefore, we are delighted to offer our expertise in website management to ensure that your online platform remains up-to-date, functional, and in line with your institution's objectives.

Our website management services will encompass a wide range of activities, including but not limited to:

Content Updates: Regularly updating and uploading content to ensure that the latest information about your educational programs, faculty, and other important aspects of your institution are readily available to your audience.

Technical Maintenance: Ensuring that your website functions smoothly by addressing any technical issues promptly, such as fixing broken links, optimizing page load times, and ensuring mobile responsiveness.

Security Measures: Implementing robust security measures to protect your website and sensitive data from potential threats, ensuring the safety and privacy of your users.

In addition to website management, we are excited to offer supplementary services that can further enhance your online presence and reach. These services may include Search Engine Optimization (SEO) to improve your website's visibility in search engine results and Digital Marketing strategies to effectively promote your educational programs and engage with your target audience.

We are committed to tailoring our support to meet your specific needs and goals. Our team of experienced professionals will work closely with you to develop a customized plan that aligns with your objectives and ensures the continued success of Higher Learning Network and its affiliates.

Please feel free to contact us at [Your Contact Information] to discuss any specific requirements or questions you may have. We look forward to a fruitful partnership and the opportunity to contribute to the growth and success of Higher Learning Network.

Thank you once again for entrusting Precious Seeds Media Group with your website management needs. We are eager to embark on this journey together and help your institution thrive in the digital age.

[redacted]

[redacted]

[redacted]

12/7/2023

[redacted]

This letter is to confirm [redacted] will be available to assist in the financial management and Bookkeeping of the H[redacted]k and future endeavors they add on. We will work monthly with the Partners/Board and look forward to managing their business and implementing strategies to expand their growth.

Please contact me if you have any questions or need additional information. I can also be contacted by phone at[redacted]

Thank you for your assistance.

Sincerely,

[redacted]



Wednesday, May 20, 2020

To Whom It May Concern,

I am writing this letter in support of the charter application for the Central New York STEAM Academy Charter School that is being proposed in Syracuse, NY.

National Action Network is one of the leading civil rights organizations in the Nation with chapters throughout the entire United States. Founded in 1991 by Reverend Al Sharpton, NAN works within the spirit and tradition of Dr. Martin Luther King, Jr. to promote a modern civil rights agenda that includes the fight for one standard of justice, decency and equal opportunities for all people regardless of race, religion, nationality or gender.

NAN Syracuse Chapter recognizes the need for quality educational opportunities for the students of Syracuse and will supports the efforts of 100 Black Men of Syracuse Inc. in any capacity we can, to create the Central New York STEAM Academy Charter School.

It is essential for residents to have a School within our area that is tailored to the needs of the students, families and community.

I am confident the Central New York STEAM Academy Charter School's proposal and outcomes will be a great success for our area in preparing youth. This educational model would be an additional option to support the children in Syracuse City.



[redacted]

5/21/20

[redacted]

[redacted]

Dear [redacted]

Syracuse Community Connections fully support the goals and vision of the [redacted] that embodies the health, educational and well being of this community.

Thank you for expressing your organization's goal of providing quality education to the students of Syracuse, New York through the tutoring services your organization has successfully rendered for the past several years. As a Community Center who represents the community of color, many whom are underrepresented and often under educated. Syracuse Community Connections recognizes the need for quality educational opportunities for families and students in Syracuse and for whom would greatly benefit from the support of your organization's effort to create the Central New York Charter STEAM Academy Charter School. Please

keep me informed of the progress of your Charter School project and ways that Syracuse Community Connections can support your organization's efforts.



[redacted]

May 8, 2020

To Whom It May Concern,

I write this letter in support of proposed charter for the Central New York STEAM Academy Charter School that is being proposed. As SANY Charter schools, we have been collaborating with 100 Blackman for building Saturday Academy to serve children in Syracuse area.

As SANY Charter schools we will be willing to continue to collaborate and support the Central New York STEAM Academy Charter School in any capacity we can so that Syracuse area urban youth can have an alternative option.

It is essential to have a Charter School within our Syracuse City School District be tailored to the needs of the students, families and community. By providing a more intimate school atmosphere to give attention to all students; is the formula for what will be important for the Syracuse area students is needed.

I am confident the Central New York STEAM Academy Charter School's proposal and outcomes will be a great success for our area in preparing youth. This educational model would be an additional option to support the children in Syracuse area.

All The Best,

[redacted]

[redacted]



THE GOOD LIFE PHILANTHROPIC YOUTH FOUNDATION, INC

[redacted]

To Whom It May Concern,

I am writing this letter in support of the charter application for the Central New York STEAM Academy Charter School that is being proposed in Syracuse, NY. The Good Life Youth Foundation has a vision to create a more equitable world for marginalized youth through authentic, collaborative, and innovative approaches. Our life coaches are active in encouraging educational success and staying abreast of the youth's educational status while making sure they receive the proper resources needed to be a success story.
The GLYF will continue to collaborate with the 100 Black Men of Syracuse and support the Central New York STEAM Academy Charter School in any capacity we can so that Syracuse area youth can have an alternative educational option.

It is essential for residents to have a School within our area that is tailored to the needs of the students, families and community.

I am confident the Central New York STEAM Academy Charter School's proposal and outcomes will be a great success for our area in preparing youth. This educational model would be an additional option to support the children in Syracuse City.

Sincerely,

[redacted]

[redacted]

[redacted]

En [redacted]

May 20th, 2020

To Whom It May Concern,

I am writing this letter in support of the charter application for the Central New York STEAM Academy Charter School that is being proposed in Syracuse, NY.

Jubilee Homes of Syracuse Inc. mission is committed to revitalizing the Southwest side of Syracuse through affordable housing opportunities, workforce and entrepreneurship programming, economic development and youth development programing. We believe that by educating our youth, providing workforce development opportunities and helping families become homeowners we can change our community for generations to come.

In doing our work we recognize the need for quality educational opportunities for the students of Syracuse and will supports the efforts of 100 Black Men of Syracuse Inc. in any capacity we can, to create the Central New York STEAM Academy Charter School. It is essential for residents to have a School within our area that is tailored to the needs of the students, families and community.

I am confident the Central New York STEAM Academy Charter School's proposal and outcomes will be a great success for our area in preparing youth. This educational model would be an additional option to support the children in the City of Syracuse.

Sincerely,

[redacted]

[redacted]

Program/Services: Workforce & Economic Development, Youth Programming, Housing, Cultural & Heritage Curator

[redacted]

May 20, 2020

[redacted]

Mr. [redacted]

Thank you for expressing your organization's goal of providing quality education for the students of Syracuse, New York. As you and I have discussed, Onondaga Community College is interested in working with you on enrichment activities in the STEAM fields.

[redacted]

[redacted]

May 29, 2024

Greetings Charter School Application Committee,

I am writing this letter to express my undaunted support for The [redacted] unwavering endeavor to start a charter school in Central New York. I have had the pleasure of knowing and working with most of these dedicated men for several years. As a matter of fact, I volunteered often, and for 3 years worked in the capacity of co-administrator of the 100BM's Saturday Academy which facilitated the mentorship continued learning and development of middle and high school students.

My passion for quality education and particularly quality for Black children spans well over 45 years. In 1980, my late husband, Ted and I founded Grace Children's Academy, a private preschool for children in ages six weeks to six years – the first Black preschool in Syracuse. Our curriculum was not only designed to meet the social, emotional and academic needs of our students; we proclaimed it, "Most relevant for the learning, growth and development of Black Children." We infused studying Black history, celebrating Black culture, and recognizing and supporting Black learning styles. Our students were well loved and cared about! They were groomed for success and thrived in this environment! Additionally, our staff and parents thrived in this environment as well. Twenty magical years!

I then taught in the public sector -- learning the nuances, strengths and needs of diverse students, staff, parents and administrators. I became disheartened by the apathy and "malpractice" I was witnessing in schools that were supposed to be preparing our children for their future. Believing I could make a difference, I moved on to school administration in several districts in Central New York. I learned quickly that district office politics, the teacher protection by unions and other variables can thwart the honest and genuine efforts for a quality education for all students.

The 100BM have been consistent and persistent in their pursuit of educational excellence for our Black and Brown students. Their passion, dedication and commitment to the youth in our community are courageous and resolute. When they first shared with me their mission to open a charter school, I was immediately on board because I know our children's learning needs must be focused, targeted, and culturally relevant – all laced in love. Their envisioned charter school is an urgent call to provide a quality education that cultivates critical thinkers, problem solvers, creatives and ethical, responsible leaders.

I am confident that our much needed charter school will be a source of excellence and a valuable asset to Central New York. It would be my honor and pleasure to continue in my blessings and support for this charter school. I am willing to be an educational consultant and/or provide support in whatever capacity I would be helpful and of service.

[redacted]

[redacted]

May 15, 2024

Re: The SUNY Charter School Institute
H Carl McCall SUNY Building 353, Broadway
Albany, NY 12246

To whom it may concern:

I am writing this letter on behalf of [redacted] The Organization has been a valued customer of Pathfinder Bank since 2015

Pathfinder Bank has been serving the Central New York Community since 1859, with a commitment to customer service and an emphasis on community involvement. The mission of 100 Black Men of Syracuse and its effort to establish the CNY Academy of School aligns with Pathfinder Bank's mission to positively impact the community through local initiatives and economic development.

We value this relationship very much and are very appreciative of the level of trust the Organization has placed in our institution.

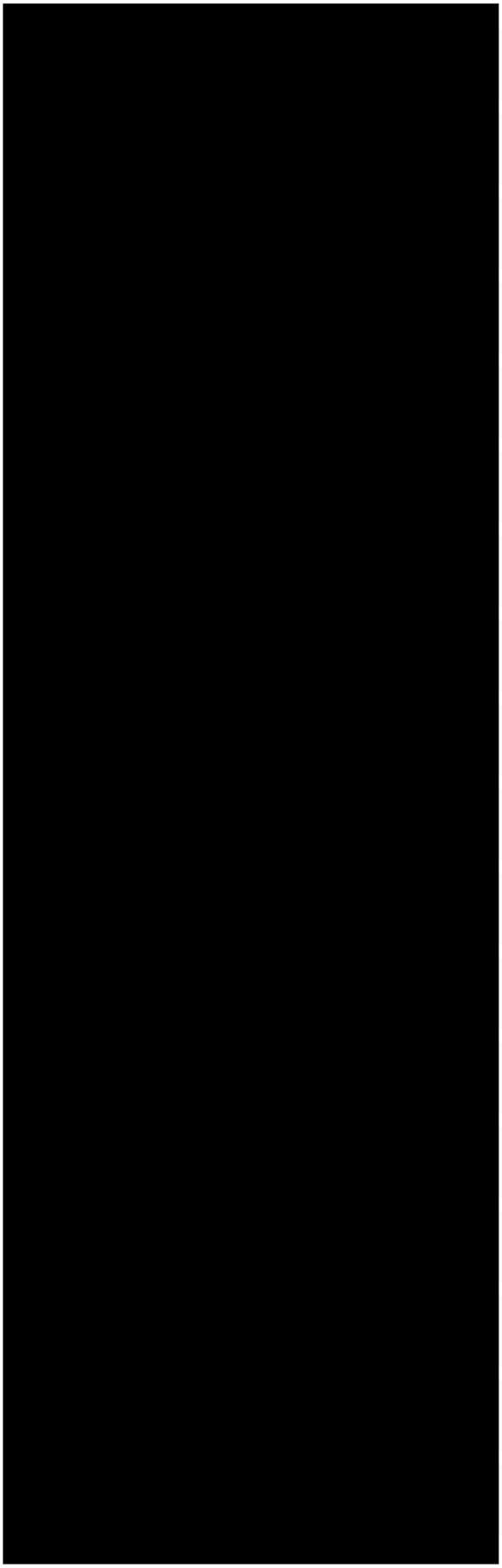
Please do not hesitate to contact me with any questions or if I can be of further assistance.

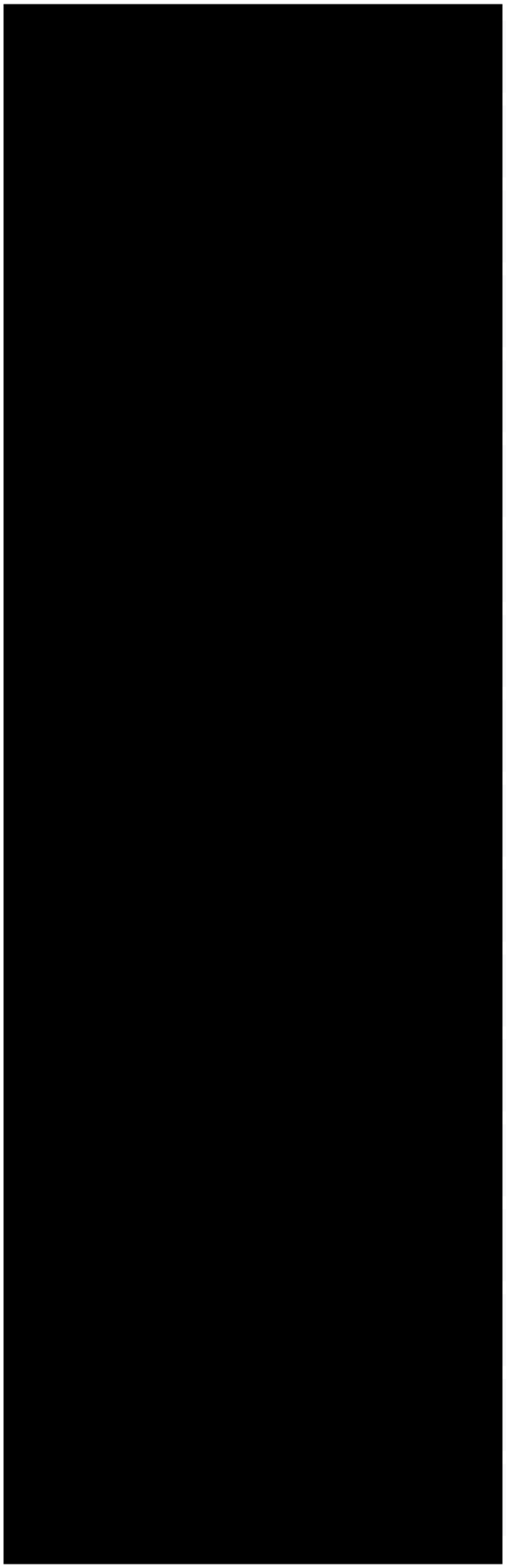
Very Truly Yours,

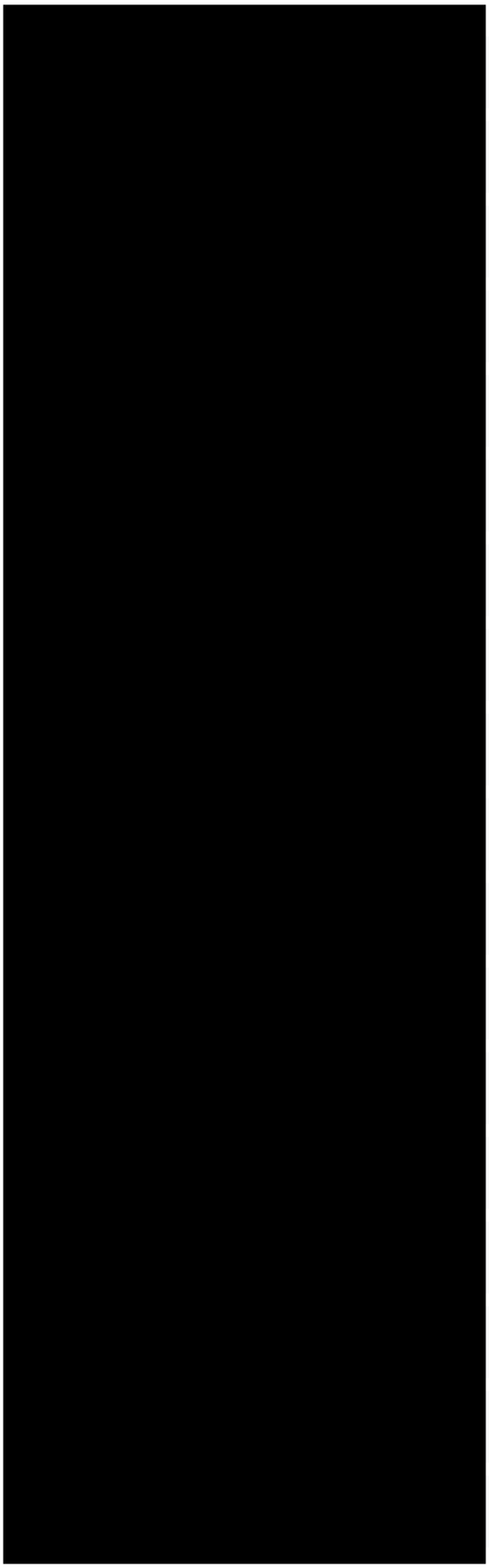
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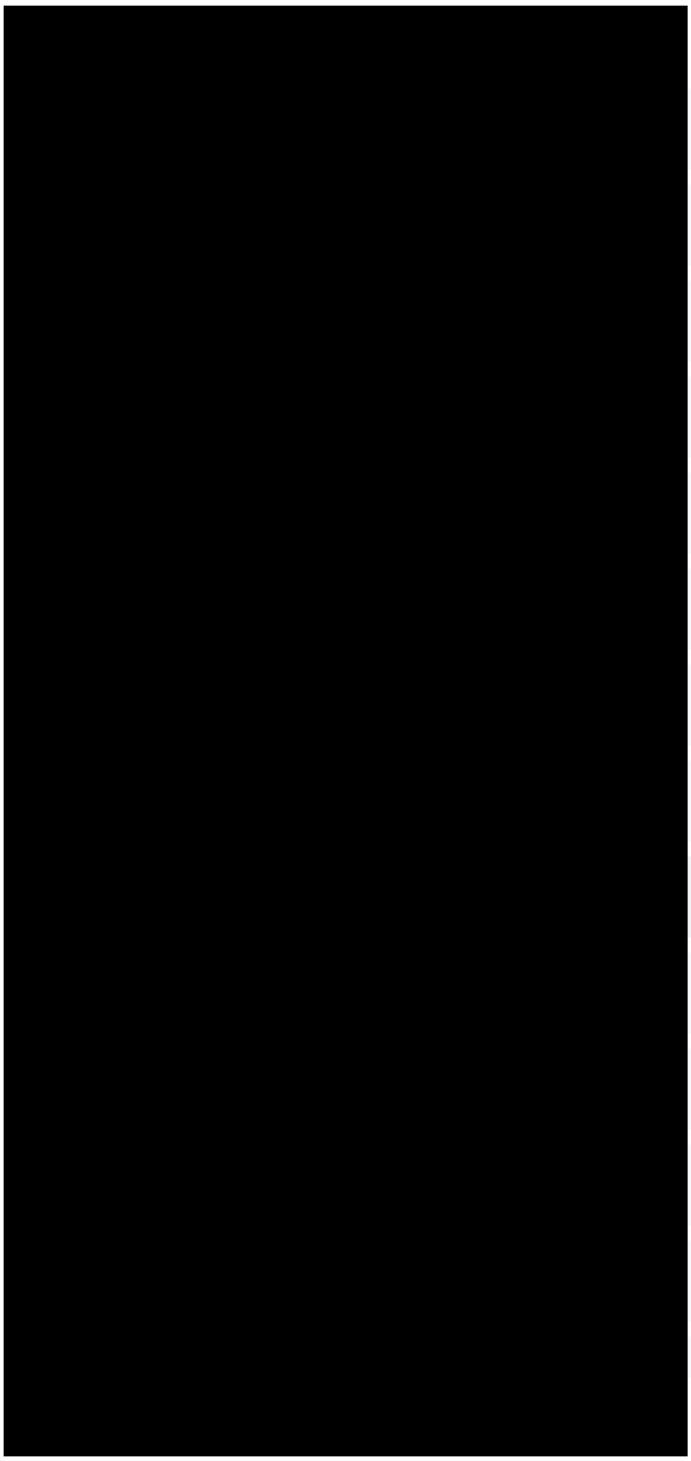
Online Petition for Community Stakeholders 3/2024

[redacted]









Focus Group Report - Focus Groups events were conducted on 5/8/24, 5/13/24 and 5/17/24

Objective

The primary objective of the focus group was to gauge community perceptions, concerns, and general awareness regarding charter schools—specifically in the context of the proposed Central New York Academy Charter School.

Overview of Responses

Participants were asked:
"What is your current opinion of Charter Schools?"

Their responses were as follows:

- **In Favor:** 3 participants
- **Neutral:** 3 participants
- **Don't Know Enough:** 2 participants
- **Opposed:** 0 participants

Key Observations

1. **Positive Leaning Attitudes:**
   Nearly half of the participants (3 of 8) expressed favorable opinions toward charter schools. This indicates a foundation of community support that can be built upon through deeper engagement and transparency around the mission and goals of the proposed charter school.
2. **No Explicit Opposition:**
   Importantly, there were no participants who reported opposition to charter schools. This suggests that while there may be varying levels of knowledge and enthusiasm, the environment is generally open and receptive to exploring alternative educational models.
3. **Need for Information and Clarity:**
   A significant number of participants (5 total) reported either neutral opinions or not knowing enough about charter schools to form an opinion. This highlights a clear need for public education and outreach regarding what charter schools are, how they operate, and the specific impact the Central New York Academy Charter School could have on the community.

Recommendations

- **Community Education Campaign:**
  Develop a targeted community engagement and education strategy including town halls, classroom showcases, family nights, and informative mailers to clarify what charter schools are and how the proposed school will meet community needs.
- **Highlight Success Stories:**
  Use proven data from Harriet Tubman Charter School and other HLN-supported schools to highlight academic outcomes, student support services, and school culture improvements that charter schools can deliver.
- **Further Engagement with Neutral/Unaware Participants:**
  Consider follow-up conversations with participants who were neutral or uncertain. Personalized outreach or community coffee chats can turn those perspectives into supportive ones through direct information exchange.
- **Leverage Existing Supporters:**
  Engage the three participants already in favor of charter schools as ambassadors or advocates in the broader community outreach effort.

Conclusion

The initial findings from Focus Group 1 indicate cautious optimism and interest in charter schools, with no clear opposition. These results demonstrate that with the right informational outreach and engagement, community backing for the Central New York Academy Charter School has the potential to grow significantly in the months ahead.

R-04f - Evidence of Demand

There are two circumstances, one from R-04d and the other from R-04e that demonstrated demand from families in the community that they would support the Central New York Academy Charter School by enrolling their age-appropriate children there. We used the in person surveys to identify individuals who may have age appropriate children who would enroll in school.

Cover Sheet Table

Document Name	***Page Number***	***Description of item***
In person surveys	2-69	In person surveys
In person petition signing at the [redacted] Annual Golf Outing	70 -71	In person petition signing event at fundraiser event
Additional Videos demonstrating Demand in Syracuse	71	Various community outreach events and videos depicting the demand for CNYACS

[redacted] Central New York Academy Charter School Community Survey

6/17/23

* Indicates required question

[redacted]

2. Are you in support of the efforts of the 100 Black Men of Syracuse Inc. opening a new charter school in the Syracuse community? *

Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

3. 100 Black Men of Syracuse Inc and Higher Learning Network (Education Consultants) would like to work in partnership with the Syracuse City School District to open this Charter School in Syracuse. Would you be in support of this type of collaborative effort? *

Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

4. Would you be in favor of longer school hours for students? *

Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

5. Would you be in support of after school or Saturday and/or Summer programs for students? *

Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

6. Would you be in support of mandatory parent/guardian participation that may include meeting with teachers and minimum volunteer hours in the school? *

Mark only one oval.

- [x] yes
- [ ] No
- [ ] Unsure

7. What type of programs would you want to see included in the design of a new charter school located in the Syracuse community? *

Check all that apply.

- [x] DEI (Diversity, Equity and Inclusion)
- [x] PBIS (Positive Behavioral Interventions and Supports)
- [x] Student Mentoring
- [x] STEAM (Science, Technology, Engineering, Arts, Math)
- [x] Community Wellness
- [x] Tutoring
- [x] High Achievers (Gifted)
- [ ] Other: _____

8. Please identify yourself in one or more of the following categories: *

Check all that apply.

- [ ] Parent or Guardian of a Grades K-2 Student
- [ ] Parent or Guardian of a Grades 3-5 Student
- [ ] Parent or Guardian of a Grades 6-8 Student
- [ ] Student, Teacher or School Administrator
- [ ] Resident of Syracuse City School District
- [x] Other Community Resident or Stakeholder

9. Do you have any other comments or suggestions?

_____

This content is neither created nor endorsed by Google.

Google Forms

[redacted] Central New York Academy Charter School Community Survey

6/17/23

* Indicates required question

[redacted]

2. Are you in support of the efforts of the 100 Black Men of Syracuse Inc. opening a new charter school in the Syracuse community? *

Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

3. 100 Black Men of Syracuse Inc and Higher Learning Network (Education Consultants) would like to work in partnership with the Syracuse City School District to open this Charter School in Syracuse. Would you be in support of this type of collaborative effort? *

Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

4. Would you be in favor of longer school hours for students? *

Mark only one oval.

- ◯ Yes
- ◯ No
- ⊗ Unsure

5. Would you be in support of after school or Saturday and/or Summer programs for students? *

Mark only one oval.

- ⊗ Yes
- ◯ No
- ◯ Unsure

6. Would you be in support of mandatory parent/guardian participation that may include meeting with teachers and minimum volunteer hours in the school? *

Mark only one oval.

- ⊗ yes If they have the time...
- ◯ No
- ◯ Unsure

[redacted] Central New York Academy Charter School Community Survey

6/17/23

* Indicates required question

[redacted]

2. Are you in support of the efforts of the 100 Black Men of Syracuse Inc. opening a new charter school in the Syracuse community? *

Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

3. 100 Black Men of Syracuse Inc and Higher Learning Network (Education Consultants) would like to work in partnership with the Syracuse City School District to open this Charter School in Syracuse. Would you be in support of this type of collaborative effort? *

Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

4. Would you be in favor of longer school hours for students? *

Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

5. Would you be in support of after school or Saturday and/or Summer programs for students? *

Mark only one oval.

- [x] Yes
- [ ] No
- [ ] Unsure

6. Would you be in support of mandatory parent/guardian participation that may include meeting with teachers and minimum volunteer hours in the school? *

Mark only one oval.

- [ ] yes
- [ ] No
- [x] Unsure

7. What type of programs would you want to see included in the design of a new charter school located in the Syracuse community? *

Check all that apply.

- [ ] DEI (Diversity, Equity and Inclusion)
- [ ] PBIS (Positive Behavioral Interventions and Supports)
- [ ] Student Mentoring
- [x] STEAM (Science, Technology, Engineering, Arts, Math)
- [x] Community Wellness
- [ ] Tutoring
- [ ] High Achievers (Gifted)
- [x] Other: ~~Equity~~ Entrepreneurship

8. Please identify yourself in one or more of the following categories: *

Check all that apply.

- [ ] Parent or Guardian of a Grades K-2 Student
- [x] Parent or Guardian of a Grades 3-5 Student
- [ ] Parent or Guardian of a Grades 6-8 Student
- [ ] Student, Teacher or School Administrator
- [x] Resident of Syracuse City School District
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9. Do you have any other comments or suggestions?

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[redacted] Central New York Academy Charter School Community Survey

6/17/23

* Indicates required question

[redacted]

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9. Do you have any other comments or suggestions?

_____

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[redacted] Central New York Academy Charter School Community Survey

6/27/23

* Indicates required question

[redacted]

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9. Do you have any other comments or suggestions?

Keep up the great work

This content is neither created nor endorsed by Google.

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[redacted] Central New York Academy Charter School Community Survey

6/17/23

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[redacted]

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[redacted] Central New York Academy Charter School Community Survey

6/17/23

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9. [redacted]

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[redacted]entral New York Academy Charter School Community Survey

6/17/23

[redacted]

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Sports

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[redacted] Charter School Community Survey

Central New York Academy Charter School Community Survey

6/17/23

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[redacted] Central New York Academy Charter School Community Survey

6/17/23

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~~AAAA~~ listen to your students!

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6/17/23

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6/17/23

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When will this be in progress?

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[redacted] Central New York Academy Charter School Community Survey

6/17/23

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I pray you start soon

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[redacted] Central New York Academy Charter School Community Survey

6/17/23

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- [X] Other: Community Service Activities + Skills labs

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Good Luck!

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[redacted] Central New York Academy Charter School Community Survey

6/17/23

* Indicates required question

1. Email *

[redacted]

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- ( ) No
- ( ) Unsure

6. Would you be in support of mandatory parent/guardian participation that may include meeting with teachers and minimum volunteer hours in the school? *

Mark only one oval.

- (✓) yes
- ( ) No
- ( ) Unsure

7. What type of programs would you want to see included in the design of a new charter school located in the Syracuse community? *

Check all that apply.

- [ ] DEI (Diversity, Equity and Inclusion)
- [x] PBIS (Positive Behavioral Interventions and Supports)
- [x] Student Mentoring
- [x] STEAM (Science, Technology, Engineering, Arts, Math)
- [x] Community Wellness
- [x] Tutoring
- [x] High Achievers (Gifted)
- [ ] Other: _____

8. Please identify yourself in one or more of the following categories: *

Check all that apply.

- [ ] Parent or Guardian of a Grades K-2 Student
- [ ] Parent or Guardian of a Grades 3-5 Student
- [ ] Parent or Guardian of a Grades 6-8 Student
- [ ] Student, Teacher or School Administrator
- [x] Resident of Syracuse City School District
- [x] Other Community Resident or Stakeholder

9. Do you have any other comments or suggestions?

_____

This content is neither created nor endorsed by Google.

Google Forms



Date 9/25/12

The 100 Black Men of Syracuse Inc. is in the process of applying to open a new Charter School in the Syracuse District. As part of this process we want to get input from the parents and other community stakeholders who will be served by the school. We would appreciate your help by answering a few question in the attached survey.

1. Are you in support of the 100 Black Men of Syracuse Inc. efforts to open a new charter school in Syracuse?

   ⊗ YES

   ○ NO

   ○ NOT SURE

2. Would you be in favor of longer school hours for students?

   ○ YES

   ⊗ NO

3. Would you be in favor of after school programs, Saturday and /or summer programing for students?

   ⊗ YES

   ○ NO

4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?

   ⊗ YES

   ○ NO

5. Please identify yourself in one or more of the following categories:

   ⊗ Parent/Guardian of K-12 student

   ○ Student, Teacher or School Administrator

   ○ Resident of Syracuse City School District

   ○ Other community resident or stakeholder

Comments_____

_____

_____

_____

[redacted]

Date 9/24/22

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   - ☒ YES
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   - ○ NO
3. Would you be in favor of after school programs, Saturday and /or summer programing for students?
   - ☒ YES
   - ○ NO
4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?
   - ☒ YES
   - ○ NO
5. Please identify yourself in one or more of the following categories:
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   - ○ Student, Teacher or School Administrator
   - ○ Resident of Syracuse City School District
   - ☒ Other community resident or stakeholder NCNW

Comments: I'm definitely in support of a Charter School. We can volunteer and assist w/ any services you may offer.

Evelyn Lundy
President of Syracuse Section NCNW



Date 9-24-22

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   ○ NO

   ○ NOT SURE

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   ◉ YES

   ○ NO

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   ◉ YES

   ○ NO

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   ◉ YES

   ○ NO

5. Please identify yourself in one or more of the following categories:

   ◉ Parent/Guardian of K-12 student

   ◉ Student, Teacher or School Administrator

   ◉ Resident of Syracuse City School District

   ○ Other community resident or stakeholder

Comments_____



Date 9-24-2022

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   - ✓ NO
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Comments_____

[redacted]

Date 9/24/2022

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   - ☑ YES
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Comments_____



Date 9/13/2022

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   - ○ YES
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   - ○ NO
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   - ○ Student, Teacher or School Administrator
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   - ◉ Other community resident or stakeholder

Comments I support this charter school if it does not take Additional funds from the SCSD.



Date 09/21/2022

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   ◉ YES

   ○ NO

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2. Would you be in favor of longer school hours for students?

   ○ YES

   ◉ NO

3. Would you be in favor of after school programs, Saturday and /or summer programing for students?

   ◉ YES

   ○ NO

4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?

   ○ YES

   ◉ NO

5. Please identify yourself in one or more of the following categories:

   ○ Parent/Guardian of K-12 student

   ○ Student, Teacher or School Administrator

   ◉ Resident of Syracuse City School District

   ○ Other community resident or stakeholder

Comments_____

_____

_____

_____

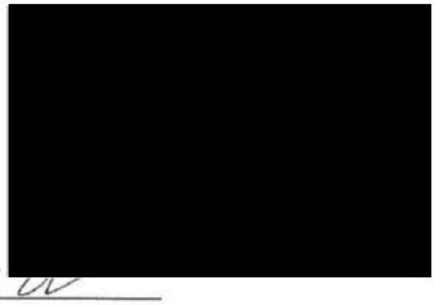


Date 9/24

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Comments_____



Date 4-24-22

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Comments This is Wonderful!



Date 9/24/22

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   - ✓ YES
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2. Would you be in favor of longer school hours for students?
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   - ✓ YES
   - ○ NO
4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?
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   - ○ NO
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   - ○ Other community resident or stakeholder

Comments_____



Date 9/24/2022

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Comments_____



Date 9-24-

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   ○ YES

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   ◉ YES

   ○ NO

4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?

   ◉ YES

   ○ NO

5. Please identify yourself in one or more of the following categories:

   ○ Parent/Guardian of K-12 student

   ○ Student, Teacher or School Administrator

   ○ Resident of Syracuse City School District

   ◉ Other community resident or stakeholder

Comments Thanks for your investment



Date 9/24/22

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Comments_____



Date 12/24/2022

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   - ✓ YES
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2. Would you be in favor of longer school hours for students?
   - ✓ YES
   - ○ NO
3. Would you be in favor of after school programs, Saturday and /or summer programing for students?
   - ○ YES
   - ○ NO
4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?
   - ✓ YES
   - ○ NO
5. Please identify yourself in one or more of the following categories:
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   - ○ Student, Teacher or School Administrator
   - ○ Resident of Syracuse City School District
   - ✓ Other community resident or stakeholder

Comments Let's go to work

[redacted]

Date 9/24/22

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   - ◉ YES
   - ◉ NO
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   - ◉ YES
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Comments_____



Date 9/24/20

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Comments_____



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   ○ NO

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   ○ NO

4. Would you be in support of mandatory Parent/Guardian participation that may include meeting with teachers and minimum volunteer hours in the school per month?

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   ○ NO

5. Please identify yourself in one or more of the following categories:

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Comments_____

[redacted]

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Comments_____

_____

_____

_____



Date 9/23/2022

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   - ○ NO ?
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   - ○ NO
5. Please identify yourself in one or more of the following categories:
   - ○ Parent/Guardian of K-12 student
   - ⊘ Student, Teacher or School Administrator
   - ⊘ Resident of Syracuse City School District
   - ○ Other community resident or stakeholder

Comments Longer hours means that single parents will be able to save ton daycare, because after school care is expensive!

Petition Signing event at the [redacted] of Syracuse Golf Fundraiser – September 8, 2024





[redacted]

Additional Videos

- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]

R5-ac-Enrollment

R5a Enrollment Plan

Central New York Academy Charter School Enrollment

Charter Year	Grade	Enrollment
Year 1	K-2	180
Year 2	K-3	240
Year 3	K-4 and 6	360
Year 4	K-7	480
Year 5	K-8	540

Central New York Academy Charter School is committed to providing a rigorous and inclusive education for students in the K-8 spectrum, fostering academic excellence, and nurturing holistic development. Our decision to operate a K-8 school stems from our belief in the importance of a continuous and cohesive educational experience that spans the critical early years through middle school, ensuring that students receive a stable and supportive learning environment. By starting with a K-2 program, we aim to establish a strong foundation for our students, focusing on early literacy, numeracy, and social-emotional development. In the first year, we plan to enroll 180 students.

By Year 2, we will add a third grade, increasing our enrollment to 240 students. In Year 3, we will introduce fourth and sixth grades, accommodating 360 students. This step is crucial as it marks the beginning of our middle school program, allowing us to establish a robust middle school curriculum and culture early on. In Year 4, we will expand further to include seventh grade, reaching an enrollment of 480 students. Finally, by Year 5, we will fully implement our K-8 model with an enrollment of 540 students. This phased growth approach ensures that we can maintain high educational standards, manage resources effectively, and create a nurturing environment that supports both academic and personal growth for all students.

Central New York Academy charter school's enrollment plan reflects a comprehensive approach to aligning with the Syracuse City school district while also catering to its unique mission and educational model.

The grade configuration of the proposed school has been carefully designed to integrate seamlessly with the district's existing structure. This alignment ensures a smooth transition for students in grades K-8 who are transferring between schools and promotes continuity in their educational journey. There is no misalignment with the district in grade configuration.

Additionally, there are no differences in eligible or minimum age requirements for the same grades between the proposed charter school and district schools. By adhering to these standards,

the charter school ensures fairness and equity in admissions while also respecting the established norms of the district.

The anticipated student attrition rate, which is 5%, is based on historical data and demographic trends, allowing the school to make informed projections.

The rationale behind the attrition rate was carefully analyzed to identify factors such as relocation, academic performance, and individual circumstances. To address attrition, the proposed school will provide provisions for replacing departing students through targeted recruitment efforts and community outreach. The proposed school's "backfill" policy outlines procedures for filling vacant seats to maintain full enrollment levels and optimize resources effectively.

Backfill /Waitlist policy

After all available spaces have been filled at each grade level, a waitlist is created for the remaining applications. The waitlist, which is updated regularly throughout the year as openings occur, ranks the applications for each grade and placement category (i.e., a returning student, sibling, child of an employee, etc.). Applicants will be identified by lottery number, grade, and placement category. As spaces become available at CNYACS, throughout the year, they are offered to the waitlist applicants in the order of placement preferences. The waitlist expires in June of each year, so parents are encouraged to refile an application even if one was submitted the year before.

CNYACS' growth plan will be aligned with the school's mission and vision, aiming to meet the evolving needs of the community and enhance educational opportunities for students. Any expansion initiatives will be informed by thorough needs assessments, demographic analysis, and stakeholder input, ensuring responsible and sustainable growth over time.

The pattern of growth for the proposed school is as follows:

5b -Target Population Retention and Recruitment

CNYACS will implement a series of strategies to recruit and retain students who are in our target populations. In addition to students who are enrolled in the Syracuse City school district, CNYACS will also actively recruit students who are ENL, SWD and economically disadvantaged.

Recruitment Strategies:

ENL (English as a New Language) Students:

- Collaborate with local ESL (English as a Second Language) organizations and community centers to reach out to immigrant families.
- Host informational sessions in multiple languages to accommodate diverse linguistic backgrounds.

- Utilize targeted online advertising on platforms commonly used by immigrant communities.
- Offer open houses and school tours specifically tailored to ENL families, with interpreters available if needed.
- Partner with local cultural organizations to celebrate diversity and foster a sense of belonging.

SWD (Students with Disabilities):

- Work closely with local special education advocacy groups and organizations to reach families with children who have disabilities.
- Provide information sessions focused on the school's special education services and resources.
- Ensure that the school's facilities are fully accessible and equipped to accommodate students with various disabilities.
- Train staff on inclusive teaching practices and strategies for supporting students with diverse learning needs.
- Establish partnerships with nearby special education schools or programs to facilitate smooth transitions for incoming students with disabilities.

Economically Disadvantaged Students:

- Collaborate with local social service agencies and community organizations to identify and reach out to families in need.
- Offer need-based scholarships or financial aid packages to reduce financial barriers to enrollment.
- Provide transportation assistance for students living in economically disadvantaged areas.
- Organize outreach events in low-income neighborhoods to raise awareness about the school's offerings and opportunities.
- Partner with businesses and foundations to secure funding for programs specifically targeting economically disadvantaged students.

At-Risk Admissions Factors and Preferences:

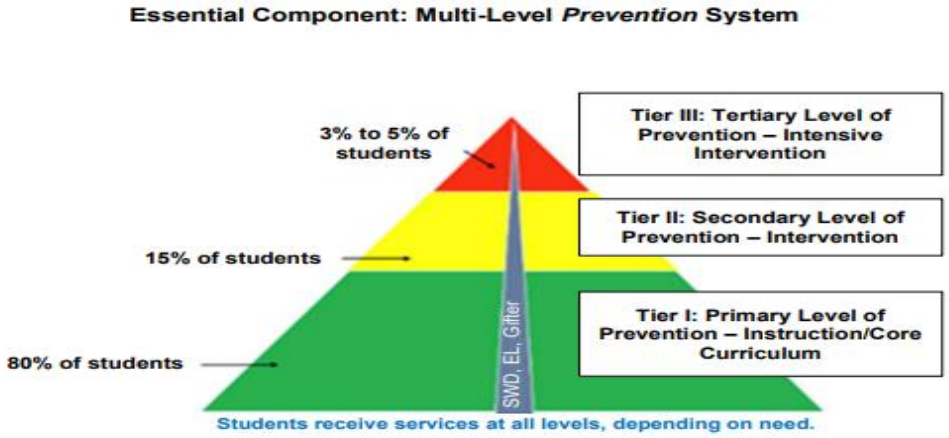
- Consideration of socioeconomic status, English language proficiency, and special education status in the admissions process.
- Set aside a certain percentage of seats specifically for ENL, SWD, and economically disadvantaged students to ensure representation and equity.
- Provide priority enrollment or special consideration for students coming from underperforming schools or neighborhoods with limited educational resources.

Retention Efforts and Monitoring - In order to retain student from our targeted population, CNYACS will:

- Implement mentorship programs pairing new students, particularly those from targeted populations, with older students or staff members for guidance and support.
- Offer academic support services such as tutoring, study groups, and individualized learning plans for students who may be at risk of falling behind.
- Regularly assess the effectiveness of retention efforts through surveys, focus groups, and feedback from students and families.
- Continuously monitor student performance data, disaggregated by subgroup, to identify any disparities and adjust strategies accordingly.
- Establish a dedicated committee or task force responsible for overseeing retention efforts and ensuring accountability in meeting the needs of all students, especially those from targeted populations.

CNYACS' Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI):

CNYACS will implement an RTI/MTSS System of Student support for all students. The processes within MTSS are not extra or additional duties, but rather they represent how we teach diverse learners to maximize the growth and development of each pupil. A key element within the MTSS is ongoing data monitoring for student response to intervention (RTI) to inform intentional decision-making for instructional planning and support. Interventions are types of instruction targeted to meet the academic and/or behavioral learning needs of a student. Interventions are in addition to the general classroom instruction. These added learning tools are well researched and evidence-based to deliver specific instructional strategies and techniques. The intensity of intervention supports increase at each tier of the MTSS framework. The framework is intended to be fluid. As students make progress, they may move to less intense supports on lower tiers or return to Tier 1 Core Instruction. There are several types of instructional activities and strategies available to layer the learning techniques and tools used to improve a student's learning.



General Education Multi-Tiered Systems of Support (MTSS), Tiers 1-3

Students sometimes need help with learning or behavior, beyond what is routinely offered by a teacher in a general education classroom. CNYACS will include a system with three levels of academic and social-emotional-behavioral support for students who may struggle with learning or behavior. Tier 1 describes the many ways that teachers support students' learning and development and includes core educational practices to support standards-based instruction. Tier 2 is the next level used if Tier 1 is not sufficient and provides moderate intensity support to help students develop and grow in specific skills. Tier 3 is used when Tier 2 is not sufficient and provides intensive support organized through the Student Support Team (SST) process, focusing on helping students with specific skills to address learning and/or behavior concerns. Tier 2 or Tier 3 support is provided in addition to Tier 1 core instruction and support. Being enrolled in Tier 2-3 does not mean a student has a disability or is receiving special or exceptional education. These tiers provide prevention and intervention in a general education setting and support the students' learning and behavior.

5c-Student Enrollment Table

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2025-26	2026-27	2027-28	2028-29	2029-30	AGE RANGE
Kindergarten	Elementary School	60	60	60	60	60	5
1st Grade	Elementary School	60	60	60	60	60	6-7
2nd Grade	Elementary School	60	60	60	60	60	7-8
3rd Grade	Elementary School		60	60	60	60	8-9
4th Grade	Elementary School			60	60	60	9-10
5th Grade	Middle School				60	60	10-11
6th Grade	Middle School			60	60	60	11-12
7th Grade	Middle School				60	60	12-13
8th Grade	Middle School					60	13-14
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		180	240	360	480	540	

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2025-26	2026-27	2027-28	2028-29	2029-30
Kindergarten	Elementary School	3	3	3	3	3
1st Grade	Elementary School	3	3	3	3	3
2nd Grade	Elementary School	3	3	3	3	3
3rd Grade	Elementary School		3	3	3	3
4th Grade	Elementary School			3	3	3
5th Grade	Middle School				3	3
6th Grade	Middle School			3	3	3
7th Grade	Middle School				3	3
8th Grade	Middle School					3
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		9	12	18	24	27

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2025-26	2026-27	2027-28	2028-29	2029-30
Kindergarten	Elementary School	20	20	20	20	20
1st Grade	Elementary School	20	20	20	20	20
2nd Grade	Elementary School	20	20	20	20	20
3rd Grade	Elementary School	0	20	20	20	20
4th Grade	Elementary School	0	0	20	20	20
5th Grade	Middle School	0	0	0	20	20
6th Grade	Middle School	0	0	20	20	20
7th Grade	Middle School	0	0	0	20	20
8th Grade	Middle School	0	0	0	0	20
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

R-05d Admission Policy

Central New York Academy Charter School Admission Policy

CNYACS will adhere to the following guidelines and policies for admissions:

- Only one application will be accepted per child.
- All applications must be received by the posted deadline to be entered into the lottery.
- Any child qualified under the laws of New York State for admission to a public school is qualified for the Central New York Academy Charter School lottery, there is no tuition.
- Central New York Academy Charter School is open to all children in grades K through grade 8 on a space available basis within each grade.
- Entering K students must be or turning 5 years old by December 31st of the year you are applying for.
- Applications are not considered valid until they have been received by the school.

All applications received by the due date will be included in the lottery. Lottery numbers are assigned first to In-District Applicants and second to Out-of-District Applicants. Central New York Academy Charter School will make the determination of each student's residence being In-District or Out-of-District, based on our check of home addresses provided on each application. In-District means your family's home address is in Syracuse City School District, the district for CNYACS.

The Lottery: If a lottery is necessary for one or more grades, the admission process to fill seats at each grade will be granted to applicants in the following manner:

1. **First Preference- Returning Students:** Students returning to Central New York Academy Charter School for any subsequent year shall have the first preference. All returning students will be asked to identify their intent to return by submitting an Intent to Return Form and if applicable a Transportation Request Form.
2. **Second Preference-Siblings:** Siblings of students enrolled at Central New York Academy Charter School will have the second preference.
3. **Third Preference ENL /SWD Students:** Students who are classified as English as a New Language (ENL) and Student with Disabilities (SWD) will have the third preference.

**CNYACS will reserve seats for students of employees (Up to 15% of available seats if Applicable)*

Weighting: Prior to randomly selecting Students by lottery for remaining seats in each grade, a weighted system will be employed to provide an additional lottery entry for each student who has been verified to be a Student with Disabilities, an English Language Learner or an Economically Disadvantaged Student.

Following the Lottery:

Each applicant will be notified of the lottery number assigned to their application via text or email from the school. The parent must notify the school to accept, decline or withdraw from the seat. All accepted students will receive a letter of acceptance. All waitlisted students will be notified of their waitlist number. This information will be available within 72 hours (about 3 days) of the lottery.

All accepted students must provide proof of residency, the child's birth certificate and immunization within (2) weeks.

If the required documents are not submitted within 2 weeks, your seat will be released to the next student on the Wait List.

**** Wait list applications do not carry over from year to year, you must apply again the next year.***
**** Please note that wait list numbers are dynamic and will fluctuate as a result of students accepting and declining seats and the CNYACS sibling preference.***

Acceptable proof of residency includes:

- A residential utility bill (gas or electric) in the resident's name as issued by the utility company.
- Document on letterhead from federal, state or city agency- for example, Social Security, Syracuse Housing Authority or Human Resources Administration- which states home address.
- All documents must be dated within 60 days (about 2 months) of submission to CNYACS.
- An original lease agreement, deed or mortgage statement for the residence (of any date).
- A current property tax bill for the residence or a water bill for the residence which must be current at the time of submission.
- A water bill for the residence valid within the last six months.

IF SUBLETTING OR RESIDING IN A HOME WHERE THE PARENT IS NOT A LEASE-HOLDER:

You must provide a notarized "Address Affidavit" signed by both the primary leaseholder and the parent affirming that the family is residing in this home and submit one of the forms of proof above that shows the leaseholder's name.

Applications will be available in other languages if requested. Translators will be available upon request.

R6af Curriculum and Instruction

ACADEMIC SUCCESS

Curriculum and Instructional Design

6a: Curriculum Selection Process

Designing, selecting, and implementing an effective school curriculum requires careful consideration and alignment with various elements such as research-based evidence, state standards, educational philosophy, and mission. CNYACS conducted extensive research to select curriculum for each content area that will address the student population's needs. The process of selecting the curriculum included a needs assessment: reviewing district data to determine the needs of the student population, mission alignment: ensuring that the curriculum is aligned with the mission and vision of CNYACS, research and evaluation: analyzing the research for each curriculum choice, and trial and pilot programs: analyzing the teacher feedback and student data from schools who have implemented the chosen curriculum.

ELA/Reading

Curriculum Overview: The ELA curriculum at CNYACS is designed to promote literacy skills development through a focus on the science of reading, emphasizing both progressive and conventional teaching methods.
Research-Based Approach: Our curriculum and resources are grounded in the Science of Reading, incorporating evidence-based practices to ensure effective literacy instruction for all students.
Alignment with New York State Standards: The ELA curriculum aligns with the New York State Next Generation Learning Standards for English Language Arts, ensuring that students meet rigorous academic expectations.
Integration of Diversity and Inclusion: Texts and resources selected for ELA instruction reflect diverse perspectives, cultures, and experiences, fostering empathy and understanding among students.
Curriculum Resources: Curriculum maps, scope and sequence documents, and pacing guides are included in the ELA curriculum and resources and will be revised by the teachers in collaboration with the school instructional leaders based on the identified priority standards.
Curriculum Review and Revision: The ELA curriculum will undergo regular review by the ELA teachers, instructional leaders, and the curriculum specialists. Feedback from teachers, student performance data, and stakeholder input will inform revisions to ensure effectiveness and alignment with state standards.

Early Literacy Instruction (Grades K-3)

Early literacy development lays the foundation for a child's lifelong learning journey. As educators, it is imperative to select a curriculum that aligns with evidence-based practices to effectively nurture literacy skills. Importance of Early Literacy and Science of Reading Early literacy encompasses various skills essential for reading and writing proficiency, including phonemic awareness, phonics, vocabulary, fluency, and comprehension—the five pillars of early literacy (National Reading Panel, 2000). These foundational skills are interconnected and crucial for children to become proficient readers (National Early Literacy Panel, 2008).

Additionally, the science of reading provides valuable insights into how individuals learn to read, emphasizing evidence-based instructional strategies (Moats, 2020). By integrating scientific findings from cognitive psychology, linguistics, and neuroscience, educators can design effective instructional approaches that cater to diverse learning needs (National Reading Panel, 2000).

CNYACS will utilize the following curriculum to implement explicit ELA instruction that focus on addressing the science of reading and integrating progressive and conventional teaching methods:

Fundations

CNYACS will utilize the Language Fundations Curriculum to explicitly address the early literacy foundational skills. Fundations utilizes a structured literacy approach grounded in the science of reading to make learning to read fun while laying the groundwork for lifelong literacy. The program's research-based approach and extensive materials allow K–3 teachers to confidently present a carefully structured reading, spelling, and handwriting curriculum using engaging, multisensory techniques. Fundations is aligned with the science of reading and guides teachers to provide effective instructional practices, (Fundations - Wilson Language Training Corporation, 2023).

The Fundations Curriculum provides comprehensive support for both teachers and students to ensure effective implementation and optimal learning outcomes. For teachers, it offers extensive training and professional development opportunities, including workshops, webinars, and coaching. Detailed teacher manuals and scripted lessons aid in delivering structured, multisensory instruction consistently. Additionally, ongoing access to instructional resources and online communities enables educators to share strategies and seek advice. For students, the curriculum provides differentiated instruction tailored to varying skill levels, with tools like manipulatives, visual aids, and practice materials to reinforce learning. Continuous assessments help monitor progress and inform instruction, ensuring that each student receives the support they need to succeed in reading and writing.

Rationale: Fundations has been selected as a foundational component of our literacy curriculum due to its systematic and research-based approach to early literacy instruction. By utilizing a structured literacy approach, Fundations addresses key foundational skills necessary for proficient reading, spelling, and handwriting. According to the Wilson Language Training Corporation (2023), Fundations incorporates multisensory techniques to engage students while ensuring the development of essential literacy skills. This curriculum provides teachers with the necessary guidance to implement effective instructional practices.

Designed to support both progressive and conventional teaching methods, which are key elements of CNYACS' design, the Fundations curriculum incorporates a multisensory approach that accommodates diverse learning styles and needs. It aligns with conventional methods through its systematic and explicit instruction in phonics, spelling, and handwriting, ensuring that students develop foundational literacy skills in a structured manner. Concurrently, it embraces progressive education principles by promoting active learning, critical thinking, and student engagement through interactive activities, hands-on practice, and the integration of visual, auditory, and kinesthetic elements. This dual approach helps cater to the varied ways students learn, fostering a more inclusive and effective educational environment.

Wit and Wisdom

CNYACS will utilize the Wit and Wisdom ELA curriculum for the K-8 ELA instruction. Wit & Wisdom is a comprehensive K–8 English language arts curriculum crafted to help students build the knowledge and skills they need to be successful readers, exceptional writers, and effective communicators, ("Wit & Wisdom® - Elementary and middle school ELA curriculum," n.d.). Through a rigorous learning design based on Scarborough's Rope, students gain content knowledge and an awareness of how to read texts, write, speak, and listen. Scarborough's Reading Rope is made up of lower and upper strands. The lower strand includes phonological awareness, decoding, alphabetic principle, letter-sound correspondences, and sight recognition. The upper strand includes background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge. When all these component parts intertwine it results in skilled and accurate, fluent reading with strong comprehension, ("Scarborough's reading rope," n.d.). The Wit and Wisdom curriculum is aligned to the science of reading and is also aligned with the mission and vision of CNYACS and our key design elements.

The Wit & Wisdom curriculum provides comprehensive supports for both teachers and students to ensure an effective and engaging learning experience. For teachers, the curriculum offers detailed lesson plans, instructional guides, and professional development opportunities that help educators effectively deliver content and foster critical thinking skills. These resources include pacing guides, assessment tools, and strategies for differentiation to meet diverse student needs. For students, Wit & Wisdom includes a variety of supports such as scaffolding techniques,

vocabulary building, and writing frameworks that aid in comprehension and skill development. Additionally, the curriculum integrates diverse texts and multimedia resources to engage students and enhance their understanding of complex topics. These supports work in tandem to create a rich, supportive educational environment that promotes deep learning and achievement.

Rationale: Wit and Wisdom has been selected to support ELA instruction for grades K-8, offering a comprehensive curriculum designed to develop students' reading comprehension, writing proficiency, and communication skills. Based on Scarborough's Reading Rope model, Wit and Wisdom emphasizes integrating content knowledge and language skills to promote proficient reading. By addressing both the lower and upper strands of the Reading Rope, this curriculum provides students with the tools necessary to become strong readers with excellent comprehension.

The curriculum's alignment with the science of reading and its compatibility with CNYACS's mission and vision highlight its suitability for our educational framework. Wit and Wisdom successfully bridges progressive and conventional teaching methods, fostering a balanced educational approach. It supports progressive teaching through inquiry-based learning, encouraging students to engage deeply with texts and think critically about content. By integrating arts and humanities, the curriculum promotes creativity and interdisciplinary connections, catering to diverse learning styles and interests.

At the same time, Wit and Wisdom upholds conventional methods by providing a structured framework and rigorous academic standards, ensuring that foundational skills in reading, writing, and comprehension are systematically developed. This dual support creates an environment where traditional academic rigor coexists with innovative, student-centered learning, preparing students for both academic and real-world challenges.

Math

The mathematics curriculum at CNYACS prioritizes conceptual understanding, procedural fluency, and real-world application of mathematical concepts. Our approach is grounded in research-based instructional strategies, ensuring that students engage with hands-on manipulatives, problem-solving tasks, and collaborative learning opportunities.

Aligned with the New York State Next Generation Learning Standards for Mathematics, our curriculum maintains coherence and rigor across all grade levels.

Curriculum Overview: The mathematics curriculum at CNYACS emphasizes conceptual understanding, procedural fluency, and real-world application of mathematical concepts.

Research-Based Approach: Our curriculum integrates research-based instructional strategies, including hands-on manipulatives, problem-solving tasks, accountable student talk and discussions, and collaborative learning opportunities.
Alignment with New York State Standards: The mathematics curriculum aligns with the New York State Next Generation Learning Standards for Mathematics, ensuring coherence and rigor across grade levels.
Diversity and Inclusion: Math instruction incorporates diverse perspectives and contexts to make learning relevant and accessible to all students.
Curriculum Resources: Curriculum maps, scope and sequence documents, and pacing guides are included in the Math curriculum and resources and will be revised by the teachers in collaboration with the school instructional leaders based on the identified priority standards.

Curriculum Review and Revision: The mathematics curriculum will be reviewed and revised regularly based on student performance data, teacher feedback, and alignment with state standards. The mathematics committee, which will consist of math teachers and math specialists, will lead the review process, with input and guidance from instructional leaders and curriculum specialists.

5 Practices for Orchestrating Productive Mathematics Discussions (K-8)

CNYACS will implement the 5 Practices for Orchestrating Productive Math Discussions for grades K-8. This strategy encompasses the same five practices teachers know and love for planning and managing powerful conversations in mathematics classrooms, updated with current research and new insights on anticipating, lesson planning, and lessons learned from teachers, coaches, and school leaders. This framework for orchestrating mathematically productive discussions is rooted in student thinking to launch meaningful discussions in which important mathematical ideas are brought to the surface, contradictions are exposed, and understandings are developed or consolidated, ("5 Practices for Orchestrating Productive Mathematics Discussions," n.d.).

The 5 Practices for Orchestrating Productive Math Discussions include:

- Anticipating what students will do and what strategies they will use in solving a problem
- Monitoring their work as they approach the problem in class
- Selecting students whose strategies are worth discussing in class
- Sequencing those students' presentations to maximize their potential to increase students' learning
- Connecting the strategies and ideas in a way that helps students understand the mathematics learned

Rationale: The 5 Practices provide a systematic approach to orchestrating mathematically productive discussions in the classroom. By incorporating practices such as anticipating students' strategies, monitoring their work, selecting and sequencing student presentations, and facilitating connections between ideas, educators can create an environment conducive to deep mathematical understanding (Smith & Stein, 2011).

Eureka Math 2

CNYACS will utilize the “Eureka Math 2” Curriculum for K-8 math instruction. In Eureka Math 2 you’ll find consistent math models, rigor to support the productive struggle, and coherence across grades. Eureka Math 2 is a comprehensive educational program designed to enhance students' mathematical proficiency and conceptual understanding at the second-grade level. The curriculum follows a coherent and rigorous approach, integrating foundational mathematical concepts with real-world applications to foster deep comprehension and problem-solving skills.

The program is structured around key mathematical domains such as operations and algebraic thinking, number sense, measurement, geometry, and data analysis. Through engaging activities, hands-on manipulatives, and interactive lessons, students explore mathematical concepts in depth, building upon their prior knowledge and developing a strong foundation for future mathematical success.

"Eureka Math 2" emphasizes a mastery-based learning approach, encouraging students to develop fluency in arithmetic operations, number relationships, and mathematical reasoning. The curriculum incorporates various instructional strategies to accommodate diverse learning styles and promote active participation and collaboration among students, ("Eureka Math²® - Elementary and middle school math curriculum," n.d.).

Throughout the program, students are challenged to think critically, communicate their mathematical thinking, and apply problem-solving strategies to real-world situations. By fostering a deep understanding of mathematical concepts and promoting a growth mindset, "Eureka Math 2" empowers students to become confident and proficient mathematicians. “Eureka Math 2” incorporates opportunities for teachers to infuse the 5 Practices for Orchestrating Productive Math Discussions and directly aligned to the key design elements of CNYACS.

Eureka Math 2 provides a comprehensive suite of supports for both teachers and students to enhance the learning experience and facilitate effective instruction. For teachers, the curriculum includes detailed lesson plans, professional development resources, and formative assessments that help educators tailor instruction to meet diverse student needs. Additionally, it offers instructional videos and guidance on best practices for teaching complex mathematical concepts. For students, Eureka Math 2 includes a variety of supports such as interactive digital resources, practice problems with step-by-step solutions, and personalized feedback mechanisms to ensure

understanding and mastery of the material. These supports are designed to create a collaborative and supportive learning environment that fosters mathematical proficiency and confidence.

Rationale: Eureka Math 2 will be used for Math instruction due to its unwavering commitment to Consistency in Mathematical Models, a cornerstone that enhances students' comprehension and enables seamless knowledge transfer across varied problem-solving scenarios. This reliability ensures students establish a sturdy foundation in mathematical principles, crucial for their future academic triumphs. Renowned for its rigor, the curriculum facilitates productive struggle, fostering resilience and perseverance by challenging students with appropriately scaffolded tasks.

The curriculum's versatility accommodates both progressive and conventional teaching methodologies, offering a flexible yet comprehensive framework that prioritizes conceptual understanding, procedural skills, and real-world application. Progressive educators find ample support in inquiry-based learning activities, collaborative projects, and real-world problem-solving tasks that stimulate critical thinking and foster student engagement. Moreover, the curriculum advocates for the utilization of manipulatives, visual aids, and interactive digital resources to facilitate profound exploration of mathematical concepts.

Conversely, conventional teachers benefit from the curriculum's structured lesson plans, clearly defined learning objectives, and rigorous practice exercises, ensuring thorough development of foundational skills. Additionally, the incorporation of frequent formative assessments and differentiated instruction strategies addresses the diverse needs of learners, bridging the gap between innovative and traditional pedagogical approaches. Ultimately, the Eureka Math 2 curriculum encourages students to view challenges as opportunities for growth, nurturing a growth mindset that fuels their academic journey.

Curriculum Associates Ready New York, NGLS Edition (Supplement)

CNYACS will also use the Ready New York, NGLS Edition to supplement the ELA and Math instruction. Acquiring the ability to read is crucial since it opens several educational opportunities. As reading abilities become increasingly important in all subject areas—including science and math—it is more important than ever to help children narrow the performance gap. Ready New York, NGLS Edition accelerates reading and math performance for all K–8 students by offering research-backed, excellent instruction based on the Science of Reading, (Creators of I-Ready | Curriculum Associates, n.d.).

Curriculum Associates' Ready New York, Next Generation Learning Standards (NGLS) Edition provides a comprehensive suite of supports for both teachers and students to enhance the educational experience. For teachers, the program offers detailed lesson plans, instructional

guides, and professional development resources that align with the NGLS, facilitating effective teaching strategies and classroom management. Additionally, there are formative assessments and data-driven insights to monitor student progress and tailor instruction to meet individual needs. For students, the program includes engaging, standards-aligned instructional materials, practice exercises, and interactive activities designed to build critical skills and knowledge. Personalized learning paths and feedback mechanisms further support students in mastering the content at their own pace. This integrated approach ensures that both teachers and students have the tools they need to succeed in meeting the rigorous demands of the NGLS.

Rationale; Ready New York, NGLS Edition has been chosen as an additional resource to enhance ELA and Math teaching and to boost reading and math proficiency for K-8 students. Acknowledging the paramount importance of reading skills across all subjects, Ready New York offers evidence-based instruction grounded in the Science of Reading (Creators of i-Ready | Curriculum Associates, n.d.). This curriculum aims to close performance gaps by providing proven strategies and resources to equip students with the literacy skills essential for academic achievement.

The Curriculum Associates Ready New York, NGLS Edition caters to both progressive and conventional teaching approaches through a comprehensive array of resources. For progressive methods, it offers interactive, student-centered activities that foster critical thinking, problem-solving, and collaboration through project-based learning and real-world applications.

Furthermore, the curriculum prioritizes differentiated instruction, supplying tools for personalized learning paths and formative assessments to meet individual students' needs. Concurrently, it supports traditional methods with structured lessons, direct instruction, and practice exercises that reinforce fundamental skills and knowledge. The incorporation of clear objectives, detailed lesson plans, and assessments aligns with conventional pedagogical approaches, ensuring educators can strike a balance between innovative and time-tested teaching methods.

Science

In education, fostering the spirit of inquiry and critical thinking is paramount, especially in science. Just as seasoned scientists engage in the rigorous process of questioning, gathering evidence, and constructing explanations to unravel the mysteries of the universe, young minds too can embark on this journey of discovery. CNYACS is committed to promoting progressive teaching models that support experiential learning opportunities and hands on experiences.

Curriculum Overview**:** The science curriculum at CNYACS emphasizes inquiry-based learning, critical thinking skills, and hands-on experimentation.

Research-Based Approach: Our curriculum incorporates research-based practices from the Next Generation Science Standards (NGSS), focusing on disciplinary core ideas, crosscutting concepts, and scientific practices.
Alignment with New York State Standards: The science curriculum aligns with the New York State Next Generation Learning Standards for Science, ensuring that students develop a deep understanding of scientific principles and processes.
Diversity and Inclusion: Science instruction explores diverse perspectives and contributions to scientific knowledge, promoting cultural relevance and equity in STEM education.
Curriculum Resources: Curriculum maps, scope and sequence documents, and pacing guides are included in the science curriculum and are aligned with the NY state Science Standards. Teachers will have access to a range of resources, including laboratory materials, digital simulations, and multimedia resources.
Curriculum Review and Revision: The science curriculum will undergo regular review and revision to ensure alignment with state standards, integration of research-based practices, and responsiveness to student needs. The science teachers and the instructional leaders will lead the review process, with input from curriculum specialists.

PhD Science
CNYACS will utilize the PhD Science Curriculum for K-8 science instruction. Children require the chance to make sense of the world around them because they are inquisitive and perceptive. Nevertheless, rather than really experiencing science, students are much too frequently taught science by memorization of scientific facts and reading accounts of earlier scientific discoveries. The purpose of PhD Science is to alter that by utilizing students' natural curiosity to develop a comprehensive and long-lasting grasp of science.
PhD Science students acquire deep and lasting comprehension through hands-on activities and evidence-based learning. Students are actively *doing* science to build knowledge, rather than memorizing and quickly forgetting, ("PhD science," n.d.). This curriculum is aligned to the CNYACS key design elements and supports the implementation of progressive teaching methods and experiential learning strategies.

The PhD Science curriculum offers comprehensive support systems designed to empower both teachers and students in their academic journey. For teachers, the curriculum provides robust professional development opportunities, including workshops, seminars, and online resources, to enhance their content knowledge, pedagogical skills, and classroom management strategies. Additionally, it offers a wealth of teaching materials, such as lesson plans, activities, and assessments, aligned with national standards, to facilitate effective instruction. For students, the curriculum fosters inquiry-based learning experiences, hands-on investigations, and collaborative projects, cultivating their curiosity, critical thinking abilities, and scientific literacy. Furthermore, it integrates technology tools and multimedia resources to engage learners and deepen their understanding of complex scientific concepts. Overall, the PhD Science curriculum prioritizes

the growth and success of both teachers and students by providing them with the necessary support and resources to excel in science education.

Rationale: The PhD Science Curriculum was chosen because it aligns with CNYACS 's educational philosophy by emphasizing inquiry-based learning, critical thinking skills, and hands-on experimentation. It facilitates active engagement in the scientific process, enabling students to construct their understanding of scientific concepts ("PhD Science," n.d.). By aligning with the New York State Next Generation Learning Standards for Science, the curriculum ensures that students develop a deep understanding of scientific principles and processes. Furthermore, the PhD Science Curriculum promotes diversity and inclusion by exploring diverse perspectives and contributions to scientific knowledge, thus fostering cultural relevance and equity in exposure to STEM education.

Also, the PHD Science Curriculum is uniquely designed to accommodate both progressive and conventional teaching methodologies, providing a flexible framework that caters to diverse educational approaches. For progressive methods, the curriculum offers inquiry-based learning activities that encourage students to explore concepts through hands-on experimentation, fostering curiosity and critical thinking skills. Additionally, it integrates project-based assignments that promote collaboration, creativity, and real-world application of scientific principles. Conversely, for conventional approaches, the curriculum includes structured lessons with clear learning objectives, comprehensive content coverage, and assessment tools such as quizzes and exams to measure student progress. It also incorporates traditional instructional strategies like lectures and textbooks to ensure a solid foundation of knowledge. By blending these approaches, the PHD Science Curriculum empowers educators to adapt their teaching styles according to the needs and preferences of their students, ultimately fostering a dynamic and effective learning environment.

Social Studies

In today's interconnected world, where global issues and diverse perspectives play an increasingly significant role, the importance of progressive methods in teaching social studies cannot be overstated. Traditional approaches to social studies education often focus on rote memorization of historical facts and dates, failing to equip students with the critical thinking skills necessary to analyze complex societal issues. Progressive methods, however, emphasize inquiry-based learning, interdisciplinary connections, and the exploration of diverse perspectives. By engaging students in active learning experiences that promote empathy, critical analysis, and civic engagement, progressive social studies education prepares them to become informed and responsible citizens capable of navigating the complexities of our rapidly evolving society.

Impact Social Studies

CNYACS will use the Impact Social Studies curriculum for K-8 Social Studies instruction. "Impact Social Studies" is a comprehensive curriculum designed to engage students in critical thinking, inquiry-based learning, and active citizenship while meeting the New York State Social Studies learning standards, ("Elementary Social Studies Curriculum | Impact | McGraw Hill," n.d.). Through innovative teaching methods and diverse instructional resources, the curriculum aims to foster a deep understanding of historical events, geographical concepts, economic principles, and societal issues.

The curriculum's progressive approach emphasizes experiential learning, collaborative activities, and the integration of multimedia resources to cater to various learning styles and abilities. By utilizing primary sources, simulations, role-playing, and project-based learning, students are encouraged to analyze historical events from multiple perspectives, develop empathy for diverse cultures, and evaluate the impact of past decisions on the present. This is directly aligned to CNYACS' key design elements.

The Impact Social Studies curriculum offers robust support for both teachers and students, fostering an engaging and enriching learning environment. For teachers, it provides comprehensive lesson plans, instructional materials, and assessment tools designed to align with educational standards and promote effective teaching strategies. Additionally, the curriculum offers professional development resources, including workshops and online training modules, to enhance educators' skills and confidence in delivering high-quality instruction. For students, Impact Social Studies offers dynamic and interactive learning experiences, featuring engaging multimedia content, hands-on activities, and opportunities for critical thinking and inquiry-based exploration. Through its inclusive approach and diverse perspectives, the curriculum empowers students to develop a deep understanding of historical events, cultural diversity, and global issues, fostering the skills and knowledge needed for active citizenship in an interconnected world.

Rationale: The selection of the Impact Social Studies curriculum for K-8 instruction at CNYACS is grounded in its alignment with the school's educational philosophy and goals. The curriculum is designed to engage students in critical thinking and inquiry-based learning. It emphasizes experiential learning and collaborative activities, fostering deep understanding of historical events and societal issues. The curriculum's progressive approach emphasizes experiential learning and the integration of multimedia resources. This is directly aligned to CNYACS' key design elements and the implementation of a progressive and conventional approach to teaching.

The Impact Social Studies Curriculum is uniquely designed to cater to both progressive and conventional teaching methods, ensuring comprehensive learning experiences for students. Through its adaptable framework, it incorporates elements of progressive education by encouraging student-centered learning, critical thinking, and inquiry-based approaches. Students are actively engaged in exploring diverse perspectives, analyzing primary sources, and

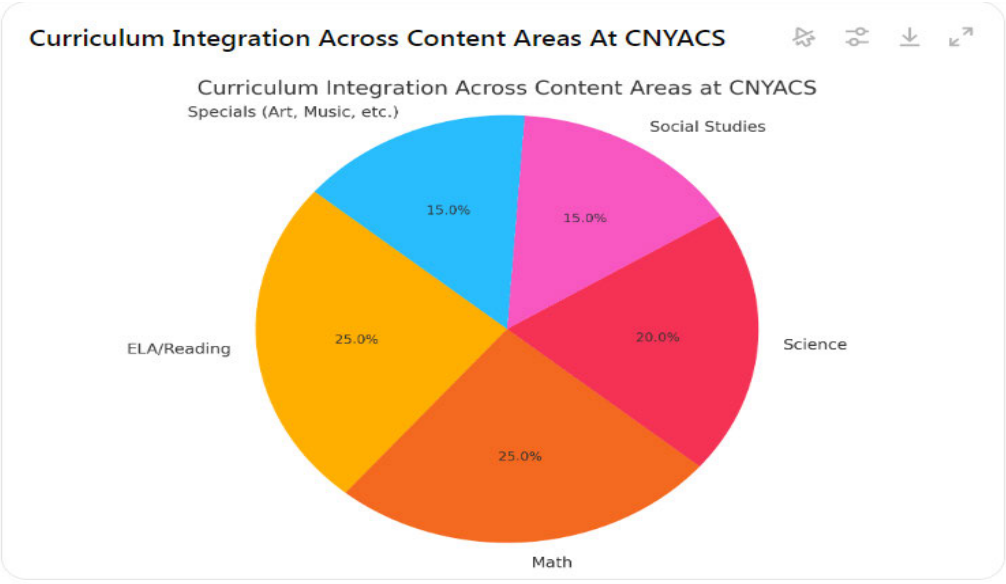
participating in collaborative activities. Simultaneously, the curriculum maintains a balance by integrating conventional teaching methods such as structured lesson plans, clear learning objectives, and standardized assessments. This dual approach provides educators with the flexibility to adapt their teaching strategies based on individual student needs while ensuring the coverage of essential content and skills. By blending progressive and conventional methods, the Impact Social Studies Curriculum fosters a dynamic and inclusive learning environment that prepares students for academic success and active citizenship.

Innovative Curriculum Utilization Aligned with the Mission and Key Design Elements of Central New York Academy Charter School

The Central New York Academy Charter School (CNYACS) is committed to ensuring academic success and an improved quality of life for students in the greater Syracuse community. Through a dynamic educational model rooted in mentorship, core values, and community service, the school cultivates motivated leaders, lifelong learners, and critical thinkers prepared for high school and beyond. This mission is brought to life through the implementation of research-based curriculum choices that are explicitly aligned with eight key design elements—ranging from DEI practices and mentoring to daily professional development and a well-rounded educational experience.

Curriculum Integration and Innovation Across Disciplines

To ensure deep, authentic learning, CNYACS strategically integrates curriculum across disciplines using progressive and conventional teaching methods. The chart below illustrates how curriculum is utilized across major content areas to promote student-centered, interdisciplinary learning experiences:



English Language Arts (ELA)

ELA instruction at CNYACS is anchored in the Science of Reading and implemented through Wit & Wisdom and Fundations, providing a balanced approach that addresses phonemic awareness, decoding, vocabulary, comprehension, and fluency (Moats, 2020). Fundations offers multisensory, systematic phonics instruction to early learners, supporting the "Higher Learning" design element, while Wit & Wisdom promotes student inquiry and critical analysis across culturally diverse texts, addressing the DEI and cultural proficiency goals.

This alignment empowers students to not only master New York State standards but also develop the linguistic and analytical skills essential for civic engagement and leadership—thus fulfilling the school's mission to foster critical thinkers and productive members of society.

Research Insight: The National Reading Panel (2000) concluded that explicit, systematic phonics instruction significantly improves reading outcomes for K–3 students—a core strategy used in Fundations. Similarly, inquiry-based literature discussions like those in Wit & Wisdom enhance comprehension and build analytical thinking (Shanahan, 2020).

Mathematics

CNYACS's math curriculum, delivered through Eureka Math 2 and supplemented with Ready New York, supports conceptual understanding and procedural fluency. Lessons are centered on the "5 Practices for Orchestrating Productive Math Discussions," ensuring that all students engage in deep mathematical discourse—a practice directly aligned with CNYACS's RTI/MTSS-based collaborative climate.

The curriculum emphasizes real-world applications, including budgeting and data analysis connected to social justice themes, which link to both DEI/Cultural Proficiency and mentorship elements by encouraging peer-led learning and context-based thinking.

Research Insight: According to Smith and Stein (2018), the 5 Practices framework increases student engagement and mathematical reasoning by making thinking visible and connected. Studies show that effective math discussion significantly impacts student achievement, especially for underperforming students (Kazemi & Franke, 2004).

Science

Through PhD Science, CNYACS brings inquiry to the forefront, engaging students in evidence-based experiments that connect to real-world environmental issues. Students explore the scientific process through culturally responsive projects, such as studying climate change impacts in urban Syracuse, thereby aligning with the school's commitment to character education, mentorship, and civic responsibility.

Hands-on lab work fosters active learning and critical thinking—key competencies tied to the mission's focus on producing motivated leaders and lifelong learners.

Research Insight: Inquiry-based science instruction has been shown to improve student understanding and retention of scientific concepts (NGSS Lead States, 2013; NRC, 2007). Additionally, when science learning is culturally contextualized, student motivation and persistence increase (Lee, 2020).

Social Studies

Using the Impact Social Studies curriculum, students engage in civic learning through simulations, debates, and community action projects. This directly supports the mentoring and core values design elements, as students reflect on ethical dilemmas in history and current events. These learning experiences are aligned with the mission of developing productive, socially responsible citizens.

Research Insight: Progressive social studies programs that incorporate service learning and project-based instruction enhance civic engagement and critical thinking (Levstik & Barton, 2011).

Specials (Art, Music, Dance, Foreign Language)

CNYACS's well-rounded curriculum prioritizes creativity, expression, and global citizenship through its special subjects. Students study world music, explore global cultures through dance, and engage in foreign language immersion. All special subjects are intentionally integrated into core content—for example, composing protest songs in music that connect to social justice lessons in ELA and social studies.

This holistic approach is aligned with the design element of DEI and a well-rounded curriculum, promoting student voice and cultural proficiency while fulfilling the mission to foster lifelong learners.

Cross-Curricular Strategies Supporting Key Design Elements

CNYACS uses **Project-Based Learning (PBL)** as a schoolwide strategy. Students may design eco-friendly community gardens in science while writing persuasive proposals in ELA and budgeting in math. These interdisciplinary experiences are supported by daily collaborative planning and progress monitoring.

Additional strategies include:

- **Mentor-Paired Learning:** Older students support younger ones during ELA reading sessions or math problem-solving.
- **Culturally Responsive Curriculum:** Every subject includes themes, resources, and role models from diverse cultural backgrounds (Gay, 2018).
- **Formative Assessment Cycles:** Teachers meet daily to analyze i-Ready, Fundations, and project data to adapt instruction using the MTSS framework (Buffum et al., 2018).

Professional Development

Central New York Academy Charter School is committed to building instructional excellence through daily professional development (PD). From August to June, teachers will engage in consistent, embedded PD to strengthen their implementation of research-based curricula and progressive/conventional teaching methods. The calendar prioritizes unpacking curriculum, aligning to the Next Generation Learning Standards, and building staff capacity around mentorship, inclusive education (DEI/RTI/MTSS), character development, and family engagement.

Each month features targeted themes that align with the eight key design elements and cycles of instruction and assessment. Teachers will participate in daily (50-55 min) and weekly collaborative planning blocks with instructional coaches. This approach ensures alignment between curriculum, instruction, and student outcomes, fostering a culture of continuous growth and innovation.

Sample PD Calendar

Month	Focus Areas	Key PD Activities	Key Design Elements
August 17–28, 2026 (Pre-Service)	Unpack Curriculum, Science of Reading, Wit and Wisdom, Eureka Math 2, PhD Science, Impact SS, Gradual Release	Curriculum deep dives, pacing map reviews, DEI integration, core values and culture building, mentor kickoff	1, 2, 3, 4, 5, 6, 8
September 2026	Inclusion (ICT, SPED, ENL), RTI/MTSS overview & data cycles	Diagnostic data analysis, MTSS tiered planning, co-teaching models	3, 4, 6
October 2026	Differentiated Instruction, Project-Based Learning (PBL)	Data-informed small groups, PBL unit planning	1, 3, 6, 8

November 2026	DEI & Culturally Responsive Pedagogy, Character Education Integration	Cultural text studies, Core values classroom circles	4, 5
December 2026	Mid-year Formative Data Cycle, SEL & Classroom Culture	i-Ready and Fundations data review, SEL behavior support	3, 5, 6
January 2027	Mid-Year Curriculum Adjustments, Math Content Focus: 5 Practices	Student work protocols, Eureka Math discourse strategies	1, 6
February 2027	Parent Engagement Strategies	Student-led conference prep, parent workshop planning	7
March 2027	Progress Monitoring & Assessment	Mock assessment calibration, RTI progress checks	3, 6
April 2027	Cross-Curricular Integration, Specials (Art, Music, Dance, Language)	Thematic unit planning, cultural performance integration	4, 8
May 2027	End-of-Year Portfolio Assessment Prep, Reflective Practice & Instructional Feedback	PBL presentations, teacher-led PD, peer reviews	6, 8
June 2027	Planning for 2027–2028, Programmatic Reflection and Audit Prep	Audit planning, summer curriculum revision goals	1–8

Collaborative Planning at CNYACS

At Central New York Academy Charter School (CNYACS), collaborative planning is a cornerstone of instructional excellence and continuous professional growth. Aligned with the school's mission and eight key design elements, this structured time enables educators to co-create rigorous, inclusive, and culturally responsive learning experiences that directly support student achievement and well-being.

Held every week, collaborative planning sessions bring together grade-level teams—including general education, special education, and ENL teachers—alongside instructional coaches and content area leaders. These weekly meetings are not only essential for horizontal and vertical

curriculum alignment, but they also serve as a platform for innovation, reflection, and data-driven decision-making.

Each week of the month has a specific focus:

- The first week is dedicated to reviewing pacing guides, aligning instruction with standards, and ensuring that lesson delivery is coherent and scaffolded.
- The second week focuses on the MTSS/RTI framework, using formative and benchmark data (e.g., i-Ready, Fundations) to identify student needs and plan tiered interventions.
- The third week emphasizes project-based learning (PBL), encouraging teams to design engaging, interdisciplinary units that connect academics to real-world challenges.
- The fourth week prioritizes DEI and cultural responsiveness, prompting staff to review materials for equity and integrate diverse perspectives into their instruction.
- On months with a fifth week, teams engage in reflective practice, offering peer feedback, conducting mini-instructional rounds, and refining their craft.

This model supports consistent implementation of research-based curricula (e.g., Wit & Wisdom, Eureka Math 2, PhD Science) and instructional strategies such as the 5 Practices for Orchestrating Productive Mathematics Discussions and the Gradual Release Model. It also helps teams track student progress, monitor interventions, and co-develop high-leverage activities that embed character education and family engagement.

Through ongoing collaboration, CNYACS educators deepen their professional knowledge, enhance instructional quality, and build a culture of shared leadership. Ultimately, collaborative planning is not just a scheduling structure—it is a driving force behind the school's vision of academic excellence, equity, and holistic student development.

Sample Weekly Collaborative Planning Focus

Week of Month	Focus Topic	Collaborative Planning Activities	Resources/Leads
1st Week	Curriculum Pacing Review	Analyze curriculum maps, adjust pacing, align assessments to standards	Instructional Leaders, Grade Leads
2nd Week	RTI/MTSS & Data Cycles	Review student data (i-Ready, Fundations, etc.), group students for Tier 2/Tier 3 interventions	RTI Coordinator, Data Specialist
3rd Week	Project-Based Learning	Integrate PBL across content areas, develop driving	Content Coaches, Specials Teachers

		questions, design rubrics	
4th Week	DEI/Cultural Relevance	Review materials for cultural responsiveness, co-plan culturally inclusive lessons	DEI Team, Parent Liaisons
5th Week (if applicable)	Peer Feedback & Reflection	Conduct instructional rounds, review lesson plans, give/receive feedback	Peer Teachers, Instructional Coach

Team Configuration
K–2 Team: General Ed, SPED, ENL, Specials
3–5 Team: General Ed, SPED, ENL, Specials
6–8 Team: Subject-Specific (ELA, Math, Sci, SS), SPED/ENL

Monthly Team Deliverables
Each team is expected to submit the following deliverables:

1 updated pacing guide (if needed)
1 mini-PBL unit outline (by quarter)
1 RTI/MTSS intervention tracker
1 reflection on DEI integration

6b: Assessment System
At Central New York Academy Charter School, our assessment framework is carefully designed to encompass diagnostic, formative, and summative assessments, ensuring a comprehensive evaluation of student knowledge and skills. We believe in employing a variety of assessment tools to provide a holistic understanding of student learning and to inform instructional decisions effectively.
CNYACS will implement the following NY State required assessment tools to foster student achievement:

- NY State Computer Based Test for the Next Generation ELA Standards Grades 3-8
- NY State Computer Based Test for the Next Generation Math Standards Grades 3-8
- NY State Computer Based Test for Science Grades 5 and 8
- NYS English as a Second Language Achievement Test (NYSESLAT)
- NYS Alternative Assessment (NYSAA) when and if required
- NYS Identification Test for English Language Learners (NYSITELL)
- LEP/ELL Identification Process, Language Assessment Battery

For CNYACS' implementation of state-required assessments, the following procedures and strategies will be employed:

Collection and Analysis of Assessment Results: The school will follow the state guidelines for collecting and securing assessment results. Data analysis will involve statistical methods and educational software designed for assessment analytics.
Regular assessment review meetings will be held among faculty and administration to analyze results, identify trends, and adjust instructional strategies accordingly.

Ensuring Validity and Reliability: Assessment procedures will adhere strictly to state guidelines and standards to ensure validity. Reliability will be ensured through consistent administration protocols and periodic reviews of assessment instruments.

Responsibilities for Administration and Analysis: Trained educators, including teachers and assessment coordinators, will be responsible for administering assessments. A dedicated assessment team, led by the assessment coordinator, will oversee the collection and analysis of results.

Preparing Students for Success: School leaders and teachers will align curriculum and instructional practices with state standards and assessment requirements.
Formative assessments will be integrated into instruction to monitor student progress and readiness for state assessments.

Access to and Use of Assessment Results: Teachers will have access to individual student results to tailor instruction. School leaders and the education corporation's board of trustees will receive aggregated data for program evaluation and strategic planning. Students and parents will have access to their respective assessment results through secure protocols, with explanations provided to facilitate understanding and interpretation.

Informing Parents and Students: Regular communication channels, including newsletters, parent-teacher conferences, and digital platforms, will be utilized to inform parents and students about academic achievement and progress. The timing and frequency of updates will coincide with assessment cycles and academic milestones, ensuring timely and comprehensive reporting on student performance and growth.

CNYACS will implement the following local school summative and formative assessments to foster student achievement:

- I-Ready ELA and Math Benchmark Assessments for Grades K-8 - The I-Ready Assessment identifies students' strengths and weaknesses, while supporting data-driven

differentiated instruction. It provides valid and reliable growth data, helping teachers track both yearly and long-term student progress.

- Fundations Unit Assessments for Grades K-2 - These assessments help teachers monitor students' progress in learning foundational literacy skills such as phonics, phonological awareness, fluency, vocabulary, and comprehension. By administering regular assessments, teachers can identify areas where students are excelling and areas where they may need additional support.
- Project Based Learning (PBL) Portfolio Reviews - PBL Portfolio Reviews allow educators to assess students' understanding, skills, and knowledge gained through project-based learning activities. It provides a comprehensive view of what students have learned over time, rather than just assessing them based on standardized tests or exams.
- ELA and Math Mock Assessments for Grades 3-8 - Mock assessments help evaluate students' understanding of the subject matter and their proficiency in applying learned skills. By mimicking the format and content of state assessments, educators can gauge how well students are prepared for the actual tests.
- End of Unit Assessments - End of Unit Assessments play a crucial role in the teaching and learning process by assessing student learning, providing feedback to teachers, identifying learning gaps, informing instructional decisions, motivating students, and documenting progress.

For CNYACS' implementation of local school assessments, the following procedures and strategies will be employed:

Collection and Analysis of Assessment Results: The school will follow local school guidelines for collecting and securing assessment results. Data analysis will involve statistical methods and educational software designed for assessment analytics. Regular assessment review meetings will be held among faculty and administration to analyze results, identify trends, and adjust instructional strategies accordingly.
Ensuring Validity and Reliability: Assessment procedures will adhere strictly to guidelines and standards to ensure validity. Reliability will be ensured through consistent administration protocols and periodic reviews of assessment instruments.
Responsibilities for Administration and Analysis: Classroom teachers will be responsible for administering assessments. The teachers will analyze the assessment results with guidance from the instructional leaders.

Preparing Students for Success: Formative assessments will be integrated into instruction to monitor student progress
Access to and Use of Assessment Results: Teachers will have access to individual student results to tailor instruction. School leaders and the education corporation’s board of trustees will receive specific aggregated data for program evaluation and strategic planning. Students and parents will

have access to their respective assessment results through secure protocols, with explanations provided to facilitate understanding and interpretation.

Informing Parents and Students: Regular communication channels, including newsletters, parent-teacher conferences, and digital platforms, will be utilized to inform parents and students about academic achievement and progress. The timing and frequency of updates will coincide with assessment cycles and academic milestones, ensuring timely and comprehensive reporting on student performance and growth.

How will the Assessments be Administered and Utilized?

The assessment system at Central New York Academy Charter School (CNYACS) is strategically designed to guide instruction, monitor student progress, and ensure readiness for both internal benchmarks and state-mandated assessments. Assessments are administered at key intervals throughout the year to support data-driven instructional practices and the RTI/MTSS framework.

Mock Assessments for Grades 3–8 in English Language Arts (ELA) and Math are administered three times annually—fall, winter, and early spring—prior to the New York State assessments. These assessments simulate the format, content, and rigor of the state tests and allow educators to gauge student readiness, identify skill gaps, and adjust instruction accordingly. The results are used to drive small-group instruction, review cycles, and strategic intervention.

In addition, CNYACS administers the I-Ready ELA and Math Benchmark Assessments at the beginning, middle, and end of the academic year for students in Grades K–8. This diagnostic tool helps identify each student's learning path and informs differentiated instruction to support personalized learning goals. The data from I-Ready also supports RTI/MTSS tier placement and progress monitoring.

Local and state-mandated assessments, including Fundations unit assessments, NYSESLAT, NYSITELL, and PBL portfolio reviews, are administered throughout the year to provide a comprehensive view of student learning and progress. The calendar below outlines the full assessment schedule for the 2026–2027 academic year.

Sample Assessment Calendar

Assessment	Grade Levels	Administration Window	Purpose
I-Ready ELA & Math Benchmark #1	K–8	September 8–12, 2026	Baseline data for instructional planning and RTI/MTSS grouping
I-Ready ELA & Math Benchmark #2	K–8	January 12–16, 2027	Mid-year data for adjusting instruction and monitoring growth

I-Ready ELA & Math Benchmark #3	K–8	June 1–5, 2027	End-of-year data to assess growth and placement
Mock ELA Assessment #1	3–8	October 14–16, 2026	Initial diagnostic to identify gaps in standards mastery
Mock ELA Assessment #2	3–8	January 21–23, 2027	Progress monitoring and targeted review planning
Mock ELA Assessment #3	3–8	March 10–12, 2027	Final preparation and remediation before NYS test
Mock Math Assessment #1	3–8	October 21–23, 2026	Initial diagnostic to identify conceptual and procedural gaps
Mock Math Assessment #2	3–8	January 28–30, 2027	Progress monitoring and skill reinforcement
Mock Math Assessment #3	3–8	March 17–19, 2027	Final preparation and remediation before NYS test
Fundations Unit Assessments	K–2	Biweekly (based on pacing)	Monitor foundational literacy skills progress
Project-Based Learning (PBL) Portfolio Reviews	K–8	End of each quarter	Assess interdisciplinary, real-world learning
NYS ELA CBT	3–8	April 14–18, 2027	State-mandated ELA assessment
NYS Math CBT	3–8	May 5–9, 2027	State-mandated Math assessment
NYS Science CBT	5 & 8	May 19–23, 2027	State-mandated Science assessment
NYSESLAT	Identified ENL	April 21–May 16, 2027	Assess English proficiency for ENL students
NYSITELL	New ENL students	As needed (rolling)	Initial ENL identification
NYSAA	Eligible Students	March 3–April 11, 2027	Alternate assessment for students with significant cognitive disabilities

6c: Instructional Methods

The Central New York Academy Charter School (CNYACS) will embrace a comprehensive learning model. Recognizing the diverse learning styles and needs of students, CNYACS will integrate both progressive and conventional methods with a focus on the Science of Reading, to create a well-rounded and adaptable learning environment.

Progressive education is an innovative approach to learning that emphasizes student-centered and experiential learning. It aims to foster critical thinking, creativity, and social development by tailoring education to individual students' needs and interests. Progressive education incorporates hands-on activities, project-based learning, and collaborative projects to engage students in meaningful and relevant ways, promoting a holistic approach to intellectual and emotional development.

Progressive education can be traced back to the works of John Locke and Jean-Jacques Rousseau, both of whom are known as forerunners of ideas that would be developed by theorists such as John Dewey. For Dewey, education, which regulates "the process of coming to share in the social consciousness," is the "only sure" method of ensuring social progress and reform (Dewey, 1897, para. 60).

CNYACS will follow the guidelines according to the Progressive Education Network (Resources/Journal, 2024), which states that progressive education should focus on the following:

- Education must amplify students' voice, agency, conscience, and intellect to create a more equitable, just, and sustainable world.
- Education must encourage the active participation of students in their learning.
- Education must respond to the developmental needs of students, and focus on their social, emotional, intellectual, cognitive, cultural, and physical development.
- Education must honor and nurture students' natural curiosity and innate desire to learn, fostering internal motivation and the discovery of passion and purpose.
- Education must emerge from the interests, experiences, goals, and needs of diverse constituents, fostering empathy, communication and collaboration across differences.
- Education must foster respectfully collaborative and critical relationships between students, educators, parents/guardians, and the community.

Conventional methods will offer a structured foundation, ensuring essential skills and knowledge are imparted explicitly and systematically. Explicit instruction is systematic, direct, engaging, and success oriented—and has been shown to promote achievement for all students, ("Explicit Instructions," n.d.).

Conventional methods of education are designed to provide a structured foundation for learning, ensuring that essential skills and knowledge are imparted in a systematic and organized manner. The term "conventional methods" refers to traditional instructional approaches widely used in formal education settings.

The systematic nature of conventional methods ensures logical progression in the presentation of content. Lessons are often organized in a sequential manner, building on previously acquired knowledge. This structure helps students grasp foundational concepts before moving on to more advanced topics. The step-by-step progression in conventional methods aids in the development of a solid educational framework.

Direct instruction is another key component of conventional methods. Teachers play a central role in delivering information, modeling processes, and providing immediate feedback. This direct interaction helps students understand concepts thoroughly and clarifies any misconceptions they may have. The engagement between teacher and student in conventional methods fosters a supportive learning environment.

Research on explicit instruction supports its effectiveness in promoting achievement for all students. When information is presented clearly and directly, it becomes more accessible to a diverse range of learners. This inclusivity is crucial for accommodating various learning styles and ensuring that every student can succeed, (LDAOeng, 2020).

CNYACS will utilize conventional teaching methods that incorporate the workshop/gradual release model of instruction to address the following elements of explicit instruction:

1.Focus instruction on critical content.
2. Sequence skills logically.
3. Break down complex skills and strategies into smaller instructional units.
4. Design organized and focused lessons.
5. Begin lessons with a clear statement of the lesson’s goals and your expectations.
6. Review prior skills and knowledge before beginning instruction.
7. Provide step-by-step demonstrations.
8. Use clear and concise language.
9. Provide an adequate range of examples and non- examples.
10. Provide guided and supported practice.
11. Require frequent responses.
12. Monitor student performance closely.
13. Provide immediate affirmative and corrective feedback.
14. Deliver the lesson at a brisk pace.
15. Help students organize knowledge.
16. Provide distributed and cumulative practice.

Implementing Progressive and Conventional Teaching Methods - CNYACS will employ both progressive and conventional teaching methods in all classrooms. Implementing progressive and conventional teaching methods simultaneously offers a range of benefits and advantages, catering to diverse learning styles and maximizing student engagement and understanding. Integrating progressive methods, such as inquiry-based learning or project-based learning, fosters critical thinking, creativity, and problem-solving skills (Bransford et al., 2000). Students are encouraged to explore concepts actively, promoting deeper understanding and long-term retention (Hmelo-Silver, 2004). Additionally, these methods often promote collaborative learning, enhancing communication and teamwork abilities (Johnson & Johnson, 1999).

Conventional teaching methods, such as lectures and structured exercises, provide a foundational framework and systematic approach to learning (Mayer, 2004). They offer clear explanations and structured guidance, helping students grasp fundamental concepts efficiently (Clark & Mayer, 2016). Moreover, conventional methods are often well-suited for delivering large amounts of content in a concise manner (Slavin, 2014). While some learners may thrive in hands-on, exploratory environments, others may require more structured instruction (Felder & Brent, 2004). By combining approaches, teachers can create a balanced learning experience that accommodates various learning styles, maximizing overall student achievement (Tomlinson et al., 2003).

CNYACS will emphasize three foundational principles in its design:

1. Higher Achievement - CNYACS will aim for tangible improvements in student performance and proficiency, highlighting the importance of consistent attendance and a curriculum that focuses on rigorous instructional strategies. Utilizing the Danielson Framework for Teaching, CNYACS will encourage high expectations for teachers that will foster a culture of excellence in education and empower educators to inspire and guide students toward achieving their fullest potential.

2. Higher Social Standing - Beyond academic excellence, CNYACS recognizes the importance of nurturing students' holistic development. Rigorous Social/Emotional Learning (SEL) and mentoring programs will be implemented to cultivate self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The goal will be to mold students into critical thinkers, motivated leaders, and lifelong learners who contribute positively to society. Mentors will guide students in navigating social and emotional challenges, offering a trusted relationship that encourages personal growth.

To bolster these initiatives, the [redacted] of Syracuse will play a crucial role by supporting the Central New York Academy Charter School's mentoring program, the after-school program, and the Saturday Academy program. They will contribute through volunteering, fundraising, and direct mentorship. Members of the [redacted] of Syracuse will volunteer their time and

expertise, offering students guidance and support. Through fundraising efforts, they will help secure essential resources to sustain and enhance these programs. Additionally, their involvement in mentorship will provide students with valuable role models who can offer insights and encouragement.

3. Higher Learning - CNYACS will implement the gradual release model of explicit instruction. This model, rooted in constructivist principles, will empower students to actively participate in the learning process, fostering critical thinking and problem-solving skills. Differentiated instruction based on student data will ensure that each student's unique learning style will be accommodated, promoting a sense of autonomy and love for inquiry. Daily teacher professional development will offer educators the invaluable opportunity to stay abreast of evolving teaching methodologies and pedagogical advancements, fostering a continuous cycle of improvement.

Early Literacy and Mathematics

In the realm of early literacy and mathematics, CNYACS will prioritize addressing the five pillars of early literacy and implementing the five practices for orchestrating productive math discussions. The five pillars of early literacy include Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Together, these pillars form a comprehensive framework for early literacy development in children. Recognizing that a solid foundation in literacy and mathematics is fundamental for academic success, CNYACS will aim to equip students with the cognitive and linguistic skills necessary for navigating complex subjects.

Students with Disabilities and ENL Students

The Central New York Academy Charter School (CNYACS) will implement a groundbreaking educational model designed to cater to the diverse needs of its student population. In this innovative approach, CNYACS ensures that all students with Individualized Education Plans (IEPs) and English as a New Language (ENL) students are fully integrated into the general education setting through the Inclusion model known as Integrated Co-Teaching (ICT).

Under the ICT model, students with IEPs and ENL students receive support and accommodations within the regular classroom environment alongside their peers. This inclusive framework fosters a sense of belonging, promotes collaboration, and provides a supportive learning environment where all students can thrive academically, socially, and emotionally.

CNYACS recognizes the importance of individualized support for students with diverse learning needs and is committed to ensuring that every student receives the necessary resources and accommodations to reach their full potential. By embracing the ICT model, CNYACS reaffirms its dedication to equity, diversity, and inclusion in education, setting a new standard for serving students with high learning needs.

Each grade level will have an ICT (Integrated Co-Teaching) class, with a dedicated team that includes a full-time Special Education teacher and a full-time Regular Education co-teacher. This strategic decision aims to enhance the learning experience for students throughout the entire school day. By pairing a Special Education expert with a Regular Education teacher, CNYACS seeks to provide comprehensive support and individualized instruction to all students within the ICT program. This collaborative teaching approach underscores the school's commitment to inclusivity and ensuring that every student receives the necessary support to thrive academically.

Project Based Learning (PBL)

CNYACS will implement Project Based Learning (PBL) in all content areas. Project-Based Learning (PBL) is intricately aligned with the key design elements and overarching mission of CNYACS. At CNYACS, we are committed to fostering an environment where students are empowered to actively engage in their learning, cultivate critical thinking skills, and develop a deep understanding of real-world concepts. PBL seamlessly integrates with our mission by providing a framework that encourages students to investigate complex problems, collaborate with peers, and apply their knowledge to solve authentic challenges. By embracing PBL, CNYACS ensures that students not only acquire academic knowledge but also develop essential skills such as communication, problem-solving, and creativity, which are essential for success in both their academic pursuits and future endeavors. Through PBL, we strive to cultivate lifelong learners who are equipped to thrive in an ever-evolving world, thus fulfilling our mission to nurture intellectually curious individuals who positively impact their communities and beyond. One significant benefit of PBL is its ability to foster deeper learning through hands-on experiences. By engaging in real-world projects, students develop a deeper understanding of concepts and their practical applications (Blumenfeld et al., 1991). This approach promotes active learning, as students take ownership of their projects, leading to increased motivation and enthusiasm (Blumenfeld et al., 1991).

Moreover, PBL encourages collaboration and teamwork among students. As they work together to solve complex problems and complete projects, they develop essential interpersonal skills such as communication, negotiation, and conflict resolution (Bell, 2010). This collaborative aspect mirrors real-world work environments, preparing students for future careers where teamwork is essential (Bell, 2010).

6d: Course or Subject Overview

ELA

Course Description: The Elementary and Middle School English Language Arts (ELA) course is designed to provide students with a comprehensive foundation in language arts skills necessary for effective communication, critical thinking, and literary analysis. Through a combination of reading, writing, speaking, and listening activities, students will develop proficiency in language arts and gain a deeper appreciation for literature and language while focusing on mastering the NY State ELA NGLS for each grade level.

Course Overview

Reading Comprehension:
Students will engage in various reading activities, including fiction, non-fiction, poetry, and drama, to develop comprehension skills. Emphasis will be placed on understanding main ideas, identifying supporting details, making inferences, and analyzing the author's purpose and tone.
Writing Skills:
Students will learn the fundamentals of writing, including sentence structure, grammar, punctuation, and vocabulary usage. Writing assignments will focus on narrative, expository, persuasive, and descriptive writing, allowing students to express themselves effectively in different formats.
Literary Analysis:
Through the study of classic and contemporary literature, students will learn to analyze literary elements such as plot, character, setting, theme, and symbolism. Critical thinking skills will be fostered through discussions, essays, and projects that require students to interpret and evaluate texts.
Vocabulary Development:
Students will expand their vocabulary through direct instruction, contextual analysis, and word study activities. Vocabulary acquisition will be reinforced through reading, writing, and speaking exercises.
Oral Communication:
Speaking and listening skills will be developed through class discussions, presentations, and collaborative activities. Students will learn to articulate their ideas clearly, listen actively, and engage in respectful dialogue with their peers.
Research Skills:
Students will learn research techniques, including locating and evaluating sources, citing evidence, and organizing information. Research projects will provide opportunities for students to explore topics of interest and develop their ability to gather and present information effectively.
Language Conventions:

Instruction will include grammar, spelling, and usage conventions to ensure students communicate effectively in written and spoken language. Editing and revising skills will be practiced through peer review and self-assessment activities.
Assessments: ELA will be assessed using classwork, quizzes, tests, and student portfolios.

Math

Course Description: Elementary and Middle School Mathematics is designed to provide students with a solid foundation in mathematical concepts and skills essential for success in both academic and real-world contexts. This comprehensive course covers a wide range of topics, including number sense, operations, algebraic thinking, geometry, measurement, data analysis, and probability. Through engaging lessons, interactive activities, and problem-solving tasks, students will develop critical thinking skills, mathematical reasoning abilities, and confidence in their mathematical abilities while focusing on mastering the NY State Math NGLS for each grade level.

<u>Course Overview (Elementary)</u>

Build Number Sense:

- Understand the concept of numbers and their relationships.
- Develop proficiency in counting, comparing, and ordering numbers.
- Explore place value and the base-ten system.

Master Basic Operations:

- Gain fluency in addition, subtraction, multiplication, and division.
- Apply various strategies for mental math and problem-solving.
- Practice solving word problems involving all four operations.

Foster Algebraic Thinking:

- Introduce basic algebraic concepts through patterns and sequences.
- Solve simple equations and inequalities.
- Explore properties of operations and relationships between numbers.

Investigate Geometry:

- Identify and classify geometric shapes and figures.
- Understand concepts of lines, angles, and symmetry.
- Explore properties of two-dimensional and three-dimensional shapes.

Explore Measurement:

- Learn different units of measurement and conversions.
- Apply measurement concepts to solve problems related to length, area, volume, time, and weight.

Analyze Data:

- Collect, organize, and represent data using tables, graphs, and charts.
- Interpret data and draw conclusions.
- Understand basic concepts of probability.

Course Overview (Middle)

Number Sense and Operations:

- Whole numbers, integers, fractions, and decimals
- Order of operations
- Properties of numbers

Algebraic Expressions and Equations:

- Simplifying expressions
- Solving one-step and multi-step equations
- Understanding inequalities

Geometry:

- Basic geometric shapes and properties
- Perimeter, area, and volume calculations
- Angles, lines, and polygons

Ratios, Proportions, and Percentages:

- Ratio and proportion relationships
- Percentages and their applications
- Proportional reasoning

Data Analysis and Probability:

- Organizing and representing data
- Measures of central tendency and variability
- Basic concepts of probability

Real-World Applications:

- Solving practical problems involving mathematics
- Using mathematical models to analyze real-world situations
- Applying mathematical reasoning to everyday scenarios

Assessments: Math will be assessed using classwork, quizzes, tests, and student portfolios.

Science

Course Description: Elementary and Middle school science is an engaging and comprehensive course designed to spark curiosity, develop critical thinking skills, and cultivate a lifelong love of science in elementary and middle school students. Through hands-on experiments, interactive activities, and dynamic discussions, students will explore various branches of science including biology, chemistry, physics, earth science, and environmental science. This course emphasizes inquiry-based learning, encouraging students to ask questions, make observations, and draw conclusions as they investigate the natural world around them. By fostering a deep understanding

of scientific concepts and processes, students will be equipped to apply their knowledge to real-world situations and become informed citizens in an increasingly scientific and technological society while focusing on mastering the NY State NGSS for each grade level.

Course Overview

Introduction to Science

- The nature of science
- Scientific inquiry process
- Safety procedures in the science laboratory

Biology

- Introduction to living organisms
- Classification of living things
- Anatomy and physiology
- Ecology and ecosystems

Chemistry

- Basic concepts of matter and energy
- Atoms, elements, and compounds
- Chemical reactions and equations
- States of matter and changes in matter

Physics

- Motion and forces
- Energy and work
- Sound and light
- Electricity and magnetism

Earth Science

- Earth's structure and composition
- Plate tectonics and geological processes
- Weather and climate
- Earth's resources and conservation

Environmental Science

- Ecosystems and biodiversity
- Human impact on the environment
- Pollution and waste management
- Sustainable practices and solutions

Throughout the course, students will engage in hands-on experiments, demonstrations, and project-based learning activities to reinforce key concepts and develop essential scientific skills such as observation, measurement, data analysis, and interpretation. Additionally, students will

have the opportunity to explore the connections between science and other disciplines, fostering interdisciplinary understanding and appreciation. By the end of the course, students will have a solid foundation in elementary and middle school science, preparing them for further exploration and study in high school and beyond.

Assessments: Science will be assessed using classwork, quizzes, tests, and student portfolios.

Social Studies

Course Description: Elementary and Middle school Social Studies is an engaging and interactive social studies course designed for elementary and middle school students. Through a blend of historical narratives, geographic exploration, cultural studies, and critical thinking exercises, students will embark on a journey to understand the diverse and interconnected world in which we live. This course aims to foster curiosity, empathy, and global citizenship while developing essential skills such as reading comprehension, critical analysis, and communication while focusing on mastering the NY State Social Studies Standards and Framework for each grade level.

Course Overview

Unit 1: Introduction to Social Studies

- Understand the purpose and importance of studying social studies
- Explore basic concepts such as community, citizenship, and culture
- Develop map skills and basic geographic knowledge

Unit 2: History Comes Alive

- Investigate key events, figures, and periods in world history
- Analyze primary sources to understand different perspectives
- Develop chronology skills and historical thinking

Unit 3: Our Diverse World

- Explore the rich diversity of cultures, traditions, and religions around the globe
- Investigate the concept of cultural exchange and its impact on societies
- Foster empathy and understanding through the study of different cultural practices

Unit 4: Geography Matters

- Investigate the physical and human geography of different regions
- Examine the connections between geography, climate, and human activities

- Develop map-reading skills and understand the importance of geography in shaping societies

Unit 5: Civics and Citizenship

- Learn about the rights, responsibilities, and duties of citizens
- Explore the structure and functions of government at local, national, and global levels
- Discuss current events and their implications for citizenship and civic engagement

Unit 6: Economic Literacy

- Understand basic economic concepts such as supply and demand, goods and services, and production
- Explore different economic systems and their impact on societies
- Foster financial literacy and responsible decision-making

Unit 7: Investigating the Past and Present

- Engage in historical inquiry and research projects
- Develop critical thinking and analysis skills through the examination of primary and secondary sources
- Reflect on how the past shapes the present and informs our understanding of the future

Unit 8: Taking Action

- Apply knowledge and skills gained throughout the course to real-world issues
- Engage in community service projects or advocacy initiatives
- Reflect on the role of responsible citizenship in creating positive change

Through this comprehensive course, which is aligned to the specific grade level NY State Social Studies Standards and the NYS Social Studies Framework for Grades K-8, students will not only gain a deeper understanding of the world but also cultivate essential skills and attitudes to become informed, empathetic, and responsible global citizens.

Assessments: Social Studies will be assessed using classwork, student portfolios, quizzes, tests, and tests.

Music

Course Description: Elementary and middle school music offers a comprehensive introduction to music education for elementary and middle school students. Students will explore fundamental concepts of music theory, develop basic musical skills, and engage in various musical activities designed to foster creativity, expression, and appreciation for music. Through a combination of theoretical instruction, practical exercises, and hands-on experiences, students will build a strong foundation in music that will serve as a springboard for further musical exploration and development. All grade level music classes will align with the NY State Music Standards.

Course Overview

- Introduction to Music: Students will be introduced to the basic elements of music, including rhythm, melody, harmony, form, and dynamics. They will learn how these elements contribute to the creation and interpretation of music.
- Music Theory: Students will study fundamental music theory concepts such as note reading, rhythm notation, scales, intervals, and basic chord structures.
- Vocal Training: Students will receive vocal training to develop their singing abilities. They will learn proper breathing techniques, vocal warm-ups, and vocal exercises to improve pitch, tone, and vocal range.
- Instrumental Exploration: Students can explore various musical instruments, including percussion, keyboard, and Orff instruments. They will learn basic techniques for playing these instruments and develop an understanding of their unique sounds and characteristics.
- Music History and Appreciation: Students will learn about the history of music and explore different musical styles, genres, and cultures from around the world. They will listen to and analyze music from various time periods and cultural contexts, developing an appreciation for the diversity of musical expression.
- Performance Skills: Students will participate in ensemble rehearsals and performances, both as singers and instrumentalists. They will learn how to work collaboratively with others to create musical interpretations and expressiveness.
- Creative Expression: Students will engage in creative activities such as improvisation, composition, and arranging. They will have the opportunity to create their own music and explore their unique artistic voices.
- Music Technology: Students will explore the use of technology in music education, including digital audio recording, music notation software, and multimedia presentations. They will learn how to integrate technology into their musical practice and performance.
- Cultural Connections: Students will explore the role of music in different cultures and societies, recognizing its significance as a universal form of communication and expression. They will learn about the cultural contexts in which music is created and performed, fostering cross-cultural understanding and appreciation.
- Performance Opportunities: Throughout the course, students will have the opportunity to participate in various performance opportunities, including concerts, recitals, and community events. These performances will allow students to showcase their musical talents and achievements while gaining confidence and stage presence.

This course aims to provide students with a well-rounded music education experience that fosters creativity, expression, and appreciation for music. By developing fundamental musical skills,

knowledge, and understanding, students will be equipped to pursue further musical studies and lifelong engagement with music.

Assessments: Music will be assessed using classwork, student participation, quizzes, and tests.

Dance

Course Description: Elementary and Middle School Dance is designed to introduce students to the fundamentals of dance while fostering creativity, expression, and physical coordination. Through a variety of movement-based activities, students will explore different dance styles, techniques, and cultural influences. Emphasis will be placed on developing motor skills, rhythm, spatial awareness, and teamwork. This course will provide a safe and inclusive environment where students can explore their artistic potential and build confidence in their abilities. All grade level dance classes will align with the NY State Dance Standards.

Course Overview

Introduction to Dance

- Overview of different dance styles and genres
- Basic principles of movement: space, time, energy
- Warm-up exercises and stretches

Ballet Fundamentals

- Introduction to ballet technique and terminology
- Focus on posture, alignment, and basic ballet positions
- Simple ballet combinations and sequences

Modern Dance

- Exploration of modern dance principles and techniques
- Emphasis on fluidity, expression, and creativity
- Improvisation exercises and guided movement explorations

Jazz Dance

- Introduction to jazz dance techniques and styles
- Incorporation of rhythm, isolations, and dynamic movements
- Learning short jazz dance routines

Cultural Dances

- Study of various cultural dance forms from around the world
- Exploration of cultural traditions, music, and movement vocabulary
- Learning basic steps and gestures of selected cultural dances

Choreography and Composition

- Introduction to choreographic principles and elements
- Group and solo choreography projects
- Practice in structuring and organizing dance sequences

Rehearsal and Performance

- Rehearsal of choreographed pieces
- Preparation for in-class or school-wide performances
- Reflection on performance experiences and feedback sessions

Culminating Project

- Presentation of individual or group choreography projects
- Reflection on personal growth and development in dance
- Celebration of achievements and accomplishments

Throughout the course, students will engage in grade level appropriate discussions, reflective journals, and peer feedback sessions to deepen their understanding of dance concepts and techniques.

Assessment will be based on participation, skill development, creativity, and performance. The course aims to foster a lifelong appreciation for dance as an art form while nurturing students' physical, cognitive, and emotional development.

Foreign Language

Course Description: This course is designed to introduce elementary and middle school students to the fundamentals of a foreign language, focusing on fostering communicative competence, cultural awareness, and language acquisition. Students will engage in interactive activities, games, songs, and stories to develop listening, speaking, reading, and writing skills in the target language. Emphasis will be placed on vocabulary acquisition, basic grammar structures, pronunciation, and cultural understanding within the context of New York State Foreign Language Standards.

Course Overview

1. Introduction to Language and Culture

- Overview of the target language and its cultural significance.
- Basic greetings, introductions, and expressions.
- Cultural customs, traditions, and celebrations.

2. Vocabulary Building

- Everyday vocabulary related to family, home, school, and community.

- Colors, numbers, days of the week, and months.
- Food, clothing, animals, and common objects.

3. Grammar Foundations

- Simple sentence structures and word order.
- Noun-adjective agreement.
- Present tense verb conjugation of common verbs.

4. Listening and Speaking Skills

- Listening comprehension exercises with simple dialogues and stories.
- Practice speaking through role-play, conversations, and interactive games.
- Pronunciation drills and phonetic exercises.

5. Reading and Writing

- Introduction to reading comprehension through age-appropriate texts, poems, and short stories.
- Writing exercises focusing on forming simple sentences, letters, and basic compositions.
- Introduction to the writing system (if applicable)

6. Cultural Exploration

- Exploration of cultural elements such as music, art, literature, and cuisine.
- Comparison of cultural practices between the target culture and the students' own culture.

7. Assessment and Feedback

- Ongoing formative assessments through quizzes, oral presentations, and projects.
- Periodic summative assessments to evaluate proficiency and progress.
- Constructive feedback to guide students' language development and encourage continuous improvement.

Visual Arts

Course Description: Elementary and Middle Visual Arts Exploration is designed to introduce students to the fundamental principles of visual arts while fostering creativity, critical thinking, and self-expression. Aligned with the New York State Visual Arts Standards, this course provides students with opportunities to explore various artistic mediums, techniques, and styles. Through hands-on activities, projects, and discussions, students will develop their artistic skills,

broaden their understanding of art history and culture, and cultivate an appreciation for the visual arts.

Course Overview

This course is structured to engage elementary and middle school students in a comprehensive exploration of visual arts through various activities and projects. Each unit is designed to address specific standards outlined by the New York State Visual Arts Standards, ensuring a well-rounded and developmentally appropriate art education. The course will cover the following key areas:

Elements and Principles of Art:

- Introduction to the basic elements of art (line, shape, form, color, texture, space)
- Exploration of the principles of design (balance, emphasis, movement, pattern, rhythm, unity, variety)

Drawing and Painting:

- Techniques for drawing and sketching
- Introduction to various painting mediums (watercolor, acrylic, tempera)
- Study of different painting styles and artists

Sculpture and 3-D Art:

- Creation of three-dimensional artworks using various materials (clay, paper, found objects)
- Understanding of sculptural techniques and processes
- Exploration of sculptural traditions from different cultures and historical periods

Mixed Media and Collage:

- Integration of various materials and techniques to create mixed media artworks
- Exploration of collage as a means of artistic expression
- Examination of mixed media artworks by contemporary artists

Art History and Cultural Context:

- Introduction to art history through the study of major movements, periods, and artists
- Exploration of diverse cultural traditions and artistic practices from around the world
- Analysis of artworks in their socio-historical contexts

Throughout the course, students will engage in hands-on art-making activities, collaborative projects, and discussions that encourage creative thinking, problem-solving, and self-reflection. By the course's end, students will have developed a portfolio of artworks that demonstrates their understanding of key artistic concepts and techniques and their personal voice.

Assessments: Music will be assessed using classwork, student portfolios, quizzes, tests, and tests.

Physical Education

This course is designed to provide elementary and middle school students with a comprehensive understanding of physical education concepts and skills aligned with the New York State Physical Education Standards. Students will engage in various activities aimed at developing their physical fitness, motor skills, teamwork, and sportsmanship. Emphasis will be placed on fostering a positive attitude towards physical activity and promoting lifelong health and wellness habits.

Course Overview

Fundamental Movement Skills

- Introduction to basic movement patterns such as running, jumping, throwing, and catching.
- Development of locomotor and non-locomotor skills through structured activities and games.
- Practice and refinement of fundamental movements to enhance coordination and agility.

Health-Related Fitness

- Understanding the components of physical fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.
- Participating in activities and exercises designed to improve each component of fitness.
- Learning the importance of regular physical activity for overall health and well-being.

Lifetime Physical Activities

- Introducing recreational activities and fitness pursuits that can be enjoyed throughout life, such as hiking, biking, swimming, and yoga.
- Emphasizing the importance of maintaining an active lifestyle beyond the classroom setting.
- Providing opportunities for students to discover and pursue physical activities suited to their interests and abilities.

Assessment:

- Assessment will be grade level appropriate, ongoing and varied, including observation of skill performance, participation in activities, quizzes, and reflective journals.
- Emphasis will be placed on individual progress, effort, and improvement rather than solely on competitive outcomes.

- Students will also have opportunities for self-assessment and peer feedback to encourage reflection and goal setting.

6e: Promotion Graduation Policy - The promotion/graduation policy aims to ensure that CNYACS students in grades K-8 progress academically, socially, and emotionally at a pace suitable to their individual needs. It provides guidelines for promotion to the next grade level and graduation from the elementary and middle school levels.

Criteria for Promotion

Kindergarten to Grade 4:

1. Promotion from one grade to the next will be based on the student's successful completion of grade-level curriculum requirements.
2. Assessment will consider academic performance, attendance, participation, and social-emotional development.
3. Teachers and school administrators will collaborate to determine if a student is ready for promotion to the next grade level.

Grade 5 Promotion to Middle School:

1. Promotion from grade 5 to middle school (grade 6) is contingent upon meeting grade-level curriculum standards and demonstrating readiness for the transition to a more rigorous academic environment.
2. Students must achieve satisfactory grades in core subjects (Math, English Language Arts, Science, and Social Studies).
3. Completion of any required remedial or additional support programs may be necessary for promotion.

Grades 6-7:

1. Promotion from one grade to the next will be based on successful completion of grade-level curriculum standards, meeting grade-specific promotion criteria, and demonstrated readiness for the next level of academic rigor.
2. Students must maintain satisfactory grades, attendance, and participation in extracurricular activities as appropriate.

Grade 8 Promotion to High School:

1. Promotion from grade 8 to high school (grade 9) is contingent upon successful completion of middle school curriculum standards and demonstrating readiness for high school-level coursework.
2. Students must achieve satisfactory grades in all core subjects and meet any additional graduation requirements set by the school.
3. Completion of any required standardized tests or assessments may be necessary for promotion.

Graduation Requirements

Elementary School (Grade 5) Graduation:

1. Students must successfully complete all grade 5 curriculum requirements.
2. Achievement of minimum proficiency levels in core subjects.
3. Completion of any required standardized tests or assessments may be necessary for promotion.

Middle School (Grade 8) Graduation:

1. Completion of all middle school curriculum requirements.
2. Achievement of minimum proficiency levels in core subjects.
3. Satisfactory completion of any additional graduation requirements set by the school district.
4. Completion of any required standardized tests or assessments may be necessary for promotion.

Additional Considerations

- Individualized Education Programs (IEPs) and 504 plans will be considered in promotion and graduation decisions for students with special needs.
- Students who do not meet promotion criteria may be provided with additional support, remediation, or alternative pathways to ensure academic success.
- The promotion and graduation policy will be reviewed periodically to ensure alignment with educational standards and best practices.

Parent/Student Notification

The promotion and graduation policies will be outlined in the school handbook and on the school's website. This information includes the criteria students need to meet to be promoted to the next grade level or to graduate.

Parent-Teacher Conferences: The school will discuss promotion and graduation policies during parent-teacher conferences. This provides an opportunity for parents to ask questions and clarify any doubts they may have.

Written Communication: The school will send out written communication to students and parents, such as letters or emails, detailing the promotion and graduation policies and any decisions made regarding individual students.

Individual Meetings: If a student is at risk of not being promoted or graduating, the school will schedule individual meetings with the student and their parents to discuss their progress and any necessary steps to meet promotion or graduation requirements.

Parent Information Sessions: The school will organize parent information sessions specifically dedicated to discussing promotion and graduation policies, allowing parents to ask questions and receive clarification directly from school administrators or counselors.

Progress Reports and Report Cards: The school will include information about a student's progress towards meeting promotion and graduation requirements in progress reports and report cards, giving students and parents regular updates throughout the school year.

This promotion/graduation policy aims to support student success while maintaining high academic standards and ensuring readiness for the next level of education.

6f: Programmatic Audits – CNYACS will conduct a programmatic audit annually. The annual programmatic audit's main purpose is to assess the implementation and effectiveness of the school's education program, governance, and operations. Objectives include identifying areas of improvement, ensuring compliance with educational standards and regulations, enhancing academic quality, and promoting accountability and transparency within the school.

Areas to be Audited:

1. Academic Program Evaluation: Curriculum design, teaching methodologies, student assessment practices, alignment with educational standards, and the effectiveness of instructional strategies.
2. Governance Review: Assessment of the school's governance structure, leadership effectiveness, decision-making processes, and adherence to legal and regulatory requirements.
3. Operational Assessment: Examination of administrative procedures, resource allocation, facilities management, student support services, and overall operational efficiency.

Schedule of Events:

1. Planning Phase: The auditor will conduct preliminary meetings with key stakeholders to establish audit objectives, scope, and timeline.
2. Data Collection: The auditor will gather relevant documentation, such as curriculum materials, governance policies, financial reports, and operational records.
3. On-Site Visits: The auditor will visit classrooms, meet with faculty, staff, and administrators, observe governance meetings, and assess operational procedures.
4. Analysis Phase: The auditor will analyze collected data, identify strengths, weaknesses, and areas for improvement.
5. Reporting: The auditor will prepare and present findings, recommendations, and action plans to school administration, board of trustees, and relevant stakeholders.

Responsible Persons:

1. Internal Audit Team: Comprised of qualified staff members familiar with the school's operations, including academic leaders, administrators, and finance personnel.
2. External Consultants: Engage outside experts or consulting firms with expertise in education, governance, or operations management to provide independent assessment and recommendations.

Description of the Written End Product:

1. The auditor will provide a Comprehensive Audit Report: This will include an executive summary, methodology, findings, analysis, recommendations, and action plans for improvement.

2. The auditor will provide an executive summary: This provides a concise overview of key findings, highlighting areas of strength and areas needing attention.
3. The auditor will provide the methodology: This describes the audit approach, data sources, sampling techniques, and any limitations.
4. The auditor will provide findings and analysis: This will present detailed assessment results for each audited area, supported by evidence and data analysis.
5. Recommendations: The auditor will offer actionable suggestions for enhancing the effectiveness and efficiency of the school's education program, governance, and operations.
6. Action Plans: The auditor will outline specific steps, responsible parties, and timelines for implementing recommended changes and monitoring progress.

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Accountability Plan Template
SUNY Authorized Charter Schools

For schools enrolling students in grades Kindergarten - 8

This Accountability Plan template for schools enrolling students in kindergarten – 8th grades outlines to the required Accountability Plan goals and measures in place since 2013 and revised in 2018 to incorporate the state's ESSA accountability system.

Sections highlighted in yellow indicate where to insert information to complete the Accountability Plan. Some yellow highlighted sections provide space for the inclusion of additional academic or organizational goals and measures. It is not required that schools include additional goals. For further discussion, or for a detailed explanation of the goals and measures included in this template and required of all SUNY authorized charter schools, refer to the *Guidelines for Creating an Accountability Plan*, revised July 2019.

Central New York Academy Charter School

Accountability Plan
for the Accountability Period 2025 TO 2026

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Central New York Academy Charter School will meet or exceed the proficiency levels of the district and state on the NY State English Language Arts (ELA) exam for grades 3 through 8.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the state's English language arts exam for grades 3-8.
- Each year, the school's aggregate Performance Index[1] ("PI") on the state English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.
- Central New York Academy Charter School students will be proficient readers and writers of the English language.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for the enrollment of economically disadvantaged students among all public schools in New York State.

[1] The method for calculating a school's Performance Index is detailed in the state's Revised State Template for the Consolidated State Plan, p 47. The state's Measures of Interim Progress are also found in the Consolidated State Plan, pp 206-210. The revised State Template for the Consolidated State Plan is found here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

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Growth Measure

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in 4th – 8th grades will be above the target of 50.

GOAL II: MATHEMATICS

Goal: Central New York Academy Charter School will meet or exceed the proficiency levels of the district and state on the NY State Math exam for grades 3 through 8.

Absolute Measures

- Each year, 75 percent of tested students enrolled in at least their second year will perform at or above proficiency on the New York State mathematics exam for grades 3-8.
- Each year, the school's aggregate PI on the state mathematics exam will meet that year's state MIP set forth in the state's ESSA accountability system.
- Central New York Academy Charter School students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Comparative Measures

- Each year, the percentage of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for the enrollment of economically disadvantaged students among all public schools in New York State.

Growth Measure

DRAFT

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in 4th – 8th grades will be above the target of 50.

GOAL III: SCIENCE

Goal: Central New York Academy Charter School will meet or exceed the proficiency levels of the district and state on the NY State Science exam for grades 5 through 8.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State science exam.

Comparative Measures

- Each year, the percentage of all tested students enrolled in at least their second year and performing at or above proficiency on the state science exam will be greater than that of students in the same tested grades in the local school district.

GOAL IV: ESSA

Goal: The school will remain in good standing according to the state's ESSA accountability system.

Absolute Measure

- Under the state's ESSA accountability system, the school is in good standing: it has not identified it as needing comprehensive or targeted assistance.

DRAFT

R-07ac Calendar and Schedules

In the heart of Central New York, where education thrives and community support flourishes, we will seek to establish the Central New York Academy Charter School (CNYACS). Nestled within the bustling city of Syracuse, our mission is to provide quality education that is not only commendable but also deeply ingrained in the fabric of the community it serves. However, CNYACS recognizes that its students often come from families with diverse needs and obligations, including those with children enrolled in the Syracuse City School District (SCSD).

Understanding the importance of synchronization and accommodation, the administration of CNYACS will meticulously craft its yearly calendar in alignment with that of the SCSD. This strategic alignment ensures that families with children attending both institutions can navigate their schedules seamlessly, minimizing disruptions and maximizing educational opportunities.

The process will begin with a thorough analysis of the SCSD calendar, considering key dates such as holidays, breaks, and professional development days. By aligning their calendar with the SCSD, CNYACS acknowledges the interconnectedness of the educational landscape in Syracuse and prioritizes the convenience and well-being of its students and their families.

However, the commitment to student success at CNYACS extends beyond the traditional school day. Recognizing the importance of additional support and enrichment opportunities, the school will partner with organizations like the [redacted] of Syracuse to offer after-school tutoring and Saturday academy sessions.

To integrate these vital resources into the calendar, CNYACS will work closely with the [redacted] of Syracuse to finalize dates and times for these sessions. Once confirmed, these sessions will be seamlessly integrated into the calendar, ensuring that students have access to supplementary education that complements their academic journey. Through this collaborative approach to calendar planning, CNYACS demonstrates its unwavering dedication to student success and community engagement. By aligning with the SCSD calendar and incorporating valuable resources like after-school tutoring and Saturday academy sessions, the school ensures that all stakeholders – from students and families to community partners – are empowered to thrive in their educational pursuits.

August 2026

Days in session: Staff 10/Students 0

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11 All Staff Report for School-Wide PD	12 All Staff Report for School-Wide PD	13 All Staff Report for School-Wide PD	14 All Staff Report for School-Wide PD	15 All Staff Report for School-Wide PD	16
17	18 All Staff Report for School-Wide PD	19 All Staff Report for School-Wide PD	20 All Staff Report for School-Wide PD	21 All Staff Report for School-Wide PD	22 All Staff Report for School-Wide PD	23
24	25	26	27	28	29	30
31						

September 2026

Days in session: Staff 21 / Students 20 **Instructional Hours = 120**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Labor Day School Closed	2 STAFF Attendance Day (No Students)	3 First Day of School for all Students 1/2 Day for K Students (Pick Up at 11:30)	4 1/2 Day for K Students (Pick Up at 11:30)	5 Full Day for K Students (Pick Up at 3:30)	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				

October 2026

Days in session: Staff 22 / Students 22 **Instructional Hours = 132**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13 **Indigenous Peoples Day School Closed**	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31 **Halloween**	

November 2026

Days in session: Staff 16 / Students 16 **Instructional Hours = 96**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11 Veterans Day School Closed	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26 School Closed	27 Thanksgiving Day School Closed	28 School Closed	29
30						

December 2026

Days in session: Staff 17 /Students 17 Instructional Hours = 96

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22 1/2 Day for Students Teacher Clerical 1/2 Day	23 1/2 Day for Students Teacher Clerical 1/2 Day	24 School Closed	25 Christmas Day School Closed	26 School Closed	27
28	29 School Closed	30 School Closed	31 School Closed			

January 2027

Days in session: Staff 20 /Students 19 **Instructional Hours =114**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 New Year's Day School Closed	2 Only Staff Report Staff PD Day	3
4	5 Students and Staff Report	6	7	8	9	10
11	12	13	14	15	16	17
18	19 Martin Luther King Day School Closed	20	21	22	23	24
25	26	27	28	29	30	31

February 2027

Days in session: Staff 15 /Students 15 **Instructional Hours = 90**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14 **Valentine's Day**
15	16 **Presidents' Day School Closed for Winter Recess**	17 **School Closed for Winter Recess**	18 **School Closed for Winter Recess**	19 **School Closed for Winter Recess**	20 **School Closed for Winter Recess**	21
22	23	24	25	26	27	28

March 2027

Days in session: Staff 21 / Students 21 Instructional Hours = 126

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17 **St. Patrick's Day**	18	19	20 **School Closed Eid- Al- Fitr**	21
22	23	24	25	26	27	28
29	30	31				

April 2027

Days in session: Staff 16 /Students 16 Instructional Hours – 96

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3 **Good Friday School Closed**	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20 **Spring Break School Closed**	21 **Spring Break School Closed**	22 **Spring Break School Closed**	23 **Spring Break School Closed**	24 **Spring Break School Closed**	25
26	27	28	29	30		

May2027

Days in session: Staff 20 /Students 20 **Instructional Hours = 120**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10 Mother's Day	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25 Memorial Day School Closed	26	27	28	29	30
31						

June 2027

Days in session: Staff 23 / Students 22 **Instructional Hours = 132**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14 **Flag Day**	15	16	17	18	19 **Juneteenth Observance School Closed**	20
21 **Father's Day**	22	23	24	25 **Last Day For Students**	26 **Last Dashy for Teachers**	27
28	29	30				

CNYACS Attendance Chart

Total Instructional Hours for the School Year	**1,122**
Total Days of Attendance for Students	**188**
Total Days of Attendance for Teachers	**201**

7b. Sample Student Schedule

As the sun gently rises over the horizon, signaling the beginning of a new day, the halls of the Central New York Academy Charter School (CNYACS) buzz with anticipation. Students, teachers, and staff alike prepare for another day of learning and growth within a dynamic educational environment that values both tradition and innovation.

The school day officially commences at 7:40 AM, with students arriving and dispersing to their respective homerooms to begin their morning routines. Morning announcements echo through the hallways, setting the tone for the day ahead as students gather in their classrooms to engage in a brief mindfulness exercise before diving into academics.

The core academic components of the school day are structured around research-based curriculum that seamlessly integrates progressive and conventional teaching methods, with a special emphasis on the Science of Reading. From 8:00 AM to 3:00 PM, students participate in a rigorous schedule of classes encompassing mathematics, language arts, science, and social studies. Teachers employ a variety of instructional strategies tailored to meet the diverse needs of learners, fostering critical thinking, collaboration, and problem-solving skills.

In addition to core academics, CNYACS offers electives designed to enrich students' educational experience and cater to their individual interests and talents. During specified times during the school day, students have the opportunity to participate in a wide range of extracurricular activities such as PE, music, art, dance, and foreign language, providing them with a well-rounded education that extends beyond the traditional classroom.

Throughout the school day, dedicated blocks of time are set aside for remediation and intervention, ensuring that all students receive the support they need to succeed. CNYACS employs a comprehensive Response to Intervention (RTI) approach, which utilizes diagnostic, formative, and summative assessments to identify and address academic and behavioral challenges. Students with

disabilities are serviced using the Inclusion model, receiving personalized support and accommodations to facilitate their learning and growth.

Furthermore, CNYACS is committed to fostering a collaborative climate for all learners, promoting diversity, equity, and inclusion (DEI) at every level of the organization. Teachers engage in daily professional development sessions focused on the New York State Next Generation Learning Standards, differentiated instruction, and progressive teaching strategies, ensuring they are equipped with the knowledge and skills needed to meet the diverse needs of their students.

The school also implements a School-Wide Mentoring Program, pairing students with mentors from the [redacted] of Syracuse and other vetted organizations who provide academic assistance and personal guidance to enhance students' confidence and overall academic success. Additionally, CNYACS actively engages parents through regular communication, workshops, and expert guidance, empowering them to actively participate in their children's education.

As the final bell rings at 3:15 PM, signaling the end of the school day, students gather their belongings and bid farewell to their teachers and classmates, eagerly anticipating the opportunities and challenges that tomorrow will bring. With its focus on academic excellence, holistic development, and community engagement, Central New York Academy Charter School is not just a place of learning but a vibrant hub of inspiration and growth for all who enter its doors.

Central New York Academy Charter School Sample Student Schedule

Grade: 2

TIME	MONDAY	TUESDAY	WEDNESDAY (Wonderful Wednesday)	THURSDAY	FRIDAY
7:10-7:40	**Breakfast** (Optional)	**Breakfast** (Optional)	**Breakfast** (Optional)	**Breakfast** (Optional)	**Breakfast** (Optional)
7:40-8:00	**Morning Meeting/SEL**	**Morning Meeting/SEL**	**Morning Meeting/SEL**	**Morning Meeting/SEL**	**Morning Meeting/SEL**
8:00-9:00 Period 1	**Fundations**	**Fundations**	**Fundations**	**Fundations**	**Fundations**
9:00-10:00 Period 2	**Reading /Writing/ELA**	**Reading /Writing/ELA**	**Reading /Writing/ELA**	**Reading /Writing/ELA**	**Reading /Writing/ELA**
10:00-11:00 Period 3	**Social Studies**	**Science**	**Social Studies**	**Science**	**Mentoring**
11:00-12:00 Period 4	**Lunch/Recess** **Mentoring** **(Virtual or In-person)**	**Lunch/Recess** **Mentoring** **(Virtual or In-person)**	**Lunch/Recess** **Mentoring** **(Virtual or In-person)**	**Lunch/Recess** **Mentoring** **(Virtual or In-person)**	**Lunch/Recess** **Mentoring** **(Virtual or In-person)**

12:00-1:00 Period 5	**Math**	**Math**	**Math**	**Math**	**Math**
1:00-2:00 Period 6	**Math**	**Math**	**Math**	**Math**	**Math**
2:00-3:00 Period 7	**PE**	**Music**	**Art**	**Dance**	**Spanish**
3:00-3:15	**End of Day Reflection/ Dismissal**	**End of Reflection/ Dismissal**	**End of Day Reflection/ Dismissal**	**End of Day Reflection/ Dismissal**	**End of Day Reflection/ Dismissal**

Weekly Minutes of Core Academics Instruction	Weekly Minutes of Total Instruction
1440	**1800**

Central New York Academy Charter School Sample Student Schedule

Grade: 6

TIME	MONDAY	TUESDAY	WEDNESDAY (Wonderful Wednesday)	THURSDAY	FRIDAY
7:10-7:40	**Breakfast** (Optional)	**Breakfast** (Optional)	**Breakfast** (Optional)	**Breakfast** (Optional)	**Breakfast** (Optional)
7:40-8:00	**Morning Meeting/SEL**	**Morning Meeting/SEL**	**Morning Meeting/SEL**	**Morning Meeting/SEL**	**Morning Meeting/SEL**
8:00-9:00 Period 1	**ELA /Humanities**	**ELA Humanities**	**ELA /Humanities**	**ELA /Humanities**	**ELA / Humanities**
9:00-10:00 Period 2	**ELA /Humanities**	**ELA /Humanities**	**ELA /Humanities**	**ELA /Humanities**	**ELA /Humanities**
10:00-11:00 Period 3	**Social Studies**	**Science**	**Social Studies**	**Science**	**Mentoring**
11:00-12:00 Period 4	**Math**	**Math**	**Math**	**Math**	**Math**

12:00-1:00 Period 5	**Lunch/Recess Mentoring (Virtual or In-person)**	**Lunch/Recess Mentoring (Virtual or In-person)**	**Lunch/Recess Mentoring (Virtual or In-person)**	**Lunch/Recess Mentoring (Virtual or In-person)**	**Lunch/Recess Mentoring (Virtual or In-person)**
1:00-2:00 Period 6	**Math**	**Math**	**Math**	**Math**	**Math**
2:00-3:00 Period 7	**PE**	**Music**	**Art**	**Dance**	**Spanish**
3:00-3:15	**End of Day Reflection/ Dismissal**	**End of Reflection/ Dismissal**	**End of Day Reflection/ Dismissal**	**End of Day Reflection/ Dismissal**	**End of Day Reflection/ Dismissal**

Weekly Minutes of Core Academics Instruction	Weekly Minutes of Total Instruction
1440	**1800**

Elementary School

7c: Sample Teacher Schedule Grade 2

Time/Monday	Class 2-1	Class 2-2	Class 2-3
7:40-8:00	Morning Meeting	Morning Meeting	Morning Meeting
8:00-9:00	ELA/ Literacy	ELA/ Literacy	ELA/ Literacy
9:00-10:00	ELA/ Literacy	ELA/ Literacy	ELA/ Literacy
10:00-11:00	SS/SC	SS/SC	SS/SC
11:00 - 12:00	Lunch/Prep	Lunch/Prep	Lunch/Prep
12:00-1:00	Math	Math	Math
1:00-2:00	Math	Math	Math
2:00 - 3:00	Professional Development	Professional Development	Professional Development
3:00 - 3:15	Dismissal	Dismissal	Dismissal

Middle School

7c: Sample Teacher Schedule Grade 7

Time/Monday	7th Grade Math Teacher
7:40-8:00	Morning Meeting
8:00-9:00	Math (7-1)
9:00-9:30	Math (7-1)
9:30-10:30	Math (7-2)
10:30-11:00	Math (7-2)
11:00-12:00	Professional Development
12:00-1:00	Lunch/ Prep
1:00 - 2:00	Math (7-3)

2:00 – 2:30	Math (7-3)
2:30 – 3:00	Math Tutoring
3:00- 3:15	Dismissal

CNYACS Morning Meeting SEL

Morning Meeting/SEL (Greeting, Sharing, Group Activity and Morning Message)

The goals of the morning meeting are:

1. **To build community in the school and the classroom and fulfill the student's need to belong, feel significant and have fun and share/discuss the character trait of the Month**
2. **To build trust and set a positive tone for learning**
3. **to merge social and academic learning**
4. **to practice or reinforce key academic skills and social skills**

Greeting (2 Min) - welcomes everyone to the circle, establishes a friendly tone for the meeting and the day and helps create an atmosphere of trust that is important for the second component, sharing.

Sharing (3 Min)-In the circle sharing, everyone in the circle has an opportunity to respond briefly to a teacher chosen topic/question. Having sharing occur near the beginning of the meeting helps ensure that students have a focus.

Group Activity (5 min) - After the focus of the sharing, students are ready for the energy of the whole group participation in a short activity, such as games math activities choral reading,

Morning Message (10 min) - Students practice academic skills, experience practicing the character trait of the month and build community by reading and discussing a daily message from the teacher.

R-08ad - Specific Populations

8a - In today's classrooms, educators encounter an array of learners, each with unique abilities, challenges, and learning styles. Meeting the diverse needs of struggling students, students with disabilities (SWD), English as a New Language (ENL) students, and gifted students requires a multifaceted approach. CNYACS will address all students' needs by providing differentiated instructional strategies and a robust curriculum aligned to the NGLS.

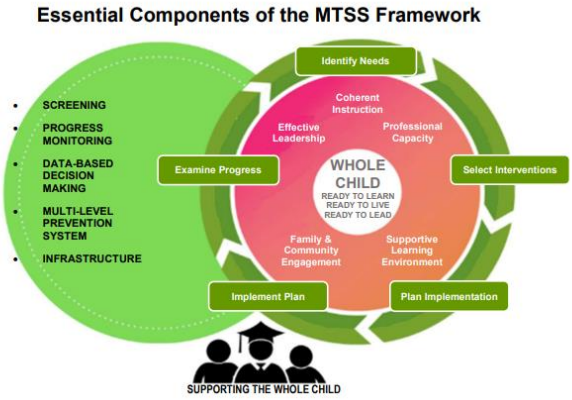
Struggling students often face difficulties in grasping concepts, maintaining focus, and retaining information. To support them, educators must first identify the root causes of their struggles. This may involve conducting assessments, observing behaviors, and communicating with parents or guardians.

CNYACS' Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI):

CNYACS will implement an RTI/MTSS System of Student support for struggling students. The processes within MTSS are not extra or additional duties, but rather they represent how we teach diverse learners to maximize the growth and development of each pupil.

A key element within the MTSS is ongoing data monitoring for student response to intervention (RTI) to inform intentional decision-making for instructional planning and support. Interventions are types of instruction targeted to meet the academic and/or behavioral learning needs of a student. Interventions are in addition to the general classroom instruction.

These added learning tools are well researched and evidence-based to deliver specific instructional strategies and techniques. The intensity of intervention supports increase at each tier of the MTSS framework. The framework is intended to be fluid. As students make progress, they may move to less intense supports on lower tiers or return to Tier 1 Core Instruction. There are several types of instructional activities and strategies available to layer the learning techniques and tools used to improve a student's learning.



The key components in the MTSS-RTI process include:

- The three-tiered delivery model gives learning support that is matched to the student's need.
- Evidence-based instruction is the core of a teacher's classroom lesson plan.
- Evidence-based interventions that increase or decrease in intensity if the results of the progress monitoring show a change is needed.
- The use of a variety of ongoing assessment (test) data determines which students need supports to meet academic and/or behavior expectations.
- Delivery of resources for learning interventions are based on student assessment data and classroom observation.

8b - Students with disabilities require specialized support to access the curriculum and participate fully in classroom activities. Individualized Education Programs (IEPs) or 504 plans outline accommodations and modifications tailored to their unique needs, which may include assistive technology, preferential seating, extended time on assignments, or alternative assessments.

Inclusive practices, such as Universal Design for Learning (UDL), ensure that instructional materials and activities are accessible to all students. This may involve providing multiple means of representation, engagement, and expression to accommodate diverse learning styles and abilities.

Collaboration between special education teachers, general education teachers, support staff, and parents is crucial in implementing effective strategies and fostering a supportive learning environment for students with disabilities. By focusing on their strengths and abilities, rather than limitations, educators can help SWD thrive academically and socially.

As a prospective charter school dedicated to fostering inclusivity and providing quality education for all students, we wholeheartedly commit to abiding by all assurances outlined in Appendix B of the RFP - Special Education Assurances. Our mission is grounded in the belief that every student, regardless of their abilities or disabilities, deserves equal access to education and opportunities for growth.

To ensure compliance with federal laws and regulations regarding special education, our school will implement a comprehensive approach that prioritizes identification, support, and accommodation for students with disabilities. Drawing guidance from NYSED's Guidance on Charter Schools and Special Education, we have developed strategies to effectively meet the needs of diverse learners within our community.

Identification of students with disabilities will be a collaborative effort involving teachers, parents, and specialists. We will implement a multi-tiered system of support (MTSS) that includes universal screening to identify students who may require additional assistance. Through ongoing assessment and data analysis, we will promptly identify students who may benefit from special education services.

Once identified, students will receive personalized support tailored to their unique needs. Our school will employ a team-based approach, involving teachers, special education professionals, and parents, to develop Individualized Education Programs (IEPs) that outline specific goals, accommodations, and services for each student. These IEPs will be regularly reviewed and adjusted to ensure students are making meaningful progress.

In compliance with federal regulations, our school will maintain close communication and collaboration with the district Committee on Special Education (CSE). We recognize the importance of working in partnership with the CSE to ensure that students receive appropriate services and accommodations. Our school will actively participate in CSE meetings, providing input and information to support the decision-making process.

Moreover, we are committed to fostering a culture of inclusivity and acceptance within our school community. We will provide ongoing professional development for staff to enhance their knowledge and skills in supporting students with disabilities. Additionally, we will promote awareness and understanding among students through inclusive practices and educational initiatives.

All students who have IEPs will receive services in the Intergrated Co-Teaching (ICT) setting. Each grade level will have an ICT class supported by a full-time Special Education Teacher and a full-time Regular Education teacher. All students who receive Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, or counseling, will receive these services as prescribed in the IEP. *Students will continue to receive services based on their IEPs if remote learning becomes necessary.*

Research indicates that inclusion (ICT) not only promotes academic achievement but also fosters social and emotional growth for special education students (Salend, 2011). By participating in general education classrooms alongside their peers without disabilities, students with special needs have increased opportunities for interaction and socialization, which can lead to improved self-esteem and a sense of belonging (Turnbull et al., 2016). Moreover, inclusion allows for the provision of individualized support within the general education setting, enabling students with disabilities to access the curriculum at their own pace and in ways that cater to their specific learning needs (Salend, 2011). This personalized approach promotes greater engagement and academic success for special education students, ultimately leading to better long-term outcomes.

The monitoring of students with disabilities within the broader educational program will involve a multifaceted approach aimed at ensuring their individual goals and objectives, as outlined in their Individualized Education Program (IEP), are being met. This process will encompass regular assessment and progress tracking that goes beyond the IEP, incorporating ongoing evaluation of academic, behavioral, and social development. Additionally, instructional staff will undergo specialized professional development tailored to effectively identify, support, and evaluate the progress of special education students. This includes training in Response to Intervention (RTI) strategies and the implementation of Behavioral Intervention Plans (BIPs) within the classroom

setting, providing educators with the necessary tools to address diverse learning needs and behavioral challenges.

The program's efficacy for students with disabilities will be continually evaluated to ensure their evolving needs are adequately addressed. This will involve systematic assessment of student outcomes, feedback from stakeholders, and data-driven analysis to gauge the effectiveness of instructional strategies and support services. Regular review meetings, involving educators, administrators, and parents, will facilitate collaborative decision-making and adjustments to the program as necessary. By maintaining a dynamic feedback loop and prioritizing ongoing improvement, the educational program will strive to meet the diverse needs of students with disabilities and foster their academic and personal growth.

8c- English as a New Language (ENL) students face language barriers that can impede their academic progress and social integration. To support their learning, HLNCS will create a culturally responsive classroom environment that values diversity and promotes linguistic and cultural proficiency.

CNYACS is committed to identifying and serving English as a New Language (ENL) in accordance with all federal laws and regulations, including those mandated by the state of New York. Our approach will encompass a comprehensive set of procedures and strategies aimed at providing effective support to ENLs while ensuring they are not erroneously identified as students with special education needs.

CNYACS follows New York State's mandated procedures to identify students whose primary language isn't English. Our method integrates various measures like language proficiency tests, home language surveys, and teacher assessments. We're committed to thoroughly assessing each English as a New Language (ENL) student's needs, taking into account linguistic, academic, and socio-cultural aspects through a comprehensive approach. Importantly, we'll incorporate safeguards to ensure ENLs aren't mistakenly classified as requiring special education services. These safeguards may include regular review processes, training for staff involved in assessments, and clear criteria for determining ENL status.

To meet the diverse needs of ENLs, our school will employ a multidimensional approach supported by a range of resources and personnel. General education teachers receive specialized training and ongoing professional development to effectively support ENLs within mainstream classrooms. Also, we will designate qualified personnel with expertise in language acquisition and instructional strategies for ENLs to provide targeted support within and outside the general education setting.

Coordination between general education teachers and staff serving ENLs will be facilitated through structured collaboration mechanisms and professional development opportunities. This will foster a cohesive approach to meeting the needs of ELLs, promoting consistency and coherence in instructional delivery and support services.

To enhance parent engagement and communication, we will make all necessary materials available to parents of ENLs in languages they can understand, facilitating their involvement in their child's education. Additionally, we will ensure that after school and extracurricular programming are accessible to ENLs, promoting their full participation and integration into school life.

The efficacy of our program and instructors will be regularly evaluated through comprehensive assessments and feedback mechanisms. We will prioritize the ongoing evaluation of student outcomes and satisfaction to gauge the effectiveness of our interventions and ensure that the needs of ENL students are being met effectively and equitably.

8d- Gifted and Advanced Students- At CNYACS, we are committed to recognizing and nurturing the talents and potential of all our students, including those who are academically advanced and gifted. Our approach to identifying and serving these students is multifaceted, designed to be inclusive and responsive to individual needs.

To identify academically advanced and gifted students, we will utilize a variety of assessment tools, including standardized tests, teacher recommendations, observation, and portfolio assessments. We also will consider factors such as creativity, critical thinking skills, motivation, and socio-emotional development. This comprehensive approach will ensure that we capture a holistic view of each student's abilities.

Once identified, we will implement a range of strategies and programs within both general education classrooms and other settings to support and challenge advanced and gifted students. In general education classrooms, teachers differentiate instruction by providing enriched learning opportunities, advanced content, and accelerated pacing to meet the needs of these students. This may involve compacting curriculum, allowing for independent projects or research, and providing opportunities for peer collaboration and mentorship.

Importantly, we recognize the need to adapt our strategies and programs to meet the unique challenges of remote learning environments. In a remote setting, we will leverage technology to facilitate virtual enrichment opportunities, such as online courses, virtual guest speakers, and collaborative projects with peers from around the world. We will also provide targeted support and resources for students and families to ensure they have the tools and guidance needed to thrive academically and socially in a remote learning environment.

Overall, our goal is to create a learning environment where all students feel challenged, supported, and empowered to reach their full potential, regardless of their academic level or background. By continuously evaluating and refining our methods and strategies, we strive to ensure that every student receives the personalized attention and opportunities they need to excel and succeed.

R-09ad - Instructional Leadership

9a - Instructional leadership is crucial for the success of any school. At CNYACS (Central New York Academy Charter School), instructional leadership is distributed among several key staff members, each with specific roles and responsibilities.

Principal:

- The principal serves as the overall instructional leader of the school, responsible for setting the vision, goals, and priorities related to academic achievement.
- Provides direction and support to teachers and other instructional staff.
- Oversees curriculum development, implementation, and assessment to ensure alignment with educational philosophy and mission.
- Monitors the overall effectiveness of the academic program and student outcomes.
- Oversees the school's compliance with state mandates
- Responsible for creating a positive school culture conducive to teaching and learning.
- Responsible for assessing and evaluating staff members
- Responsible for overseeing the school's climate and culture
- Responsible for overseeing school safety

Assistant Principal:

- Supports the principal in all aspects of instructional leadership.
- Helps to implement the school's educational philosophy and mission.
- Assists with curriculum development, assessment, and instructional improvement initiatives.
- Provides supervision and support to teachers and instructional staff.
- Collaborates with the principal in monitoring academic program effectiveness and student performance.
- Responsible for assessing and evaluating staff members as designated by the principal.

Instructional Coach:

- Works directly with teachers to improve instructional practices and student learning outcomes through coaching, modeling, and planning sessions.
- Provides professional development and coaching to teachers based on identified needs and goals.
- Assists teachers in implementing research-based instructional strategies and interventions.
- Collaborates with the principal and assistant principal to align coaching efforts with the school's educational philosophy and mission.
- Monitors the impact of coaching on teacher practice and student achievement.

In terms of delineation of responsibilities for supporting instructional staff, the principal oversees the entire instructional staff, providing guidance and support as needed.
The assistant principal may have a more direct role in supervising certain instructional staff or specific grade levels or departments.
The instructional coach primarily supports individual teachers or small groups of teachers in improving instructional practices.

The process for identifying and selecting instructional leaders at CNYACS

Choosing instructional leaders for the Central New York Academy of Charter Schools (CNYACS) will involve a structured and comprehensive process. Here's an outline of the process:

Principal Selection Process

The selection of a school principal is a critical process that requires careful planning and execution to ensure the best candidate is chosen to lead the institution. The procedure can be divided into several key phases; needs assessment and job posting, application and screening, interview and evaluation, and final selection and appointment. Each phase is essential for identifying and securing a leader who aligns with the school's vision and goals.

Needs Assessment and Job Posting

The first step in the principal selection process involves conducting a thorough needs assessment. This entails evaluating the current needs of the school by considering the school's strategic goals. The assessment helps in defining the specific qualities and qualifications required for the principal position, ensuring that the selected candidate will be well-equipped to address the unique challenges and opportunities within the school.

Following the needs assessment, a detailed job description will be developed. This description will highlight the responsibilities, qualifications, and expectations for the role. It will serve as a clear guide for potential applicants, outlining what the school is looking for in a principal. The job posting is then disseminated across various platforms, including educational job boards, the school's website, and professional networks, to reach a broad and qualified pool of candidates.

Application and Screening

Once the job posting is live, the school will begin to receive applications. Applicants will be required to submit resumes, cover letters, and other relevant documents. The initial screening process will involve evaluating these applications against predefined criteria, such as educational background and leadership experience. Candidates who meet the essential requirements are shortlisted for further consideration.

Interview and Evaluation

The interview and evaluation phase will be multifaceted, designed to thoroughly assess the suitability of each candidate. Initially, shortlisted candidates will undergo a series of interviews, which may include phone, video, or in-person interactions. These interviews aim to gauge the candidates' leadership skills, experience, and vision for the school through a set of standard questions.

Subsequently, a panel interview will be organized, involving key stakeholders such as board members and other stakeholders. This step is crucial as it allows stakeholders to evaluate the candidates' responses to scenario-based questions and their ability to engage with various members of the school community.

In addition to interviews, candidates will be asked to complete a performance task. This could involve presenting a strategic plan for the school or analyzing school data. Such tasks provide concrete evidence of the candidates' capabilities and their approach to practical challenges.

Final Selection and Appointment

The final phase will begin with conducting thorough reference checks for the top candidates. This will involve verifying their previous employment, leadership achievements, and professional reputation to ensure their credentials and past performance align with the school's needs.

After the reference checks, the selection committee will deliberate and make a recommendation to the school board. The board then reviews and approves the final candidate. Once a decision is made, a formal offer is extended to the selected candidate.

To ensure a smooth transition, a comprehensive onboarding process will be planned and implemented. This process will help integrate the new principal into the school community, providing them with the necessary support and resources to succeed in their new role.

Assistant Principal Selection Process

The process for selecting an Assistant Principal will begin with meticulous job posting and recruitment efforts. The first step will be to craft a comprehensive job description, detailing the specific role, responsibilities, and qualifications required for the Assistant Principal position. This clearly defined description will serve as the foundation for the subsequent advertising phase, where the job will be posted on various relevant platforms and shared within professional networks. The goal will be to attract a diverse pool of highly qualified applicants.

Once applications are received, the screening process will commence. Each application will be reviewed carefully, considering the applicants' qualifications, experience, and how well they align with the school's needs. Through this rigorous review, a shortlist of the most suitable candidates will be created.

The next phase will be the interview process, beginning with initial interviews. These preliminary discussions will aim to gauge each candidate's fit for the role. Following these interviews, the shortlisted candidates will be invited for panel interviews. This stage will involve the principal and key stakeholders who will pose scenario-based questions to assess the candidates' problem-solving abilities and leadership skills.

Finally, the process will conclude with the final steps of reference and background checks. The candidates' backgrounds will be thoroughly verified, and references will be contacted to gather additional insights. Based on the interview performances and reference feedback, the best candidate will be selected. An offer will then be extended, and the onboarding process will begin, marking the successful conclusion of the Assistant Principal selection process.

Instructional Coach Selection Process

The process will begin with identifying the instructional needs. It will be crucial to determine the specific areas where instructional support will be necessary. This initial assessment will lay the foundation for the entire process.

With a clear understanding of the needs, the next step will be to create a detailed job posting. Crafting a comprehensive job description, we will highlight the key responsibilities and qualifications required for the role. Once the job description is ready, it will be posted on various appropriate platforms to attract potential candidates.

Once applications are received, the screening process will begin. Each resume and cover letter will be meticulously reviewed to identify candidates with relevant experience and skills. This thorough evaluation will ensure that only the most qualified individuals moved forward.

The interview process will commence with initial interviews. During these sessions, candidates will be asked about their coaching philosophy and instructional strategies. This provides a deeper understanding of their approach and suitability for the role. To further assess their abilities, candidates will be asked to demonstrate their coaching techniques, either through a mock coaching session or a presentation.

Following the initial interviews, a final evaluation phase will be conducted. This will involve organizing a panel interview with administrators, and other stakeholders. The panel interview will be designed to assess candidates' interpersonal and coaching skills from multiple perspectives. In addition to the interviews, reference checks will be conducted to verify the candidates' previous coaching experiences and effectiveness.

After a thorough evaluation, the final candidate will be selected. An offer will be extended, and once accepted, a comprehensive onboarding process will be implemented to integrate the new instructional coach into the school's team.

Each process involves clear stages: needs assessment, job posting, application screening, multi-phase interviews, performance tasks, reference checks, final selection, and thorough onboarding.

To monitor the effectiveness of the academic program and at-risk students' performance, instructional leaders will employ various strategies:

- Regular data analysis to assess student progress and identify areas for improvement.
- Ongoing classroom observations and walkthroughs to evaluate instructional practices.
- Collaborative meetings with teachers and instructional staff to review student data and discuss strategies for supporting at-risk students.
- Implementing targeted interventions and monitoring their impact on student outcomes.
- Engaging stakeholders, including parents/guardians and community members, in supporting at-risk students and improving overall academic performance.

Instructional leadership at CNYACS is characterized by a collaborative approach focused on continuous improvement and student success, with each staff member playing a distinct but complementary role in supporting teaching and learning.

9b - The school's approach to ongoing individual teacher supervision and support is designed to foster continuous growth and ensure high-quality instructional planning and implementation. This approach incorporates various mechanisms such as coaching, feedback systems, and targeted supports.

Regular Classroom Observations: Classroom observations will occur regularly throughout the academic year, with at least one informal observation per month per teacher and weekly classroom walk-throughs. Observations will be focused on providing constructive feedback on instructional practices, classroom management, and student engagement. School leaders will conduct these observations using a predetermined observation protocol aligned with the school's instructional priorities. All formal observations will be conducted using the Charlotte Danielson Framework for Teaching.

Feedback Sessions: Following each classroom observation, teachers can expect timely feedback sessions within one week to discuss strengths, areas for improvement, and action steps. Feedback will be specific, actionable, and tied to the school's instructional framework or standards.

One-on-One Development Meetings: Teachers will have scheduled one-on-one development meetings with their assigned instructional coach or mentor bi-weekly. These meetings provide opportunities for personalized support, goal setting, and professional development planning. One-on-one meetings may include discussions on lesson planning, data analysis, differentiation strategies, and other relevant topics based on individual teacher needs.

Coaching Support**:** In addition to scheduled one-on-one meetings, teachers will have access to ongoing coaching support as needed. Coaches are available for informal consultations, classroom modeling, co-teaching opportunities, and resource sharing to support teachers in implementing effective instructional practices.

Data-Driven Support: Periodic data reviews will be conducted to assess student progress and inform instructional decision-making. School leaders will analyze assessment data collaboratively with teachers to identify trends, areas of growth, and areas needing additional support.

Professional Learning Communities (PLCs): PLC meetings will occur weekly, providing opportunities for collaborative planning, sharing best practices, and reflecting on student outcomes. Teachers will engage in PLC discussions facilitated by instructional leaders or designated teacher leaders, focusing on targeted topics aligned with school improvement goals.

By implementing this comprehensive approach to supervision and support, the school will ensure that teachers receive ongoing guidance, feedback, and resources to enhance their instructional practices and ultimately improve student learning outcomes.

9c - The schoolwide professional development program will be designed to support teachers in meeting all students' academic needs and school goals by providing regular and targeted training sessions. Professional development sessions will occur daily with all teachers, focusing on grade

bands in elementary and grade bands/content areas in middle school. The sessions will vary in format, including workshops, seminars, collaborative planning sessions, peer observations, and online resources.

The school leadership team, including administrators, instructional coaches, and lead teachers, will be responsible for leading and providing professional development. These individuals will have expertise in various areas such as pedagogy, content knowledge, differentiation, and cultural responsiveness. Professional development topics will be identified through data analysis, teacher input, school goals, curriculum alignment, and research-based best practices. Needs assessments, student performance data, and feedback from teachers, students, and parents will inform the selection of topics.

Professional development plans will align closely with the school's mission, key design elements, and the needs of its target and special populations. Emphasis will be placed on equity, diversity, inclusion, and personalized learning to ensure that all students receive high-quality instruction that meets their individual needs. The professional development program will cater to the diverse needs of teachers, including novice teachers, those new to the school, highly effective teachers, and teachers of all subjects, including those working with students with disabilities and English Language Learners (ELLs). Differentiated support and resources will be provided based on teachers' experience levels, subject areas, and student demographics.

The efficacy of the professional development program will be evaluated through multiple measures, including teacher feedback, student outcomes, classroom observations, and data analysis. Surveys, focus groups, and formal assessments will be used to gather feedback and assess the impact of professional development activities on teacher practice and student learning. Adjustments to the program will be made based on evaluation findings to continuously improve its effectiveness.

9d - CNYACS has chosen to utilize the Danielson Framework for Teaching as the primary tool for formally evaluating teachers and holding them accountable for student achievement. This decision was made after thorough research and consideration of various evaluation systems. The Danielson Framework was selected because it aligns closely with the school's overall proposed mission and academic program, which prioritizes holistic student development and a rigorous, standards-based curriculum.

The Danielson Framework provides a comprehensive set of criteria for evaluating teacher performance across four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Each domain contains specific components and descriptors that outline the expectations for effective teaching practices.

Expectations for teacher performance and student achievement will be established through a collaborative process involving school leadership, instructional coaches, and teachers themselves. These expectations will be clearly communicated to staff members through

professional development sessions, staff meetings, and written documentation. Additionally, ongoing support and feedback will be provided to help teachers understand and meet these expectations.

In addition to classroom observations, teacher performance will be assessed through various measures, including student achievement data, student surveys, peer evaluations, and self-reflection. Student achievement data will be analyzed to measure progress towards academic goals and identify areas of strength and improvement. Teachers will be held accountable for student achievement outcomes within their respective subject areas or grade levels.

Overall, the school's evaluation system will emphasize continuous improvement and support for teachers to ensure they are effectively meeting the needs of all students. By aligning with the Danielson Framework and incorporating multiple measures of teacher performance and student achievement, the school aims to foster a culture of excellence and accountability that promotes positive outcomes for all stakeholders.

R10a Culture and Discipline

Culture and Discipline

Establishing and Sustaining a Positive Learning Culture at Central New York Academy Charter School

In the heart of our vision for Central New York Academy Charter School lies an unwavering commitment to cultivating a culture that not only supports learning but also propels every student towards their highest potential. We understand that a thriving school culture is the bedrock of academic success, and as such, we have devised a comprehensive approach that encompasses Positive Behavioral Interventions and Supports (PBIS), mentoring programs, and a multi-tiered discipline strategy.

Positive Behavioral Interventions and Supports (PBIS)

At the core of our school's general approach to culture is the implementation of PBIS. This evidence-based framework provides a systematic method for teaching behavioral expectations, rewarding positive behavior, and addressing behavior challenges. By creating a positive and predictable environment, we aim to foster a sense of safety and belonging among our students, creating an atmosphere conducive to learning.

Mentoring Programs

Recognizing the pivotal role that mentorship plays in the holistic development of students, Central New York Academy Charter School is committed to implementing robust mentoring programs. These programs will pair experienced educators with students, providing a personalized support system that extends beyond academic assistance. Mentors will guide students in navigating social and emotional challenges, offering a trusted relationship that encourages personal growth.

To bolster these initiatives, the [redacted] of Syracuse will play a crucial role by supporting the Central New York Academy Charter School's mentoring program, the after-school program, and the Saturday Academy program. They will contribute through volunteering, fundraising, and direct mentorship. Members of the [redacted] of Syracuse will volunteer their time and expertise, offering students guidance and support. Through fundraising efforts, they will help secure essential resources to sustain and enhance these programs. Additionally, their involvement in mentorship will provide students with valuable role models who can offer insights and encouragement.

Multi-Tiered Approach to Discipline

Understanding that discipline is not a one-size-fits-all solution, our school will adopt a multi-tiered approach. This system recognizes that students have diverse needs and behaviors, and interventions will be tailored accordingly. By employing preventative measures, early interventions, and targeted support for those in need, we strive to create an inclusive environment that addresses individual challenges while maintaining a sense of fairness.

Social and Emotional Development Programs

To support the social and emotional development of our students, Central New York Academy Charter School will implement carefully selected programs. These may include mindfulness exercises, conflict resolution workshops, and emotional intelligence training. By addressing the emotional well-being of our students and with the active involvement of the [redacted] of Syracuse, we aim to create a foundation for success both inside and outside the classroom.

Support for Equitable School Culture

Equity is a cornerstone of our philosophy. To ensure an equitable school culture, we will invest in professional development programs for teachers and staff. These programs will focus on cultural competence, diversity, and inclusion, empowering educators to create a learning environment that respects and values the unique backgrounds and perspectives of every student.

Maintaining a Safe and Orderly Environment

Safety is non-negotiable at Central New York Academy Charter School. Our school will have well-defined safety protocols, regular drills, and collaboration with local law enforcement. By establishing clear expectations for behavior and a transparent reporting system, we aim to create a safe and secure environment conducive to learning.

Instilling Culture and Expectations

To ensure a consistent understanding of our culture and expectations, we will actively engage board members, staff, students, and families. Regular communication, orientation sessions, and community involvement will foster a shared commitment to the values of our school. We believe that a united front will create a powerful force for positive change.

R10b - Discipline Policy

Central New York Academy Charter School

Code of Student Conduct / Discipline Policy



Parent/Guardian Acknowledgement of Receipt

Please read and review the Central New York Academy Charter School CNYACS) Code of Student Conduct with your child and emphasize your child's role in helping to maintain a safe and orderly school learning environment. Also, this handbook includes important information related to student records, the Family Educational Rights and Privacy Act (FERPA), information about how to report concerns such as bullying and harassment, rights of students with disabilities, and other rights and responsibilities. Please sign below to acknowledge that you and your child received this handbook. Then, cut along the dotted line and return to your child's school as soon as possible. Thank you for your support.

Student Responsibilities

I affirm that I understand that I am responsible for adhering to all rules, regulations, procedures, policies, state, local and federal laws found in the CNYACS Code of Student Conduct during the current school year and all summer programs following the current school year. I further understand that I am immediately subject to the Levels of Consequences listed in the CNYACS Code of Student Conduct if I am found in violation of any infraction during the school year and all CNYACS summer school/programs.

CNYACS Safe School Pledge for Students

As a student, my individual choices and actions, when multiplied by those of other students who attend CNYACS will make a difference. By honoring this pledge, I can do my part to make our schools safe and successful.

I believe that I can be a good student. I believe I can show good character. I believe that when I work hard, I will succeed, so I will work hard each day to do my best. I can learn. I will learn. To help keep my school safe, I pledge to adhere to guidelines established within the CNYACS Code of Student Conduct. I understand that a violation of serious school rules may result in a ten (10) day suspension followed by a school due process hearing. This process may result in additional consequences that may include my expulsion from school.

Compulsory Education

The compulsory attendance law in New York State requires that all children between the ages of six and sixteen be provided with a program of instruction, either at a public school or elsewhere. The object of the compulsory attendance law is to see that children are not left in ignorance, that from some source they receive the instruction that will fit them for their place in society.

I affirm and understand the consequences and penalties for failing to comply with the discipline policies of Central New York Academy Charter School, the NY State Compulsory Education Act, and Student Attendance Protocol for Central New York Academy Charter School.

Please sign and date the top portion of this page and return it to your child's Homeroom Teacher within five (5) days.

Student Name (Please Print) _____ Student Signature _____Date _____

Parent Name (Please Print) _____ Parent Signature _____ Date _____

Cut Here

DISCIPINE POLICY STATEMENT

CNYACS is committed to providing the best possible education for the children who attend its schools. This commitment requires not only rigorous courses, highly qualified teachers, and well-equipped facilities, but also a safe, positive environment for our students, staff, parents, stakeholders, and community partners. CNYACS expects all students to adhere to strict standards of acceptable behavior to foster learning. The CNYACS Code of Student Conduct identifies the rules of student behavior applicable to all CNYACS students, the discipline approach used to promote and enhance positive behaviors, and the procedures for imposing discipline consequences on students who violate these rules. When discipline must be administered, the CNYACS Code of Student Conduct ensures that it is fair and serves the best interests of all students in the school.

In general, discipline is designed to promote positive behavior and to correct a student's misconduct and encourages the student to be a responsible citizen of the school community. CNYACS understands that students' misconduct is influenced by many factors, including trauma, mental health, disabilities, discrimination, and chronic stress. Responses to misconduct and the resulting support

will address the root cause of misconduct to the extent possible. The CNYACS Code of Student Conduct is focused on behavioral expectations, rights, and responsibilities and is not an exhaustive overview of positive responses and supports.

Disciplinary actions in response to unacceptable behavior will be administered based on the discretion of the handling administrator in proportion but not limited to the severity of the unacceptable behavior, its impact on the school environment, the student's age, developmental disabilities, grade level, the context and apparent intentionality, the student's previous discipline history, substantial injuries, and other relevant factors.

In considering the nature or severity of the behavioral situation, the disciplinary process may include student support services provided by the local school and other public entities or community organizations to provide services to help maximize the academic potential along with the social and emotional well-being of students through the practices of effective consultations, comprehensive evaluations, and the development of prevention and intervention strategies.

Parental notification and parental involvement are essential to any effort to modify a student's inappropriate behavior. The CNYACS Code of Student Conduct will only be effective if parents and guardians, teachers, and school administrators work together to improve student behavior and enhance academic performance. Parents, educators, and community members are urged to communicate concerns about student behavior or the student discipline process to the school principal.

Central New York Academy Charter School Discipline Policy for Students with Disabilities

At Central New Academy Charter School, we are committed to fostering an inclusive and supportive learning environment for all students. Our discipline policy for students with disabilities is designed to align seamlessly with the federal Individuals with Disabilities Education Act (IDEA) and its regulations. We recognize the unique needs of students with disabilities and strive to provide an atmosphere that promotes both academic growth and personal development. This policy ensures that discipline practices are fair, equitable, and in compliance with legal requirements.

IDEA Compliance:

Our discipline policy is carefully crafted to conform with the principles outlined in the Individuals with Disabilities Education Act (IDEA) to guarantee that students with disabilities are afforded the same educational opportunities and protections as their peers. We are committed to upholding the rights and provisions established by IDEA to maintain a positive and inclusive educational environment.

Behavioral Intervention Plans (BIP) in Individualized Education Plans (IEP):

For students with disabilities with a Behavioral Intervention Plan (BIP) as part of their Individualized Education Program (IEP), our discipline policy considers the specific strategies and interventions outlined in the BIP. The BIP serves as a roadmap for understanding and addressing the behavioral needs of individual students. Our educators, administrators, and support staff are trained to implement the BIP effectively, ensuring that interventions are consistent and aligned with the student's unique requirements.

Communication and Collaboration:

Classroom teachers play a pivotal role in the successful implementation of the discipline policy for students with disabilities. To ensure that teachers are well-informed about the BIPs of students in their classrooms, our school promotes open communication and collaboration among special education staff, general education teachers, and other relevant stakeholders. Regular meetings, training sessions, and documentation reviews are conducted to facilitate a comprehensive understanding of each student's needs.

Proactive Strategies and Positive Reinforcement:

Our discipline policy emphasizes proactive strategies to address behavioral challenges before they escalate. Classroom teachers are encouraged to incorporate positive reinforcement techniques, fostering a supportive and nurturing learning environment. By focusing on positive behavior reinforcement, we aim to create a culture that encourages students to succeed academically while developing essential social and emotional skills.

Individualized Approaches:

Recognizing the diversity of our student population, we understand that each student with a disability is unique. Our discipline policy is flexible and allows for individualized approaches that consider each student's specific needs, strengths, and challenges. This ensures that disciplinary actions are tailored to address the root causes of behavior, promoting a holistic and effective intervention approach.

Continuous Professional Development:

To ensure that our educators remain well-versed in the discipline policies and procedures for students with disabilities, we provide ongoing professional development opportunities. This includes workshops, seminars, and training sessions focused on best practices in special education and behavior intervention. By fostering continuous learning, we empower our teachers to create an environment that supports the academic and behavioral success of all students.

PURPOSE OF THE CODE OF STUDENT CONDUCT

The CNYACS Code of Student Conduct is intended to inform students in grades K-8 of acceptable versus unacceptable. It is impossible to write a Code that addresses every conceivable variation of permitted and prohibited behavior. Consequently, students should understand they may be disciplined for any misconduct that disrupts the orderly mission of the school, that endangers the safety of him/herself or others, or that is otherwise determined by school administration to be unsuitable to maintain a safe, positive, and supportive learning environment.

Individual classroom teachers may impose campus or classroom rules in addition to those in this CNYACS Code of Student Conduct geared toward improving safety, well-being, and academic progress. These rules may be explained by the teacher, posted in classrooms, or distributed to students, and may or may not constitute violations of the CNYACS Code of Student Conduct.

The determination of whether a student has violated the CNYACS Code of Student Conduct will be based solely on a preponderance of evidence. In other words, is it more likely than not, based on the evidence, that the student violated the rule?

LEARNING AND COMPLIANCE

All students, regardless of age or grade level, are required to know the contents of the CNYACS Code of Student Conduct and abide by its policies and any other rules of conduct imposed by the school, to the extent possible based on their overall developmental level. Teachers are required to conduct a more thorough review of the CNYACS Code of Student Conduct with younger students in grades K-3, Exceptional Education students, and English as a New Language (ENL) students to ensure their understanding. The CNYACS

Code of Student Conduct is distributed to all students. Prior to the distribution of the CNYACS Code of Student Conduct, it is reviewed by faculty and staff before school begins and before students arrive to ensure their understanding.

The CNYACS Code of Student Conduct is distributed and taught to students during the first week of school. A signed Parent/Guardian Signature Page found on page 3 is required from each student and parent/guardian. A parent or legal guardian that does not acknowledge receipt of the student code of conduct shall not be absolved of any responsibility with respect to the information contained in the student code of conduct. A school-wide mandatory test on the CNYACS Code of Student Conduct is administered to students within the first two weeks of school. This test may be administered during the traditional school day or electronically during virtual instruction. Student test scores are recorded. School meetings are held during the first three weeks of school to discuss discipline and the application of discipline procedures. Students who enter the school after the start of the school year will receive the CNYACS Code of Student Conduct and will be tested on its contents. Students are urged to ask faculty or staff members for clarification of any part of the CNYACS Code of Student Conduct they do not understand.

EQUAL EDUCATIONAL OPPORTUNITIES

CNYACS provides equal educational opportunities for all students, regardless of their race, color, religion, national origin, gender, disability, age, sexual orientation, and gender identity. No student shall be subjected to discrimination or harassment because of the student's race, color, religion, national origin, gender, disability, age, sexual orientation, and gender identity in any of the school's educational programs, activities, or practices, including implementation of this CNYACS Code of Student Conduct.

DISCIPLINARY JURISDICTION OVER STUDENT CONDUCT

CNYACS has discipline authority over its students whenever the school's interests are involved. Therefore, the CNYACS Code of Student Conduct applies at the following times and places:

- On school grounds at any time;
- Off school grounds at a school bus stop or at a school activity, function, or event;
- While the student is on a school bus or school-sponsored transportation;
- While the student is participating in virtual instruction;
- When either the alleged perpetrator or the alleged victim is enroute from school, to home, enroute from a school activity, function, or event;
- When utilizing school technology resources, including but not limited to equipment, networks, virtual platforms, and
- software;
- Off school grounds while the student is participating in or attending school-sponsored or school-related activities, such as field trips, conferences, or athletic events, or is otherwise subject to the jurisdiction of school authorities;

- Off school grounds while attending a school-sponsored or school-related activity;
- Off school grounds when the behavior of the student could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process or is in violation of state cyberbullying definition {https://www.ny.gov/cyberbullying}.
- Off school grounds when a student leaves school without permission of a school official (Absent Without Leave).

INVESTIGATION OF MISCONDUCT

Minor misconduct is often correctable with immediate feedback from the teacher or other personnel. When a more severe violation of school rules is reported or suspected, the principal or his/her designee will determine whether an investigation is warranted and, if so, will direct the appropriate personnel to investigate the incident. The investigation should be timely and include interviews with the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. Written statements should be obtained from all interviewed parties. Video surveillance, if available, should be reviewed and secured.

If administrators believe a request for a due process hearing will be made, the administrator should attempt to preserve video surveillance of any misconduct. Any other physical and documentary evidence should be collected and preserved. School counselors, school social workers and other support staff should be utilized as needed. During or after the investigation, the parent or guardian will be notified. However, if the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified ***immediately***. Furthermore, if the incident involves a threat to safety or intervention of law enforcement is otherwise determined to be appropriate, appropriate authorities shall be contacted and the school investigation will proceed to the extent possible while avoiding interference with any law enforcement investigation or detention.

The determination of whether a student has violated the CNYACS Code of Student Conduct will be made based solely on a preponderance of the evidence. In other words, is it more likely to be true than not true, based on the evidence, that the student did violate the rule? For short term suspensions (10 days of suspension or less) there is no formal appeal process. If the parents/guardians or student disagree with the decision, they may petition the school principal. If they disagree with the principal’s decision, they may petition in writing to the board of trustees.

SAFE SCHOOLS

Our top priority at CNYACS is keeping our students and staff safe. Ensuring the safety and well-being of students, educators, and staff is paramount in creating a conducive learning environment. A comprehensive Safe School Plan is essential to proactively address potential threats and emergencies, fostering a secure atmosphere that promotes both physical and emotional safety. CNYACS Safe Schools Plan will encompass a range of strategies and utilize various resources to address diverse safety concerns.

Key Strategies for CNYACS Safe Schools Plan

Emergency Preparedness:

- Develop and regularly update emergency response plans for various scenarios, including natural disasters, accidents, and potential security threats.
- Conduct regular drills and simulations to ensure that all stakeholders are familiar with emergency procedures.
- Physical Security Measures:
- Install and maintain appropriate security infrastructure, such as surveillance cameras, access control systems, and well-lit areas.
- Implement visitor management protocols to control access to school premises.

Crisis Communication:

- Establish a robust communication system for disseminating information to parents, students, and staff during emergencies.
- Utilize multiple communication channels, including text messages, emails, and social media platforms.

Mental Health Support:

- Incorporate mental health resources and counseling services to address emotional well-being and prevent potential incidents.
- Train staff to recognize signs of distress and provide appropriate support to students in need.

Collaboration with Law Enforcement:

- Foster strong partnerships with local law enforcement agencies to enhance the security of the school community.
- Conduct joint training exercises and share information on potential threats or concerns.

Resources for CNYACS Safe Schools Plan

Safety Personnel:

- Employ trained security personnel or resource officers to enhance on-site security.
- Collaborate with local law enforcement agencies to facilitate a visible and active presence.
- Technology:
- Invest in advanced security technology, including surveillance systems, metal detectors, and electronic access control.
- Explore the use of anonymous reporting apps or hotlines to encourage students and staff to report safety concerns.
- Training Programs:
- Conduct regular training sessions for staff, students, and parents on emergency response protocols.
- Provide ongoing professional development for educators to recognize and address potential safety issues.

Community Engagement:

- Engage with the local community to create a network of support for the school's safety initiatives.
- Establish partnerships with community organizations that can contribute resources or expertise.

Cybersecurity Measures:

- Implement cybersecurity measures to protect sensitive information and prevent online threats.
- Educate students on responsible internet use and digital citizenship.

By adopting a multifaceted approach that combines these strategies and resources, schools can create a safe and secure environment conducive to effective teaching and learning. Regular reviews and updates to the Safe School Plan will ensure its continued relevance and effectiveness in addressing evolving safety challenges.

Central New York Academy Charter School

CHARACTER TRAITS

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character that is the goal of true education." –Martin Luther King, Jr.

Character Education is the deliberate effort to help people understand, care about, and act upon core ethical values. An intentional and comprehensive character education initiative provides a lens through which every aspect of school becomes an opportunity for character development.

Benefits of Character Education:

- Promotes character development through the exploration of ethical issues across the curriculum
- Develops a positive and moral climate by engaging the participation of students, teachers and staff, parents, and communities
- Teaches how to solve conflicts fairly, creating safer schools that are free of intimidation, fear, and violence, and are more conducive to learning*

Character traits are essential for students to prepare for greatness! These traits should be modeled and maintained by adults and students.

Respect, Responsibility & Caring

Modeling cornerstones of good character

Respect

Showing high regard for self, others and property

Responsibility

Being accountable for your own behavior

Honesty

Being truthful in word and action

Caring

Showing concern for the well-being of others

Justice and Fairness

Demonstrating impartial, unbiased and equitable treatment for all

Citizenship

Being an informed, responsible and caring participant in your community

Courage

Doing the right thing in the face of difficulty and following your conscience instead of the crowd

Perseverance

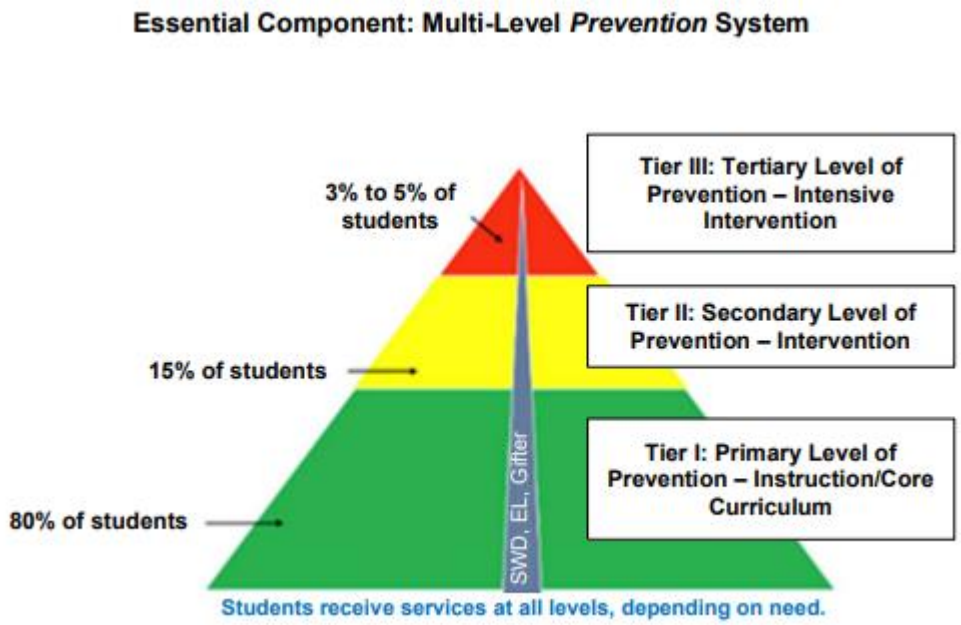
Staying on task and not giving up. Demonstrating commitment, pride and positive attitude in completing tasks

Hope

Believing you will be successful

CNYACS' Multi-Tiered Systems of Support and Response to Intervention (RTI):

What happens if a student needs help with learning and behavior?



General Education Multi-Tiered Systems of Support (MTSS), Tiers 1-3

Students sometimes need help with learning or behavior, beyond what is routinely offered by a teacher in a general education classroom. CNYACS will include a system with three levels of academic and social-emotional-behavioral support for students who may struggle with learning or behavior. Tier 1 describes the many ways that teachers support students' learning and development and includes core educational practices to support standards-based instruction. Tier 2 is the next level used if Tier 1 is not sufficient and provides moderate intensity support to help students develop and grow in specific skills. Tier 3 is used when Tier 2 is not sufficient and provides intensive support organized through the Student Support Team (SST) process, focusing on helping students with specific

skills to address learning and/or behavior concerns. Tier 2 or Tier 3 support is provided in addition to Tier 1 core instruction and supports. Being enrolled in Tier 2-3 does not mean a student has a disability or is receiving special or exceptional education. These tiers provide prevention and intervention in a general education setting and support the students' learning and behavior.

MTSS/ POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)



CNYACS will implement a PBIS system of student behavior monitoring. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. More than 27,000 U.S. schools are implementing PBIS and saving countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBIS schools apply a multitiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports, 2009) Behavioral support is provided for all students school wide.

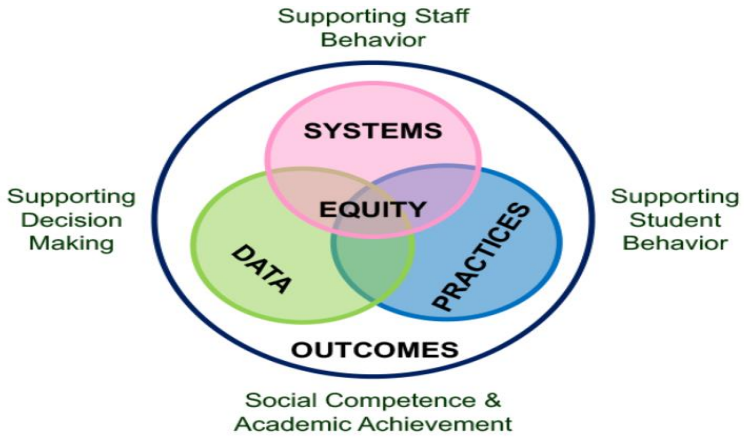
Schools implementing PBIS:

- Use a continuum of evidence-based practices to support student needs
- Engage students, families, and community members to co-create culturally responsive practices
- Regularly check the effectiveness of their practices
- Rely on teams to guide implementation
- Use data to identify strengths, uncover needs, and monitor student progress
- Implement universal screening
- Develop content expertise through coaching and on-going professional development

PBIS is not a curriculum you purchase or something you learn during a one-day professional development training. It is an ongoing commitment to supporting students, educators, and families through systems change. When you implement PBIS well, students

experience improved behavioral, social, emotional, and academic outcomes; schools and programs reduce their use of exclusionary discipline practices and improve their overall climate.

CNYACS will emphasize the following five interrelated elements in the school wide PBIS system: equity, systems, data, practices, and outcomes.



Equity

When you implement PBIS with fidelity, it fits seamlessly within your local context. To do that requires a focus on aspects of culture and equity. CNYACS' leadership team will work with members of the school community, students, families, and community members to prioritize valued outcomes and promote high expectations for all students. Centering equity also means supporting educators' roles in implementation, adapting practices to meet students' individual needs, and disaggregating data by student group to ensure success for everyone.

Systems

Your foundational systems establish the way your schools and programs operate. CNYACS' systems will include teaming structures, training, coaching, and other supports for educators. In PBIS, these systems support accurate, durable implementation of practices and the effective use of data to achieve better outcomes.

Data

A school or program generates a wide range of data about students every day. Within the PBIS framework, CNYACS will use data to select, monitor, and evaluate outcomes, practices, and systems across all three tiers.

Practices

CNYACS'school and classroom practices that are implemented are critical to supporting students and creating a positive school climate. In PBIS, these interventions and strategies are backed by research and target the outcomes that the CNYACS and our community want to achieve.

Outcomes

The goal of implementing PBIS data, systems, and practices is to improve outcomes. Families, students, and educators set goals and work together to achieve them. In PBIS, outcomes might include behavioral, social, emotional, and academic growth; positive school climate; or fewer office discipline referrals.

Tiered PBIS Framework

CNYACS educators and practitioners will provide a continuum of academic, behavioral, social, and emotional support aligned to students' needs. We describe this continuum across three tiers of support.

Foundational systems across all three tiers include:

- A shared vision for a positive school social culture
- A representative leadership team that meets regularly and shares expertise in coaching, social, emotional, behavioral, academic, equity, mental health, physical health, wellness, and trauma
- Families are actively engaged
- A supportive and involved school administration
- On-going access to professional development for preparing all staff to implement each tier of PBIS
- Systematic collection of screening, progress-monitoring, outcome, and fidelity data
- Ongoing use of data for decision making
- Disaggregating data to examine equity among student subgroups

Tier 1: Universal, Primary Prevention

Tier 1 systems, data, and practices support everyone – students, educators, and staff – across all school settings. They establish a foundation for positive and proactive support. Tier 1 support is robust, differentiated, and enables most (80% or more) students to experience success. Tier 1 practices include:

- Collaborating with students, families, and educators to define positive school/program-wide expectations and prioritize appropriate social, emotional, and behavioral skills
- Aligning classroom expectations with school/program-wide expectations
- Explicitly teaching expectations and skills to set all students up for success
- Encouraging and acknowledging expected behavior
- Preventing and responding to unwanted behavior in a respectful, instructional manner
- Fostering school/program-family partnerships

Tier 2: Targeted, Secondary Prevention

In addition to your Tier 1 foundation, students receiving Tier 2 supports get an added layer of systems, data, and practices targeting their specific needs. On average, about 10-15% of your students will need some type of Tier 2 support. The support you provide at Tier 2 is more focused than at Tier 1 and less intensive than at Tier 3. Tier 2 practices include:

- Providing additional instruction and practice for behavioral, social, emotional, and academic skills
- Increasing adult support and supervision
- Providing additional opportunities for positive reinforcement
- Increasing prompts or reminders
- Increasing access to academic supports
- Increasing school-family communication

Tier 3: Intensive and Individualized, Tertiary Prevention

At most schools and programs, there are a small number (1-5%) of students for whom Tier 1 and Tier 2 supports have not been sufficient to experience success. At Tier 3, CNYACS students will receive more intensive, individualized support to improve their outcomes. Tier 3 support is available to any student with intensive need, whether they receive special education services or not. Tier 3 practices include:

- Engaging students, educators, and families in functional behavioral assessments and intervention planning
- Coordinating support through wraparound and person-centered planning
- Implementing individualized, comprehensive, and function-based support

Disciplinary Procedures and Penalties

Students who are found to have violated the CNYACS Code of Student Conduct may be subject to the following penalties:

- Verbal warning
- Written warning
- Loss of privileges
- Written notification to parent
- Detention
- Suspension from transportation
- Suspension from school-related activities, including but not limited to athletic activities
- Suspension from social or extracurricular activities
- In-school suspension for five school days or less
- Short-term (10 school days or less) suspension from school
- Long-term (more than 10 school days) suspension from school
- Permanent expulsion from CNYACS.

Disciplinary action will aim to allow the child to remain in the school setting engaged in learning activities rather than out of school. However, to maintain effective learning conditions, it may be necessary to suspend the student's ability to attend school due to Code violations. In determining the appropriate disciplinary action, the following factors will be considered:

- The student's age and maturity level
- The nature and seriousness of the infraction and the circumstances which led to the infraction
- The student's previous disciplinary record
- The effectiveness of other forms of discipline

Alternative instruction to students who are suspended

If a student is suspended (whether in-school or out-of-school) the student will be provided with alternative instructional resources and strategies that can be completed during the suspension. The school will create an Educational Services Plan (ESP) for suspended or expelled students. This plan outlines the educational services and supports that will be provided to the student during the period of suspension or expulsion. For students with disabilities, the school will consider the provisions of the student's IEP or 504 plan. Alternative instruction must be consistent with the student's individual needs and accommodations. The school will document all efforts made to provide alternative instruction, including the content of educational services, communication with parents, and any adaptations made to accommodate the student's individual needs. The school will develop and implement a plan for the student's reintegration into the regular educational setting after the suspension or expulsion period. This may include a transition meeting with the student, parents, and school staff to discuss academic and behavioral expectations.

Level I Infractions may include but are not limited to:

1. Running in hallways
2. Misuse of hall pass
3. Making unreasonable noise
4. Insubordination: the refusal to obey the reasonable and lawful directions of school personnel and/or the failure to obey school, classroom, hall, bus, cafeteria or bathroom rules or codes of conduct. Insubordination may also be a Level II or a Level III infraction.
5. Using language or gestures, or making drawings or writings that are profane, lewd, vulgar, obscene or abusive
6. Verbal Abuse: name-calling, racial or ethnic slurs, put-downs, teasing or derogatory statements or any other statements that disrupt the school program

Teacher-selected strategies should be used for minor acts of student behavior unsuitable for the context. Level 1 behaviors include behaviors that may be permissible in some contexts (e.g., playing with toys) but are not appropriate for the current context. Teachers will ensure that students understand when such behaviors are not appropriate and will provide positive feedback and reinforcement before addressing recurring behaviors as possible misconduct. Teachers should keep a written record of the violation and strategies used to address the behavior.

If a Level I violation repeatedly or substantially interferes with the learning environment, it may be elevated to a higher level after the teacher selected strategies have been utilized. Necessary strategies and positive behavioral interventions and supports will be provided through the MTSS/PBIS process at Tier 1. Examples of behaviors that may impact only the student are:

1. Calling out in class
2. Inappropriate Noise
3. Chewing gum
4. Tapping pencils
5. Writing on self
6. Writing on desk
7. Not in seat
8. Not prepared for class
9. Off-tasks behaviors
10. Drawing instead of working
11. Tardy to class
12. Criticizing teacher one on one
13. Whining
14. Wearing a hat in school, minor deviation from dress code
15. Eating food when not allowed

Strategies for Managing Behaviors: Conference with student and other individuals as needed; Build relationships that support academic achievement; Discussion about expectations; Review classroom procedures and expectations; Eye contact; Proximity; High levels of supervision; Verbal warning; and Pre-teaching of expectations. Disciplinary Options may include but are not limited to: Time out in room; Time away in buddy classroom; Loss of privilege; Reflection sheet; Moving seat; Parent contact; Reinforcement of appropriate behaviors; De-escalation strategies; and Redirect behavior. Special education student procedures must be applied for students with an Individual Education Plan (IEP) or 504 Plan.

Level II Infractions may include but are not limited to:

1. Fighting/Battery: physically striking another person directly or with an object, not including the use of a weapon, firearm or dangerous object, that does not rise to the level of violent conduct as defined in Level III;
2. Disruption during fire drill;
3. Loitering/Trespassing: being in or on School grounds without the permission of the administration;
4. Vandalism or intentional destruction of property: Intentional destruction of or defacing of property belonging to the school, rented by or on loan to the school, or property (including automobiles) of persons employed by the school or in attendance at the school;
5. Stealing or misusing the property of other students, school personnel or any other person lawfully on school property or attending a school function;

Level II violations include infractions that are more severe in nature than Level 1 and interfere with classroom instruction and/or orderly operation of the learning environment, school transportation or a school-sponsored activity. These violations include minor misconduct and misbehaviors directed against persons or property but do not seriously endanger the health, safety, and well-being of others. Necessary strategies and positive behavioral interventions and supports will be provided and documented through the Response to Intervention process at Tier 1. Certain Level 2 violations might result in Tier 2 or Tier 3 intervention supports if safety concerns for the student or others are present. Certain Level 2 violations may be elevated to Level 3 violations or higher based on the severity or context of the misconduct if this behavior jeopardizes the health, safety, or well-being of others.

Examples of behaviors that interfere with the learning of others:

- Touching
- Poking
- Standing on furniture
- Constant talking
- Out of seat and interfering with others learning
- Inappropriate chair manners
- Consistently not following directions
- Unauthorized electronic device usage including but not limited to cell phones and iPods

- Running away and leaving the classroom
- Throwing items in classroom
- Disrespectful language to adult
- Yelling at a teacher
- Moving or kicking furniture in an angry way/tantrum
- Bus misbehavior
- Gambling
- Dress code violations that noticeably affect safety or respect for self and others

Strategies for Managing Behaviors: Build relationships that support academic achievement; Discussion about expectations; Review classroom procedures and expectations; Eye contact; Proximity; High levels of supervision; Verbal warning; Pre-teaching of expectations; Mentoring; Consultation with grade level teams/school counselor/school psychologist for classroom/individual behavior management ideas; Restorative practices; Teach Pro-Social behaviors; and Use of safe place for students to retreat to help self-regulate. Disciplinary Options may include but are not limited to: Time out in room; Time away in buddy classroom; Loss of privileges; Reflection sheet; Moving seat; Parent conference; Reinforcement of appropriate behaviors; De-escalation strategies; Redirect behavior; Behavior Contract; In-School Suspension; Restorative justice; and problem solving with your grade level team. Corrective Strategies should be used to manage additional behaviors with the involvement of the student, parent, teacher, or other internal supports. Special education student procedures must be applied for students with an Individual Education Plan (IEP) or 504 Plan.

Level III Infractions may include but are not limited to:

1. Commission of any act of violent conduct. A student engages in violent conduct if (s)he: Commits an act of force or uncontrolled behavior targeted at a school employee or any other person lawfully on school property or at a school function.
2. Commits an act of violence upon another student while on school property or at a school function.
3. Violates the Prohibition of Weapons, Firearms and Dangerous Objects.
4. Threatens, while on School property, to use any instrument that appears capable of causing physical injury or death.

Level III violations include infractions which are more severe in nature than Level 2 and interfere with the orderly operation of the learning environment, school transportation or a school-sponsored activity. These violations include repeated, unrelated acts or misconduct and misbehaviors directed against persons or property and may impede the learning or jeopardize the health, safety, or

well-being of others. Necessary strategies and positive behavioral interventions and supports will be provided and documented through the MTSS/PBIS-RTI process at Tier 1. Certain Level 3 offenses may be elevated to Tier 2 of the MTSS/PBIS-RTI framework provided that Tier 1 supports have been completed and documented with fidelity. In addition, certain Level 3 offenses may be elevated to Tier 2 or Tier 3 intervention supports if safety concerns are present for the student or others. If students have accumulated 2-4 out of school suspensions or an accumulation of 5 or more out of school suspension days, a Tier 2 behavior support plan should be created, implemented, and documented with fidelity. If the student accumulates 5 or more suspensions, a Tier 3 plan should be created, implemented, and documented with fidelity. Certain Level 3 violations may be elevated to Level 4 violations or higher based on the severity or context of the misconduct if it seriously disrupts the school environment, or presents threats to health, safety, or property.

Examples of behaviors that affect an orderly environment:

- Any level 1 or 2 that takes excessive teacher time and takes away from student learning.
- Talking back to adult
- Throwing items in classroom at others
- Lying
- Cheating
- Forgery
- Fighting (Simple Battery)
- Inappropriate language
- Pushing
- School disturbance
- Bullying, Harassment, Hazing
- Disrespect to peers/adults
- Leaving room without permission
- Banging on window
- Vandalizing school property
- Unauthorized electronic device usage including but not limited to cell phones and iPods
- Conduct outside of school hours or away from school
- Unsafe action
- Dress code violations that noticeably affect safety or respect for self and others

Strategies for Managing Behaviors: Behavior Contract; Detention; In-School Intervention; Mediation; Mentoring; Discipline Warning Letter to Parents; Referral Process; Restorative Practice; Shadowing; Substance Abuse Education; and Violence Education.

Disciplinary Options may include In-School Suspension for 1-3 days with Instructional Module. Special education student procedures must be applied for students with an Individual Education Plan (IEP) or 504 Plan.

Due Process

If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified by the School of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the hearing's determination.
If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and School agree otherwise.

Federal Gun Free Schools Act (Public Law 107-110)

The federal Gun-Free Schools Act (GFSA) is a legislation aimed at promoting a safe learning environment by prohibiting the possession of firearms in and around schools that receive federal funding. Enacted in 1994, the GFSA mandates that states receiving federal education funds must have laws requiring local educational agencies (LEAs) to expel any student found with a firearm on school grounds for a period of at least one year, with certain limited exceptions.

The GFSA also includes mandatory penalties for individuals who bring firearms to schools. Any person who violates the law by knowingly possessing a firearm in a school zone can face federal penalties, including fines and imprisonment. CNYACS will implement the following strategies to adhere to the compliance guidelines under the GFSA:

- **Adopt and Enforce Policies:** CNYACS will develop and implement strict policies that prohibit the possession of firearms on school premises. These policies will be communicated clearly to students, staff, and parents.
- **Collaborate with Law Enforcement:** CNYACS will establish partnerships with local law enforcement agencies to ensure a quick and effective response to any potential firearm-related incidents. Reporting mechanisms should be in place to facilitate communication with law enforcement.
- **Educate Stakeholders:** CNYACS will conduct educational programs to inform students, parents, and staff about the GFSA regulations and the severe consequences of violating the law. Awareness campaigns can help create a safer school environment.
- **Security Measures:** CNYACS will implement security measures such as metal detectors, surveillance cameras, and controlled access points to help deter and detect any attempts to bring firearms onto school premises.
- **Collaboration with Authorizing Entities:** CNYACS will work closely with their authorizing entities and relevant education authorities to ensure alignment with state and federal regulations.

Central New York Academy Charter School Dress Code Policy

The dress code policy of Central New York Academy Charter School is designed to create a positive and focused learning environment, promote a sense of unity and equality among students, and minimize distractions. The dress code aims to instill a sense of professionalism, responsibility, and pride in the students.

The CNYACS dress code guidelines are:

Uniforms: ***Central New York Academy Charter School is a uniform wearing school. We encourage all students to "Dress for Success! "***Students must wear a standardized school uniform that includes specific colors, styles, and accessories for CNYACS. This helps in fostering a sense of belonging and reduces socio-economic differences among students.

Rationale - The rationale behind implementing a dress code policy includes:
Promoting Equality: Uniforms create a level playing field, reducing the visibility of socio-economic differences among students.

Reducing Distractions**:** A standardized dress code helps minimize distractions caused by fashion choices, allowing students to focus on their studies and creating a more conducive learning environment.

Fostering School Pride: Wearing a uniform can instill a sense of pride and belonging to the school community, encouraging a positive school culture.

Preparing for the Future: Dressing in a professional manner prepares students for future academic and professional settings, helping them develop a sense of responsibility and discipline.

Subsidizing Uniform Costs

To assist parents who may face financial challenges in affording uniforms, Central New York Academy Charter School will implement subsidy programs. These programs will include:

Donations and Sponsorships: The school may seek donations or sponsorships from local businesses, community organizations, or individuals to create a fund specifically designated for subsidizing uniform costs.
Second-Hand Uniform Exchange: The school could establish a system for the exchange or donation of gently used uniforms, allowing families to access affordable clothing options.
Bulk Purchasing Discounts: By negotiating bulk purchasing agreements with uniform suppliers, the school can potentially secure discounted rates, reducing the overall cost of uniforms for all families.

STUDENTS MAY NOT WEAR THE FOLLOWING:

1. Any clothing/apparel/jewelry/ which:
a. Is considered unsafe, dangerous, or a health hazard.
b. Contains offensive or obscene symbols, signs, slogans, words degrading any gender, cultural, religious, or ethnic values.
2. Any attire of grooming which is disruptive to the instructional process which may include but not limited to:

c. sheer/see-through blouses, shirts and/or skirts
d. bare midriffs/halter tops
e. short shorts (shorts are to be knee-length)
f. tight or revealing clothing
g. clothing which allows underwear to be exposed
h. baggy pants without a belt
i. sunglasses
j. bike shorts
k. Overalls with only one or no straps buckled.

3. Hats, headbands, wristbands, and wave caps may not be worn in the building.
4. ***ALL SHIRTS MUST BE <u>TUCKED</u> IN. Male students must wear a belt as needed.***

STUDENT DRESS CODE VIOLATION

All students are expected to adhere to the expectations of appropriate dress as indicated in the CNYACS Dress Code Policy.

Number of Offenses	Action of the School
First Offense	Verbal Reprimand, Contact Parent and In-School Suspension (ISS) until end-of-day or correction of the violation
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R10c Special Education Policy

Central New York Academy Charter School Discipline Policy for Students with Disabilities

At Central New York Academy Charter School, we are committed to fostering an inclusive and supportive learning environment for all students. Our discipline policy for students with disabilities is designed to align seamlessly with the federal Individuals with Disabilities Education Act (IDEA) and its regulations. We recognize the unique needs of students with disabilities and strive to provide an atmosphere that promotes both academic growth and personal development. This policy ensures that discipline practices are fair, equitable, and in compliance with legal requirements.

IDEA Compliance:

Our discipline policy is carefully crafted to conform with the principles outlined in the Individuals with Disabilities Education Act (IDEA) to guarantee that students with disabilities are afforded the same educational opportunities and protections as their peers. We are committed to upholding the rights and provisions established by IDEA to maintain a positive and inclusive educational environment.

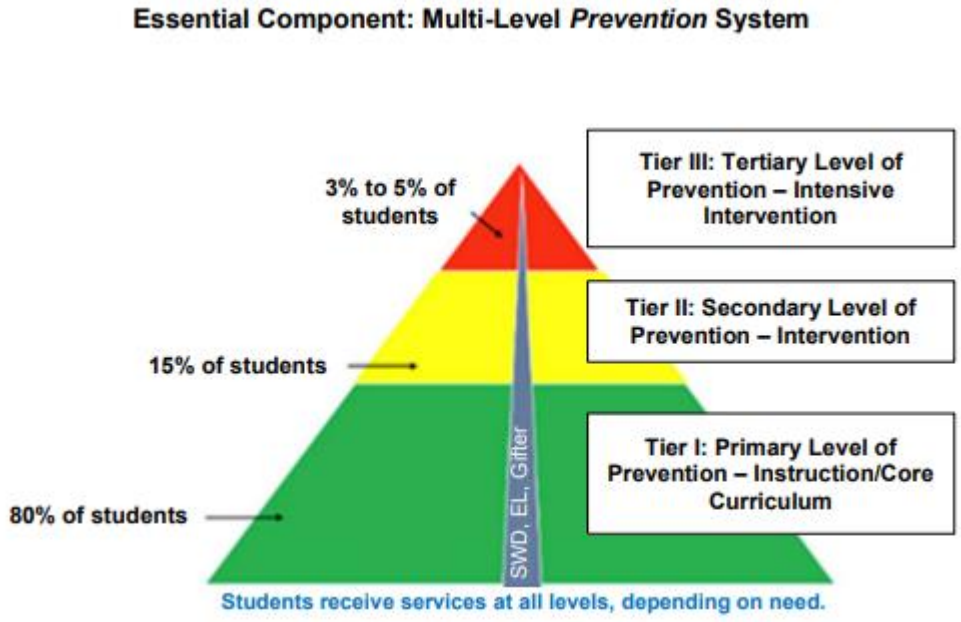
Behavioral Intervention Plans (BIP) in Individualized Education Plans (IEP):

For students with disabilities with a Behavioral Intervention Plan (BIP) as part of their Individualized Education Plan (IEP), our discipline policy considers the specific strategies and interventions outlined in the BIP. The BIP serves as a roadmap for understanding and addressing the behavioral needs of individual students. Our educators, administrators, and support staff are trained to implement the BIP effectively, ensuring that interventions are consistent and aligned with the student's unique requirements.

In addition to following the behavior goals and objectives that are outlined in the student's IEP or 504, ZCNYACS will also implement the following:

CNYACS' Multi-Tiered Systems of Support and Response to Intervention (RTI):

What happens if a student needs help with learning and behavior?



General Education and Special Education Multi-Tiered Systems of Support (MTSS), Tiers 1-3

Students sometimes need help with learning or behavior, beyond what is routinely offered by a teacher in a general education classroom. CNYACS will include a system with three levels of academic and social-emotional-behavioral support for students who may struggle with learning or behavior. Tier 1 describes the many ways that teachers support students' learning and development and includes core educational practices to support standards-based instruction. Tier 2 is the next level used if Tier 1 is not sufficient and provides moderate intensity support to help students develop and grow in specific skills. Tier 3 is used when Tier 2 is not sufficient and provides intensive support organized through the Student Support Team (SST) process, focusing on helping students with

specific skills to address learning and/or behavior concerns. Tier 2 or Tier 3 support is provided in addition to Tier 1 core instruction and supports. Being enrolled in Tier 2-3 does not mean a student has a disability or is receiving special or exceptional education. These tiers provide prevention and intervention in a general education setting and support the students' learning and behavior.

Communication and Collaboration:

Classroom teachers play a pivotal role in the successful implementation of the discipline policy for students with disabilities. To ensure that teachers are well-informed about the BIPs of students in their classrooms, our school promotes open communication and collaboration among special education staff, general education teachers, and other relevant stakeholders. Regular meetings, training sessions, and documentation reviews are conducted to facilitate a comprehensive understanding of each student's needs.

Proactive Strategies and Positive Reinforcement:

Our discipline policy emphasizes proactive strategies to address behavioral challenges before they escalate. Classroom teachers are encouraged to incorporate positive reinforcement techniques, fostering a supportive and nurturing learning environment. By focusing on positive behavior reinforcement, we aim to create a culture that encourages students to succeed academically while developing essential social and emotional skills.

Individualized Approaches:

Recognizing the diversity of our student population, we understand that each student with a disability is unique. Our discipline policy is flexible and allows for individualized approaches that consider each student's specific needs, strengths, and challenges. This ensures that disciplinary actions are tailored to address the root causes of behavior, promoting a holistic and effective intervention approach.

Continuous Professional Development:

To ensure that our educators remain well-versed in the discipline policies and procedures for students with disabilities, we provide ongoing professional development opportunities. This includes workshops, seminars, and training sessions focused on best practices in special education and behavior intervention. By fostering continuous learning, we empower our teachers to create an environment that supports the academic and behavioral success of all students.

R10d Dress Code Policy

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Rationale - The rationale behind implementing a dress code policy includes:
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Reducing Distractions**:** A standardized dress code helps minimize distractions caused by fashion choices, allowing students to focus on their studies and creating a more conducive learning environment.

Fostering School Pride: Wearing a uniform can instill a sense of pride and belonging to the school community, encouraging a positive school culture.

Preparing for the Future: Dressing in a professional manner prepares students for future academic and professional settings, helping them develop a sense of responsibility and discipline.

Subsidizing Uniform Costs

To assist parents who may face financial challenges in affording uniforms, Central New York Academy Charter School will implement subsidy programs. These programs will include:

Donations and Sponsorships: The school may seek donations or sponsorships from local businesses, community organizations, or individuals to create a fund specifically designated for subsidizing uniform costs.
Second-Hand Uniform Exchange: The school could establish a system for the exchange or donation of gently used uniforms, allowing families to access affordable clothing options.
Bulk Purchasing Discounts: By negotiating bulk purchasing agreements with uniform suppliers, the school can potentially secure discounted rates, reducing the overall cost of uniforms for all families.

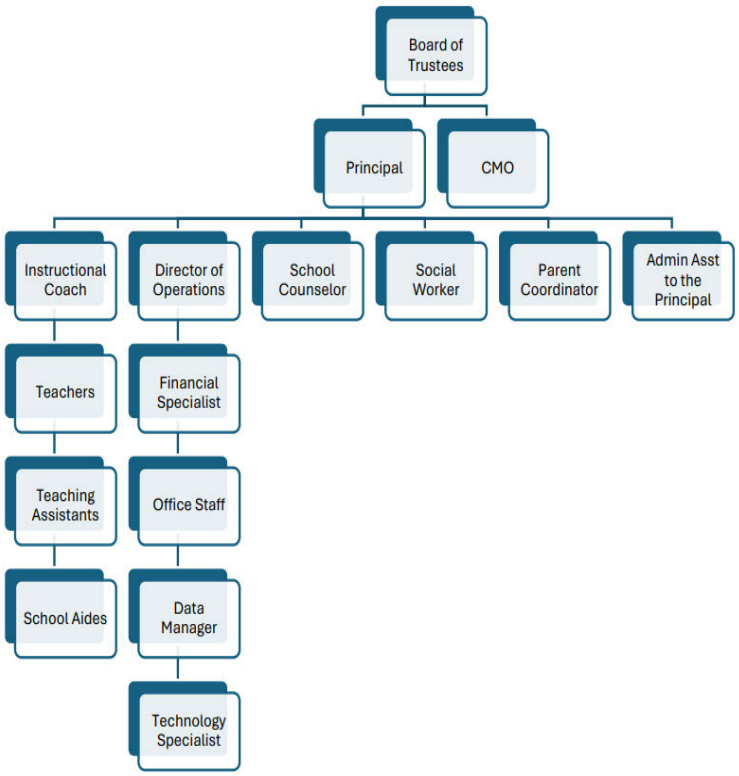
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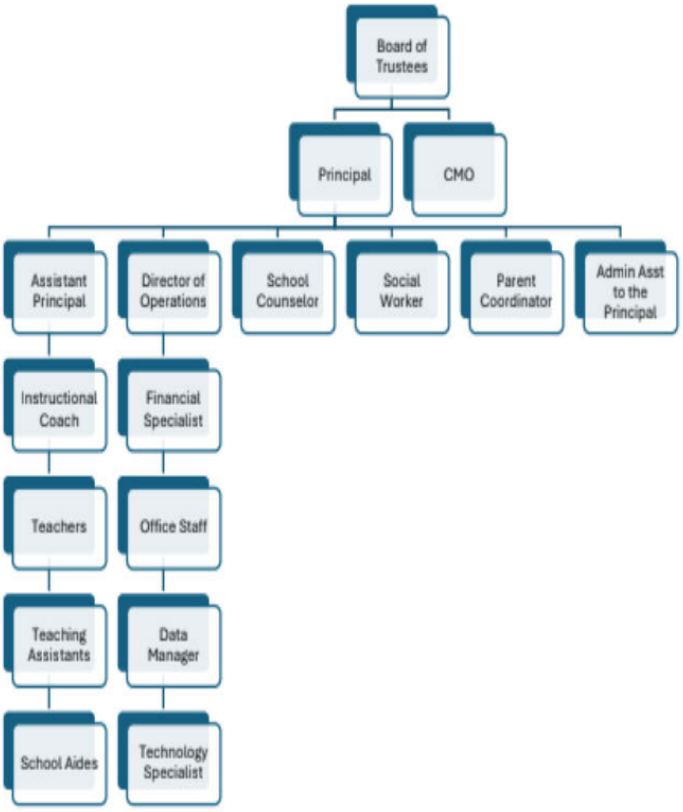
R-11ab - School Management and Leadership

School Organizational Flow Chart (Year 1)



RESPONSE R11ab - 1

School Organizational Flow Chart (Year 5)



School Management and Leadership

In establishing Central New York Academy Charter School (CNYACS), we recognize the critical importance of clear lines of reporting and accountability to ensure effective governance, transparency, and successful outcomes for our students. Our chosen organizational structure reflects a commitment to robust management practices and procedures, stringent evaluation processes for staff in management positions, and a comprehensive recruitment plan for the school leader.

The State University of New York Board of trustee's guidelines help to inform the decisions made by the Charter Management Organization (HLN Initiatives Inc.) based on the most current trends in education and demographics. HLN Initiatives Inc. then guides and assists CNYACS, which is led by the Principal. The Principal and the Director of Operations are the most important connections between the school and HLN Initiatives Inc. They are responsible for communicating specific school demands while supervising and evaluating the team of staff members. The Director of Operations plays a critical role in overseeing all non-academic matters at the school. Key members within this area include the Parent Coordinator, Technology Manager, and Finance Specialist. Feedback is then provided to HLN Initiatives Inc. from the Principal and Director of Operations, allowing everyone to have a voice in the process.

The principal will adopt a comprehensive approach to monitor the instructional program by leveraging the expertise of a dedicated instructional coach. This coach will play a pivotal role in facilitating professional development for teachers, teacher assistants, and school aides. Through ongoing collaboration and targeted guidance, the instructional coach will provide valuable insights and support to enhance teaching methodologies. Regular observations, feedback sessions, and data analysis will be employed to assess the effectiveness of instructional strategies and identify areas for improvement. By fostering a culture of continuous learning, the principal will aim to empower the entire educational team, ensuring a cohesive and effective instructional program that meets the diverse needs of the students.

Management Practices and Procedures: The school's management practices and procedures will be designed to foster a collaborative decision-making environment. “The process of collaborative decision making is aimed at combining the input from all stakeholders and therefore at making the best choice from the standpoint of the objectivity”, ("Welcome to the Dutton Institute," n.d.). It is typical that decisions made by groups differ from those made by individuals. A key aspect of this will be the establishment of a leadership team comprising experienced educators, community representatives, and individuals with diverse expertise. This team will collectively set priorities and make key organizational decisions through a democratic and inclusive process, ensuring that the perspectives of all stakeholders are considered.

The leadership team will play a key role in setting and promoting the culture and climate of the school. “Understanding why culture takes hold and pursuing the building blocks to establish a positive culture through the use of a strong mission, vision, values, and beliefs set the stage to build and maintain strong organizational norms which in turn support the normative culture that is desired”, (Dann, 2022).

Decision-making processes will also be informed by data-driven assessments, allowing the school to adapt and refine its strategies based on the evolving needs of students and the community. Regular meetings, open communication channels, and a commitment to transparency will be integral to our approach, ensuring that all relevant stakeholders are informed and engaged in the decision-making process.

Evaluation Procedures for Staff in Management Positions: To maintain accountability and excellence in leadership roles, the school will implement a rigorous evaluation process for staff in management positions. Performance evaluations will be conducted regularly, assessing the achievement of specific goals and the ability to lead teams effectively, foster a positive learning environment, and contribute to the school's success. The CNYACS is aware that the success of the school depends on its enthusiastic students, committed faculty, and capable administration. Understanding the critical role these leaders play, CNYACS will implement a thorough review process to guarantee the management team's continued development and performance.

I. Planning and Goal setting:

At CNYACS, the management assessment procedure will begin with a joint goal-setting meeting between each management employee and their direct supervisor. This first phase unites individual goals with the overarching mission and vision of the charter school, fostering a sense of ownership and accountability. Together, they create a road map for success in the forthcoming academic year by outlining quantifiable and doable objectives.

CNYACS will use a wide range of performance indicators and data points to ensure objectivity and transparency. These consist of parent surveys, instructor and staff comments, student accomplishment statistics, and other pertinent key performance indicators (KPIs). Utilizing a variety of data sources guarantees a full understanding of each manager's efforts and permits an impartial and thorough evaluation.

IV. Opportunities for Professional Development:

Acknowledging that continued professional development is necessary for advancement, CNYACS will provide its management personnel with various professional development opportunities. Personalized development plans will be made to target specific areas that require improvement identified throughout the evaluation process. CNYACS will also invest in the development of its leaders' ongoing education through conferences, workshops, and mentorship programs.

V. Introspective Self-Evaluation:

At CNYACS, self-reflection is a crucial component of the assessment procedure. It will be recommended that managers do a thorough and frank self-evaluation to determine their areas of strength and growth. This introspective activity will promote a mindset of responsibility and ongoing personal development.

VI. Collaborative Feedback Sessions:

CNYACS views evaluation as a two-way process. Frequent feedback meetings between managers and their supervisors will offer a forum for candid discussion. These meetings will provide a forum for talking about successes, addressing problems, and working together on development plans. Establishing a communicative and encouraging atmosphere that promotes professional development is the aim.

These evaluations will also incorporate feedback from multiple sources, including peers, subordinates, and external stakeholders, to provide a comprehensive assessment of leadership effectiveness.

Principal's Evaluation

The principal will be evaluated utilizing the MPPR Multidimensional Principal Performance Rubric, ("MPPR Rubric," n.d.) The Multidimensional Principal Performance Rubric (MPPR) is a comprehensive and sophisticated evaluation tool designed to assess the effectiveness and competency of school principals in their multifaceted roles.

This rubric incorporates several characteristics that are essential to effective school leadership, going beyond conventional, one-dimensional evaluations. It covers professional development, community involvement, organizational management, and instructional leadership. With precisely specified criteria and indicators for each component, a comprehensive and nuanced assessment of a principal's performance is possible. The Multidimensional Principal Performance Rubric emphasizes the principal's capacity to promote teacher development, cultivate a healthy school climate, and interact with various stakeholders in addition to administrative duties.

Recruitment Plans for the School Leader: The recruitment process for the school leader will prioritize inclusivity, diversity, and a commitment to educational excellence. To select the school leader, we will employ a thorough and transparent process, guided by clear criteria that emphasize leadership qualities, educational expertise, and a deep understanding of community needs.

The team will utilize the Goerge W. Bush Institute's "Principal Recruitment and Selection Guidebook" ("George W. Bush Presidential Center," 2022) to assist with the process of recruitment. The "Principal Recruitment and Selection Guidebook" from the George W. Bush Institute is an extensive and priceless tool that addresses all important factors involved in locating, hiring, and choosing capable school administrators. This handbook, which was created

as part of the Institute's dedication to promoting education reform, provides school districts and other education stakeholders with a tactical framework for luring and keeping exceptional leaders. It explores the nuances of the hiring process for principals, offering helpful advice, industry best practices, and research-backed tactics to guarantee that leaders chosen are not just capable but also committed to creating engaging learning environments. The handbook, which draws from the experience of education professionals, acts as a road map for educational institutions looking to improve student learning and build stronger leadership pipelines, ("George W. Bush Presidential Center," 2022).

CNYACS' recruitment plan will actively reach out to a broad and diverse pool of candidates, including underserved and unrepresented communities. Strategies such as targeted outreach, community partnerships, and involvement in educational networks will be implemented to ensure a comprehensive search. The selection process will involve representatives from various stakeholders, including parents, teachers, community members, and educational experts.

Each qualified candidate will be required to demonstrate how they have successfully demonstrated or their plan for demonstrating the following 10 Traits of Successful School Leaders (Lathan, 2023):

1. They Understand the Importance of Building Community
2. They Empower Teachers and Cultivate Leadership Skills
3. They Utilize Data and Resources
4. They Have a Vision and a Plan
5. They Create Collaborative, Inclusive Learning Environments
6. They Are Passionate About Their Work
7. They Encourage Risk-Taking
8. They Lead by Example
9. They Persevere
10. They Are Lifelong Learners

Additionally, the role of HLN Initiatives Inc., the Charter Management Organization (CMO), will be clearly defined in the selection process. HLN Initiatives Inc. will contribute to the recruitment effort, providing additional resources, expertise, or networks to identify and attract qualified candidates. HLN Initiatives Inc's involvement will be aligned with the school's mission and values, ensuring a collaborative and mutually beneficial relationship. The Board of Trustees will make the final decision on the qualified candidate.

References

Dann, P. L. (2022). *Managing and leading nonprofit organizations: A framework for success*. John Wiley & Sons.

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(n.d.). Welcome to the Dutton Institute | Dutton Institute. https://www.e-education.psu.edu/

Lathan, J. (2023, April 18). *10 traits of successful school leaders*. University of San Diego Online Degrees. https://onlinedegrees.sandiego.edu/effective-educational-leadership/

Principal recruitment and selection guidebook. (2022, December 13). George W. Bush Presidential Center. https://www.bushcenter.org/publications/principal-recruitment-and-selection-guidebook

R-12ac - Personnel

12a

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
	Grades	K-2	K-3	K-4, 6	K-7	K-8
	Enrollment	180	240	360	480	540

*NOTE: Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.

*NOTE: State the assumptions that are being made for personnel "FTE" levels in the section provided below.

ADMINISTRATIVE PERSONNEL FTE	FTE					Description of Assumptions
Executive Management	0.0	0.0	0.0	0.0	0.0	Handled by the CMO
Instructional Management	1.0	1.0	2.0	2.0	2.0	1 Principal year 1 Assistant principal added year 3
Deans, Directors & Coordinators	1.0	1.0	1.0	1.0	1.0	Instructional Coach
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0	Handled by the CMO
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0	Director of Operations
Administrative Staff	4.0	4.0	4.0	4.0	4.0	Secretary, Data Owner, Tech Manager, Parent Coordinator
TOTAL ADMINISTRATIVE STAFF	7.0	7.0	8.0	8.0	8.0	
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	9.0	12.0	18.0	24.0	27.0	3 Lead teacher per grade level
Teachers - SPED	3.0	4.0	6.0	8.0	9.0	1 SPED Teacher per grade level
Substitute Teachers	1.0	1.0	1.0	2.0	2.0	
Teaching Assistants	6.0	8.0	12.0	16.0	18.0	2 Per Grade level
Specialty Teachers	5.0	5.0	6.0	10.0	10.0	Art, Music, Spanish, PE, Dance Teachers
Aides	1.0	1.0	2.0	2.0	2.0	
Therapists & Counselors	2.0	2.0	2.0	2.0	2.0	Social Worker and School Counselor
Other	0.0	0.0	0.0	0.0	0.0	
TOTAL INSTRUCTIONAL	27.0	33.0	47.0	64.0	70.0	
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	0.0	0.0	0.0	0.0	0.0	
Librarian	0.0	0.0	0.0	0.0	0.0	
Custodian	1.0	1.0	2.0	2.0	2.0	
Security	0.0	0.0	0.0	0.0	0.0	
Other	0.0	0.0	0.0	0.0	0.0	
TOTAL NON-INSTRUCTIONAL	1.0	1.0	2.0	2.0	2.0	

*NOTE Please copy the FTE Staffing Chart (cells B11:H39) and paste into the Personnel Section of the New School Proposal.

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STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5	
	Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30	
	Grades	K-2	K-3	K-4, 6	K-7	K-8	
	Enrollment	180.00	240.00	360.00	480.00	540.00	

*NOTE: Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.

*NOTE: Concisely state the assumptions that are being made for personnel wages in the section provided below.

		WAGES					Description of Assumptions
ADMINISTRATIVE PERSONNEL WAGES	Salary/Incr %	0.00%	3.00%	3.00%	3.00%	3.00%	
Executive Management	$ -	$ -	$ -	$ -	$ -	$ -	
Instructional Management	$ 165,000	$ 165,000	$ 169,950	$ 340,049	$ 350,250	$ 360,757	Per Glassdoor
Deans, Directors & Coordinators	$ 95,000	$ 95,000	$ 97,850	$ 100,786	$ 103,809	$ 106,923	Per Glassdoor
CFO / Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ 110,000	$ 110,000	$ 113,300	$ 116,699	$ 120,200	$ 123,806	Per Glassdoor
Administrative Staff	$ 75,000	$ 300,000	$ 309,000	$ 318,270	$ 327,818	$ 337,653	Average of above positions
TOTAL ADMINISTRATIVE STAFF		$ 670,000	$ 690,100	$ 875,803	$ 902,077	$ 929,139	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 71,000	$ 639,000	$ 871,170	$ 1,323,305	$ 1,789,004	$ 2,055,674	Per Glassdoor
Teachers - SPED	$ 71,000	$ 213,000	$ 290,390	$ 441,102	$ 596,335	$ 685,225	Per Glassdoor
Substitute Teachers	$ 55,000	$ 55,000	$ 56,650	$ 58,350	$ 115,100	$ 118,553	Per Glassdoor
Teaching Assistants	$ 38,000	$ 228,000	$ 310,840	$ 472,165	$ 638,330	$ 733,480	Per Glassdoor
Specialty Teachers	$ 71,000	$ 355,000	$ 365,650	$ 447,620	$ 745,048	$ 767,400	Per Glassdoor
Aides	$ 30,000	$ 30,000	$ 30,900	$ 61,827	$ 63,682	$ 65,592	Per Glassdoor
Therapists & Counselors	$ 75,000	$ 150,000	$ 154,500	$ 159,135	$ 163,909	$ 168,826	Per Glassdoor
Other		$ -	$ -	$ -	$ -	$ -	
TOTAL INSTRUCTIONAL		$ 1,670,000	$ 2,080,100	$ 2,963,503	$ 4,111,408	$ 4,594,750	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	
Librarian	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian	$ 39,000	$ 39,000	$ 40,170	$ 80,375	$ 82,786	$ 85,270	
Security	$ -	$ -	$ -	$ -	$ -	$ -	
Other	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL NON-INSTRUCTIONAL		$ 39,000	$ 40,170	$ 80,375	$ 82,786	$ 85,270	
TOTAL PERSONNEL SERVICE WAGES		$ 2,379,000	$ 2,810,370	$ 3,919,681	$ 5,096,272	$ 5,609,160	

Rationale for Staffing Structure:

The staffing structure outlined in the plan is designed to support the school's growth and development as it expands from serving grades K-2 in Year 1 to grades K-8 by Year 5. The plan ensures a balanced distribution of administrative, instructional, and non-instructional personnel to address the needs of students, staff, and the overall school operations.

Administrative Personnel

Executive Management: The school will be managed by HLN Initiatives Inc., the Charter Management Organization (CMO), eliminating the need for on-site executive management.

Instructional Management: The school's instructional management will start with the principal in the first year. As the school expands, an assistant principal is added in the third year to enhance instructional oversight.

Deans, Directors & Coordinators: From the first year, an instructional coach is available to support the teaching staff.

CFO/Director of Finance: Financial management is handled by the CMO, removing the necessity for on-site finance staff.

Operation/Business Manager: A dedicated manager is included from the beginning to manage operational logistics and business functions.

Administrative Staff: Four administrative staff members are included from the first year to handle office tasks, data management, technology, and parent coordination.

Instructional Personnel

Regular Education Teachers: The number of regular education teachers increases with each additional grade, ensuring a student-teacher ratio that supports effective teaching and learning. By the fifth year, there are three lead teachers per grade level.

Special Education (SPED) Teachers: Each grade level includes one SPED teacher to meet the needs of students requiring special education services.

Substitute Teachers: Starting with one substitute teacher in the first year, this number increases to two by the fifth year to cover teacher absences.

Teaching Assistants: The number of teaching assistants begins with six in the first year and grows to provide two per grade level by the fifth year.

Specialty Teachers: Beginning with five specialty teachers in the first year, their number increases to ten by the fifth year to cover subjects such as Art, Music, Spanish, PE, and Dance.

School Aides: One aide is included from the first year, with an additional aide added in the third year and another in the fifth year.

Therapists & Counselors: There are two positions consistently filled throughout the years for social workers and school counselors, supporting student well-being.

Non-Instructional Personnel

Nurse: There is no dedicated nurse. CNYACS will rely on local healthcare providers or partnerships for medical needs.

Librarian: No librarian is included

Custodian: Starting with one custodian in the first year, this increases to two by the third year to ensure cleanliness and safety as the school population grows.

Security: There is no dedicated security staff, CNYACS will rely on existing measures or external security services to maintain a safe environment depending on the facility circumstances.

Rationale for Staff Wages

In crafting a comprehensive staffing plan, a meticulous examination of wages across various categories is indispensable. Below you will find the projected staff salaries for a five-year period, dissecting administrative, instructional, and non-instructional personnel wages.

Administrative Personnel Wages:

The administrative team, serving as the backbone of institutional functionality, demands judicious compensation. Utilizing Glassdoor as a benchmark, the anticipated yearly increment hovers around 3.00%, reflecting a commitment to attract and retain top-tier talent.

- *Executive Management:* Though compensation data for executive management remains undisclosed, a conservative approach assumes commensurate increases mirroring instructional management.
- *Instructional Management:* Beginning with a base salary of $165,000, this cadre sees a gradual uptick, reaching $360,757 by the fifth year.
- *Deans, Directors & Coordinators:* Similarly, salaries ascend from $95,000 to $106,923, ensuring parity with industry standards.
- *CFO/Director of Finance and Operation/Business Manager:* These pivotal roles command competitive remuneration, escalating from $110,000 to $123,806.

Assumption: The average salary for administrative staff amalgamates data from positions, showcasing a trajectory from $75,000 to $337,653.

Instructional Personnel Wages:

Teachers warrant substantial compensation commensurate with their pivotal role. Drawing insights from Glassdoor, salaries witness exponential growth across regular and special education domains.

- *Teachers (Regular and Special Education):* Commencing at $71,000, salaries surge significantly, reflecting the intrinsic value attributed to educational prowess.
- *Substitute Teachers, Teaching Assistants, Specialty Teachers, Aides, Therapists & Counselors:* Akin to their teaching counterparts, these roles undergo a paradigm shift in remuneration, underscoring the institution's commitment to holistic education.

Assumption: The comprehensive instructional personnel wages highlight an upward trajectory, escalating from $1,670,000 to $4,594,750, emblematic of a concerted effort to foster a conducive learning environment.

Non-Instructional Personnel Wages:

While often operating behind the scenes, non-instructional staff play a pivotal role in the seamless functioning of educational establishments.

- *Custodians:* Essential custodial staff witness a steady rise in compensation, reflective of their indispensable contributions to campus maintenance.

Assumption: The projected non-instructional personnel wages, from $39,000 to $85,270, underscore the institution's commitment to equitable compensation across all strata of employment.

12b -<u>List of Qualifications and Responsibilities for Each Position</u>

PRINCIPAL

Position Overview: The ideal candidate will be passionate about progressive education, committed to fostering an inclusive and equitable learning environment, and dedicated to empowering both students and staff to reach their full potential. The Principal will serve as the educational leader of the school, responsible for promoting a culture of collaboration, innovation, and excellence.

Key Responsibilities

1. **Educational Leadership:**
    - Provide visionary leadership in the development and implementation of progressive educational programs and practices.
    - Foster a culture of continuous improvement, innovation, and excellence in teaching and learning.
    - Lead the development and implementation of a curriculum responsive to all students' needs and interests.
    - Promote a positive school culture that values diversity, equity, and inclusion.
    - Collaborate with staff, students, families, and community partners to create a supportive and engaging learning environment.
2. **Instructional Leadership:**
    - Support and evaluate teachers in implementing effective instructional strategies that promote student engagement, critical thinking, and problem-solving skills.
    - Provide ongoing professional development opportunities for staff to enhance their teaching practice and support student learning.
    - Utilize data to inform instructional decision-making and monitor student progress towards academic and social-emotional goals.
    - Foster a culture of collaboration and reflective practice among staff members.
3. **Student Support and Development:**
    - Ensure that all students have access to a safe, supportive, and inclusive learning environment.
    - Implement proactive strategies to support the academic, social, and emotional needs of all students.
    - Collaborate with staff and families to develop individualized plans for students who require additional support or accommodations.

- Promote student leadership, voice, and agency in decision-making processes within the school community.

4. **Community Engagement:**
    - Build and maintain positive relationships with students, families, staff, and community stakeholders.
    - Serve as an ambassador for the school and advocate for progressive education principles and practices.
    - Collaborate with community organizations and partners to enhance educational opportunities and resources for students.
5. **Administrative Leadership:**
    - Oversee the day-to-day operations of the school, including budgeting, scheduling, and facility management.
    - Ensure compliance with all state and federal regulations, charter school policies, and contractual obligations.
    - Lead and support the recruitment, hiring, and retention of qualified staff members.
    - Provide regular communication and updates to the school board, stakeholders, and the broader community.

Qualifications:

- Master's degree in education or related field.
- New York State School Building Leader certification (Preferred).
- Deep understanding of progressive educational philosophy, pedagogy, and best practices.
- Demonstrated commitment to diversity, equity, and inclusion in education.
- Strong interpersonal, communication, and collaboration skills.
- Ability to inspire and motivate students, staff, and stakeholders towards a shared vision of excellence.
- Experience with data-driven decision-making and continuous improvement processes.
- Knowledge of charter school governance, regulations, and compliance requirements.

ASSISTANT PRINCIPAL

Position Overview: The Assistant Principal will work closely with the Principal and other administrative staff to support the school's mission of fostering a nurturing and inclusive learning environment while promoting academic excellence, social justice, and equity. The ideal candidate will possess strong leadership skills, a passion for progressive education, and a commitment to collaborative decision-making.

Key Responsibilities

1. **Academic Leadership:**
    - Collaborate with the Principal and instructional staff to develop and implement a progressive curriculum that meets the diverse needs of all students.
    - Provide instructional leadership by supporting teachers in implementing innovative teaching practices and promoting student-centered learning experiences.
    - Use data-driven decision-making to assess student progress and inform instructional strategies aimed at improving student outcomes.
    - Foster a culture of continuous improvement by facilitating professional development opportunities for staff and promoting reflective teaching practices.
2. **Student Support and Discipline:**
    - Work collaboratively with teachers, counselors, and support staff to ensure a safe and supportive learning environment for all students.
    - Implement and enforce school policies and procedures related to student behavior and discipline fairly.
    - Develop and implement proactive strategies to address student behavior issues and promote positive behavior reinforcement.
    - Provide support and guidance to students facing academic, social, or emotional challenges, and coordinate with appropriate resources to address their needs.
3. **Family and Community Engagement:**
    - Build strong partnerships with families and community stakeholders to support student success and promote a sense of belonging within the school community.
    - Communicate effectively with parents/guardians regarding student progress, behavior, and school events through various channels, including meetings, newsletters, and digital platforms.
    - Organize and facilitate family engagement events, workshops, and opportunities for families to participate in school activities and decision-making processes.

4. **Administrative Duties:**
    - Assist the Principal in the day-to-day management and operation of the school, including scheduling, budgeting, and resource allocation.

- Collaborate with the Principal and administrative team to ensure compliance with state and federal regulations, charter requirements, and accreditation standards.
- Supervise and evaluate staff performance, providing constructive feedback and support for professional growth.
- Serve as a member of the school leadership team, actively participating in meetings, committees, and strategic planning initiatives.

Qualifications:

- Master's degree in education, Educational Leadership, or a related field.
- New York State School Building Leader certification or eligibility for certification.
- Minimum of 3 years of experience in a leadership role in an educational setting.
- Demonstrated knowledge of progressive educational philosophies, teaching practices, and curriculum development.
- Strong interpersonal, communication, and problem-solving skills.
- Ability to work collaboratively with diverse stakeholders, including students, families, staff, and community members.
- Commitment to equity, social justice, and culturally responsive practices in education.

DIRECTOR OF OPERATIONS

Position Overview: The Director of Operations will play a pivotal role in ensuring the efficient and effective functioning of the school's administrative and operational systems. This role requires a dynamic individual with a passion for education, a commitment to progressive values, and a proven track record of successful leadership in operational management.

Key Responsibilities

1. **Operational Leadership:**
    - Develop and implement operational strategies aligned with the school's mission and values, fostering an environment of innovation and continuous improvement.
    - Oversee all aspects of day-to-day operations, including facilities management, transportation, food services, and safety protocols.
    - Collaborate with school leadership to establish and monitor key performance indicators (KPIs) to measure the effectiveness and efficiency of operational processes.
2. **Financial Management:**
    - Manage the school's budget, ensuring fiscal responsibility and accountability.
    - Analyze financial data to identify opportunities for cost savings and resource optimization.
    - Prepare financial reports and forecasts for school leadership and board of directors.
3. **Human Resources:**
    - Oversee recruitment, onboarding, and retention strategies for staff across various operational departments.
    - Develop and implement professional development programs to enhance the skills and competencies of operational staff.
    - Ensure compliance with employment laws and regulations, including maintaining accurate personnel records.
4. **Facilities and Logistics:**
    - Manage the maintenance and upkeep of school facilities, including buildings, grounds, and equipment.
    - Coordinate logistics for school events, field trips, and extracurricular activities.
    - Implement sustainable practices to promote environmental stewardship and resource conservation.
5. **Compliance and Risk Management:**
    - Ensure compliance with all applicable federal, state, and local regulations governing charter schools.

- Develop and maintain emergency preparedness plans and protocols to ensure the safety and security of students, staff, and visitors.
- Identify and mitigate operational risks through proactive risk assessment and mitigation strategies.

Qualifications:

- Bachelor's degree in business administration, Education, or related field; Master's degree preferred.
- Minimum of 3 years of experience in operational management, preferably in an educational setting.
- Strong leadership and team-building skills, with the ability to motivate and inspire staff towards achieving common goals.
- Excellent financial management skills, including budgeting, forecasting, and financial analysis.
- Knowledge of relevant federal, state, and local regulations governing charter schools and educational institutions.
- Exceptional organizational and problem-solving abilities, with a keen attention to detail.
- Excellent communication and interpersonal skills, with the ability to effectively collaborate with diverse stakeholders.

Working Conditions:

- The Director of Operations may be required to work flexible hours, including evenings and weekends, to accommodate school events and activities.
- The role may involve exposure to various physical and environmental conditions, including school facilities, outdoor spaces, and transportation vehicles.

INSTRUCTIONAL COACH

Position Overview: As an instructional coach, you will play a crucial role in supporting teachers in their professional growth and development, ultimately enhancing the quality of instruction and student learning outcomes. We are looking for someone who is passionate about education, knowledgeable about best practices in teaching and learning, and committed to fostering a collaborative and reflective culture among our faculty.

Responsibilities

1. **Provide Individualized Coaching:**
    - Work closely with teachers to identify their professional goals and areas for growth.
    - Conduct classroom observations and provide constructive feedback to teachers on instructional practices, classroom management, and student engagement.
    - Collaborate with teachers to develop action plans for implementing effective teaching strategies and improving student learning outcomes.
    - Model effective teaching practices and provide demonstration lessons as needed.
2. **Facilitate Professional Learning Communities (PLCs):**
    - Lead and facilitate regular PLC meetings focused on examining student data, sharing best practices, and collaboratively problem-solving instructional challenges.
    - Support teachers in analyzing student assessment data to inform instruction and differentiate learning experiences to meet the diverse needs of students.
    - Foster a culture of collaboration, reflection, and continuous improvement among faculty members.
3. **Curriculum Development and Implementation:**
    - Collaborate with teachers and curriculum specialists to develop and refine curriculum materials, assessments, and instructional resources aligned with state standards and the school's progressive philosophy.
    - Provide support and guidance to teachers in implementing curriculum initiatives and integrating technology effectively into instruction.
    - Stay abreast of current educational research, trends, and best practices to inform curriculum development and instructional strategies.
4. **Professional Development:**
    - Plan and deliver professional development sessions, workshops, and training sessions for teachers on topics such as differentiated instruction, culturally responsive teaching, and inquiry-based learning.
    - Coordinate with external experts and organizations to provide specialized professional development opportunities for faculty members.
5. **Data Analysis and Evaluation:**

- Collaborate with school leadership to collect and analyze data on teacher effectiveness, student achievement, and instructional practices.
- Use data to evaluate the impact of coaching interventions and inform continuous improvement efforts.
- Prepare regular reports and presentations to communicate progress and outcomes related to instructional coaching initiatives.

Qualifications:

- Master's degree in education or related field.
- New York State teaching certification and a minimum of 5 years of teaching experience.
- Proven track record of success as an instructional coach or mentor teacher.
- Deep understanding of progressive education principles and pedagogical approaches.
- Strong knowledge of curriculum development, assessment practices, and data-driven instruction.
- Excellent interpersonal and communication skills, with the ability to build trusting relationships and collaborate effectively with teachers, administrators, and other stakeholders.
- Demonstrated leadership ability and a commitment to ongoing professional growth and learning.

SCHOOL COUNSELOR

Position Overview: The School Counselor will play a vital role in supporting the social-emotional well-being and academic success of our diverse student body. This position requires a deep commitment to fostering a positive school culture and providing comprehensive counseling services that address the unique needs of each student.

Responsibilities:

1. **Individual Counseling:**
    - Conduct one-on-one counseling sessions with students to address personal, social, academic, and emotional concerns.
    - Provide crisis intervention and support to students experiencing immediate issues or trauma.
    - Collaborate with teachers, parents, and administrators to develop personalized plans for student success.
2. **Group Counseling:**
    - Facilitate group counseling sessions on topics such as peer relationships, self-esteem, conflict resolution, and academic motivation.
    - Organize and lead support groups for students dealing with common challenges or transitions.
3. **Classroom Guidance:**
    - Deliver age-appropriate classroom lessons on topics related to social-emotional learning, mental health awareness, and college and career readiness.
    - Implement evidence-based curriculum to promote positive behavior, resilience, and interpersonal skills.
4. **Student Advocacy:**
    - Serve as an advocate for students, ensuring their voices are heard and their rights are upheld.
    - Advocate for equitable access to resources and opportunities for all students, regardless of background or ability.
5. **Collaboration and Consultation:**
    - Collaborate with teachers, administrators, and support staff to address student needs and implement interventions.
    - Consult with outside agencies, mental health professionals, and community resources to provide comprehensive support to students and families.

6. **Data Collection and Analysis:**

- Maintain accurate and confidential records of counseling sessions, assessments, and interventions.
- Collect and analyze data related to student outcomes, attendance, and behavior to inform counseling practices and school-wide initiatives.

7. **Professional Development:**
    - Stay current with best practices in school counseling, social-emotional learning, and mental health support through ongoing professional development opportunities.
    - Participate in supervision, peer consultation, and reflective practice to enhance counseling skills and effectiveness.

Qualifications:

- Master's degree in School Counseling or related field from an accredited institution.
- New York State certification or licensure as a School Counselor (or eligibility for certification/licensure).
- Experience working as a school counselor in a diverse, urban setting preferred.
- Strong understanding of progressive education principles and practices.
- Excellent communication, interpersonal, and collaboration skills.
- Ability to work effectively with students, families, and colleagues from diverse cultural backgrounds.
- Commitment to equity, inclusion, and social justice in education.

GENERAL EDUCATION TEACHER

Position Overview: As a Regular Education Classroom Teacher, you will play a pivotal role in fostering an inclusive and dynamic learning environment where every student can thrive academically, socially, and emotionally. You will be responsible for creating and implementing innovative and engaging lesson plans that align with the school's progressive educational philosophy. Additionally, you will collaborate with colleagues, parents, and community stakeholders to support the holistic development of each student.

Key Responsibilities

1. **Curriculum Implementation:**
   - implement comprehensive, standards-aligned curriculum that integrates progressive pedagogical approaches, such as project-based learning, experiential learning, and interdisciplinary studies.
   - Tailor instruction to accommodate diverse learning styles, abilities, and backgrounds of students, ensuring that all learners have equitable access to educational opportunities.
2. **Classroom Management:**
   - Foster a safe, supportive, and inclusive classroom environment where students feel respected, valued, and empowered to take ownership of their learning.
   - Implement positive behavior management strategies and cultivate a culture of mutual respect, cooperation, and responsibility among students.
3. **Assessment and Differentiation:**
   - Utilize a variety of formative and summative assessment strategies to monitor student progress, identify learning needs, and adjust instruction accordingly.
   - Differentiate instruction and provide individualized support to students who require additional assistance or enrichment opportunities.
4. **Collaboration and Professional Development:**
   - Collaborate with colleagues, including special education teachers, instructional aides, and specialists, to develop and implement effective instructional strategies that meet the diverse needs of students.
   - Participate in ongoing professional development opportunities to enhance teaching practices, stay abreast of current research and best practices in education, and contribute to the school's culture of continuous improvement.
5. **Family and Community Engagement:**
   - Establish and maintain positive, proactive communication with parents and guardians regarding student progress, academic goals, and behavioral expectations.

- Partner with families and community organizations to create meaningful opportunities for parental involvement and community engagement in the educational process.

Qualifications:

- Bachelor's degree in education or a related field
- New York State teaching certification (or eligibility for certification)
- Prior experience teaching in a progressive educational setting preferred
- Strong understanding of progressive educational philosophy and pedagogical approaches
- Excellent interpersonal, communication, and collaboration skills
- Ability to differentiate instruction to meet the diverse needs of students
- Commitment to fostering an inclusive, equitable, and culturally responsive learning environment
- Passion for innovation, creativity, and lifelong learning

SPECIAL EDUCATION TEACHER

Position Overview: The ideal candidate will have a deep commitment to inclusive education and a strong belief in the potential of every student. The Special Education Classroom Teacher will collaborate with colleagues, parents, and support staff to create a supportive and inclusive learning environment that meets the diverse needs of our students.

Key Responsibilities:

1. Develop and implement individualized education plans (IEPs) for students with disabilities, ensuring that each student's unique learning needs are met.
2. Design and deliver differentiated instruction that accommodates various learning styles and abilities within the classroom.
3. Collaborate with general education teachers and support staff to provide inclusive educational experiences for students with disabilities in both general education and special education settings.
4. Utilize a variety of instructional strategies, resources, and technology to engage students and enhance learning outcomes.
5. Assess student progress regularly using formal and informal assessments, and adjust instruction accordingly to meet individual learning goals.
6. Maintain accurate and up-to-date records of student progress, attendance, and behavior in compliance with state and federal regulations.
7. Communicate regularly with parents/guardians to provide updates on student progress, discuss concerns, and collaborate on strategies to support student learning.
8. Participate in professional development opportunities to stay current on best practices in special education, inclusive teaching, and relevant state regulations.
9. Foster a positive and supportive classroom culture that promotes academic achievement, social-emotional growth, and self-advocacy skills among students with disabilities.
10. Actively contribute to the school community by participating in team meetings, committees, and school-wide events, and collaborating with colleagues to support the school's mission and vision.

Qualifications:

- Bachelor's degree in special education or related field required; Master's degree preferred.
- New York State certification in Special Education (Students with Disabilities, Grades 1-6 or Grades 7-12) required.

- Experience working with students with diverse learning needs, including students with autism spectrum disorders, intellectual disabilities, learning disabilities, and emotional/behavioral disorders.
- Knowledge of progressive and inclusive teaching practices, Universal Design for Learning (UDL), and differentiated instruction.
- Strong interpersonal and communication skills, with the ability to collaborate effectively with colleagues, parents, and support staff.
- Commitment to equity, diversity, and inclusion, and a willingness to advocate for the needs of students with disabilities within the school community.
- Ability to adapt to the changing needs of a dynamic educational environment and maintain a positive and flexible attitude.
- Familiarity with relevant state and federal special education laws, regulations, and procedures.

MUSIC TEACHER

Position Overview: The ideal candidate will have a strong background in music education, experience working with diverse student populations, and a commitment to progressive teaching practices. The music teacher will be responsible for implementing a comprehensive music curriculum that engages students and fosters their musical skills, creativity, and appreciation for music.

Key Responsibilities:

1. **Curriculum Development:** Design and implement a progressive music curriculum that aligns with state standards and reflects the school's values and educational philosophy.
2. **Instruction:** Deliver engaging and interactive music lessons that cater to students' diverse learning styles and abilities.
3. **Instrumental and Vocal Training:** Provide instruction in both instrumental and vocal techniques, including music theory, sight-reading, and performance skills.
4. **Ensemble Direction:** Lead and facilitate student music ensembles, such as bands, choirs, and orchestras, and organize regular rehearsals and performances.
5. **Creative Expression:** Encourage students to explore their musical interests and talents through composition, improvisation, and other creative activities.
6. **Integration:** Collaborate with other teachers and staff to integrate music into interdisciplinary projects and activities.
7. **Assessment and Feedback:** Assess student progress regularly through performance evaluations, projects, and other assessments, and provide constructive feedback to support their growth and development.
8. **Community Engagement:** Foster positive relationships with students, families, and the wider community through performances, events, and outreach activities.
9. **Professional Development:** Stay current with developments in music education and participate in professional development opportunities to enhance teaching skills and knowledge.

Qualifications:

1. Bachelor's or Master's degree in Music Education or related field.
2. New York State teaching certification in Music (or eligibility for certification).
3. Strong musicianship and proficiency in a variety of musical styles and genres.

4. Excellent communication and interpersonal skills, with the ability to connect with students and build positive relationships.
5. Collaborative mindset and a commitment to working as part of a team.
6. Creative and innovative approach to teaching, with a passion for inspiring students to explore and express themselves through music.

ART TEACHER

Position Overview: As an Art Teacher, you will be responsible for implementing a comprehensive art curriculum that fosters creativity, critical thinking, and cultural appreciation among our diverse student body. This position offers an exciting opportunity to work in a progressive educational environment where innovation, inclusivity, and student-centered learning are valued.

Key Responsibilities

1. **Curriculum Development:** Develop and implement a progressive art curriculum aligned with state standards, incorporating diverse artistic styles, techniques, and mediums to engage students of varying abilities and interests.
2. **Instructional Delivery:** Deliver engaging and interactive art lessons that encourage experimentation, exploration, and self-expression, while fostering a supportive and inclusive classroom environment.
3. **Differentiated Instruction:** Differentiate instruction to meet the diverse learning needs of students, including those with special needs and English language learners, by adapting teaching strategies, materials, and assessments.
4. **Student Assessment:** Assess student learning through a variety of formative and summative assessments, providing timely feedback to students and parents/guardians to support academic growth and achievement.
5. **Collaboration:** Collaborate with colleagues, administrators, and community stakeholders to integrate art across the curriculum and promote interdisciplinary learning experiences.
6. **Community Engagement:** Engage with students, families, and the broader community through art exhibitions, performances, and other events that showcase student work and celebrate artistic achievement.
7. **Professional Development:** Stay current with best practices in art education, attend professional development opportunities, and actively participate in ongoing professional learning communities to enhance teaching effectiveness and pedagogical skills.
8. **Classroom Management:** Establish and maintain a positive and inclusive classroom culture that promotes respect, collaboration, and active participation, while effectively managing student behavior and fostering a safe learning environment.

Qualifications:

- Bachelor's or Master's degree in Art Education or related field.
- New York State teaching certification in Visual Arts (K-12) or eligibility for certification.

- Demonstrated knowledge of art history, artistic techniques, and contemporary art practices across cultures and time periods.
- Strong communication, interpersonal, and collaboration skills.
- Commitment to equity, diversity, and social justice in education.
- Flexibility, adaptability, and a growth mindset.

Preferred Qualifications:

- Experience integrating technology into art instruction.
- Experience with project-based learning and inquiry-based pedagogy.
- Experience working with diverse student populations, including students with disabilities and English language learners.
- Knowledge of restorative practices and trauma-informed teaching strategies.

SPANISH TEACHER

Position Overview: The ideal candidate will have a deep understanding of child development, experience in teaching Spanish language and culture to elementary and middle school students, and a commitment to fostering a supportive and inclusive learning environment.

Responsibilities

1. **Curriculum Development:**
    - Design and implement engaging and culturally relevant curriculum for Spanish language instruction, aligned with state and national standards.
    - Create interdisciplinary connections within the curriculum to enhance students' understanding of Spanish language and culture.
2. **Instruction:**
    - Deliver dynamic and interactive lessons that cater to diverse learning styles and abilities.
    - Utilize a variety of instructional strategies, including project-based learning, cooperative learning, and technology integration, to enhance student engagement and learning outcomes.
    - Foster a communicative and immersive learning environment where students feel confident and motivated to use Spanish in authentic contexts.
3. **Assessment and Differentiation:**
    - Develop formative and summative assessments to monitor student progress and adjust instruction accordingly.
    - Differentiate instruction to meet the individual needs of students, including English language learners and students with diverse learning profiles.
4. **Classroom Management:**
    - Establish and maintain a positive and inclusive classroom culture based on mutual respect, empathy, and cooperation.
    - Implement proactive strategies for managing behavior and promoting a supportive learning community.
5. **Collaboration and Professional Development:**
    - Collaborate with colleagues to integrate Spanish language and culture across the curriculum and promote cross-cultural understanding.
    - Participate in professional development opportunities to enhance teaching practice and stay current with best practices in language education.

6. **Parent and Community Engagement:**
    - Communicate regularly with parents/guardians to provide updates on student progress and solicit feedback.

- Collaborate with families and community members to create authentic learning experiences that connect students with Spanish-speaking cultures.

Qualifications:

- Bachelor's degree in education, Spanish, or a related field (Master's degree preferred).
- New York State teaching certification in Spanish (grades K-12).
- Strong understanding of child development principles and best practices in language education.
- Ability to differentiate instruction to meet the diverse needs of students.
- Excellent communication and interpersonal skills.
- Commitment to equity, diversity, and inclusion in education.
- Fluency in Spanish and English (written and spoken).

PE TEACHER

Position Overview: As a vital member of our faculty, the PE teacher will play a crucial role in promoting physical activity, health, and wellness among our students. The ideal candidate will possess a strong commitment to progressive education principles, inclusivity, and holistic student development.

Responsibilities

1. **Curriculum Development:**
    - Design and implement a comprehensive and progressive physical education curriculum aligned with state standards and the school's philosophy.
    - Integrate innovative teaching methods, experiential learning, and interdisciplinary connections to enhance student engagement and learning outcomes.
2. **Instructional Delivery:**
    - Deliver dynamic and inclusive physical education lessons that cater to the diverse needs and abilities of elementary and middle school students.
    - Foster a positive and supportive learning environment that promotes teamwork, sportsmanship, and personal growth.
    - Incorporate technology, creative activities, and cooperative games to enhance learning experiences and physical literacy.
3. **Assessment and Evaluation:**
    - Assess student progress and proficiency in physical skills, fitness levels, and health-related knowledge through various formative and summative assessment methods.
    - Provide constructive feedback to students to facilitate their ongoing development and goal setting in physical education.
4. **Health Promotion:**
    - Educate students on the importance of leading a healthy and active lifestyle, including topics such as nutrition, mental health, and injury prevention.
    - Collaborate with school health professionals and community partners to promote wellness initiatives and support the overall health and well-being of students.
5. **Community Engagement:**
    - Build positive relationships with students, families, colleagues, and community stakeholders to foster a supportive and inclusive school community.
    - Organize and participate in extracurricular activities, intramural sports, and community events to promote physical activity and school spirit.
6. **Professional Development:**
    - Engage in ongoing professional learning and reflective practice to enhance teaching effectiveness, pedagogical approaches, and cultural competence.

- Stay informed about current trends, research, and best practices in physical education and progressive education pedagogy.

Qualifications:

- Bachelor's or Master's degree in Physical Education, Health Education, or a related field (certification/licensure in Physical Education required).
- Strong knowledge of child development, physical fitness principles, and health education concepts.
- Ability to differentiate instruction and accommodate diverse learning styles and needs.
- Excellent communication, collaboration, and interpersonal skills.
- Commitment to equity, diversity, and inclusion in education.
- Enthusiasm for promoting holistic student development and lifelong wellness.

TEACHER ASSISTANT

Position Overview: As a Teacher's Assistant, you will play a crucial role in supporting our institution's educational mission. You will work closely with teachers to create an engaging and inclusive learning environment that fosters the intellectual, emotional, and social development of our students. The ideal candidate is passionate about progressive education, dedicated to meeting the diverse needs of all learners, and committed to promoting a culture of collaboration and inquiry.

Responsibilities

1. **Classroom Support:**
    - Assist teachers in implementing progressive, student-centered teaching practices.
    - Support the planning and preparation of instructional materials and activities.
    - Facilitate small groups and one-on-one instruction to reinforce learning objectives.
    - Provide assistance to students with special needs, including those with Individualized Education Programs (IEPs) or English Language Learners (ELLs).
    - Foster a positive and inclusive classroom environment that promotes respect, cooperation, and active participation.
2. **Student Engagement:**
    - Encourage student curiosity, critical thinking, and creativity through hands-on, experiential learning opportunities.
    - Support the integration of technology and multimedia resources to enhance learning experiences.
    - Assist in organizing and supervising educational outings, field trips, and extracurricular activities.
    - Serve as a mentor and role model for students, promoting academic growth and personal development.
3. **Classroom Management:**
    - Assist in maintaining a safe, orderly, and supportive learning environment.
    - Implement behavioral interventions and strategies to address individual student needs.
    - Collaborate with teachers and administrators to address student discipline issues effectively and proactively.
    - Monitor student progress and provide feedback to teachers on areas for improvement.

4. **Administrative Duties:**
    - Assist with record-keeping, data entry, and other administrative tasks as needed.

- Help maintain classroom organization and cleanliness, including managing supplies and materials.
- Support the coordination of parent-teacher conferences, meetings, and other school events.
- Participate in professional development opportunities to enhance job-related skills and knowledge.

Qualifications:

- Bachelor's degree in Education, Psychology, Social Work, or related field preferred.
- Previous experience working with children or adolescents in an educational setting, preferably in a progressive or charter school environment.
- Knowledge of progressive education principles, including inquiry-based learning, project-based learning, and social-emotional learning.
- Strong interpersonal and communication skills, with the ability to build positive relationships with students, parents, and colleagues.
- Patience, empathy, and a genuine passion for working with diverse student populations.
- Flexibility and adaptability to meet the evolving needs of the classroom and school community.
- Ability to work collaboratively as part of a team and take initiative when necessary.

SCHOOL SOCIAL WORKER

Position Overview: As a School Social Worker, you will play a crucial role in supporting the emotional, social, and psychological well-being of our students. You will work collaboratively with students, families, teachers, and administrators to create a positive and inclusive school environment where all students can thrive academically, socially, and emotionally.

Key Responsibilities:

1. **Individual and Group Counseling:** Provide individual and group counseling services to students to address a range of social, emotional, and behavioral concerns. Collaborate with students to develop personalized goals and strategies for addressing challenges and building resilience.
2. **Crisis Intervention:** Offer crisis intervention services to students experiencing acute emotional distress, trauma, or other crises. Implement appropriate interventions to ensure the safety and well-being of students and coordinate with appropriate stakeholders, including families and outside agencies, as needed.
3. **Case Management:** Conduct comprehensive assessments of students' social and emotional needs and develop individualized intervention plans. Coordinate with teachers, administrators, and external service providers to implement interventions and monitor progress towards goals.
4. **Advocacy:** Advocate for students' rights and access to resources, including educational, social, and mental health services. Collaborate with families, school staff, and community organizations to address systemic barriers to students' success and well-being.
5. **Collaborative Support:** Work collaboratively with teachers, administrators, and other school staff to create a supportive and inclusive school environment. Provide consultation and support to teachers regarding classroom management strategies, student behavior interventions, and social-emotional learning initiatives.
6. **Parent and Family Engagement:** Collaborate with families to support their understanding of and involvement in their child's education and social-emotional development. Facilitate workshops, support groups, and parent education sessions on topics related to child development, positive parenting practices, and accessing community resources.
7. **Data Management and Documentation:** Maintain accurate and confidential records of student assessments, counseling sessions, interventions, and referrals. Collect and analyze data related to students' social-emotional needs and outcomes to inform decision-making and program development.
8. **Professional Development:** Participate in ongoing professional development opportunities to stay abreast of best practices in school social work, trauma-informed care,

restorative practices, and other relevant areas. Contribute to a culture of continuous improvement through reflective practice and collaboration with colleagues.

Qualifications:

- Master's degree in social work from an accredited program.
- New York State certification as a School Social Worker (LMSW or LCSW).
- Experience working with children and adolescents in a school or community setting.
- Strong understanding of child development, trauma-informed care, and social-emotional learning principles.
- Excellent communication, interpersonal, and collaboration skills.
- Ability to work effectively with diverse populations and cultures.
- Commitment to social justice, equity, and inclusivity in education.
- Proficiency in data management and documentation.

Preferred Qualifications:

- Bilingual proficiency in English and another language commonly spoken by students and families in the school community.
- Experience working in a progressive or inquiry-based educational setting.
- Training in evidence-based therapeutic modalities (e.g., CBT, DBT, play therapy).
- Knowledge of local community resources and referral networks.

PARENT COORDINATOR

Position Overview: As a Parent Coordinator you will play a pivotal role in fostering positive relationships between the school, its students, and their families. You will serve as a bridge, facilitating communication, collaboration, and engagement between parents, guardians, and school staff to support student success and enhance the overall educational experience within our progressive learning environment.

Key Responsibilities

1. **Parental Engagement and Communication:**
    - Develop and implement strategies to actively involve parents and guardians in their children's education, fostering a strong sense of community and partnership.
    - Maintain regular communication channels with parents, including newsletters, emails, phone calls, and in-person meetings to keep them informed about school events, policies, and student progress.
    - Act as a liaison between parents and school staff, addressing concerns, resolving conflicts, and providing support as needed.
2. **Family Outreach and Support:**
    - Conduct outreach efforts to ensure all families feel welcomed and included in the school community, regardless of cultural or linguistic backgrounds.
    - Provide resources and support to families, connecting them with community services, social agencies, and educational opportunities to address their needs and enhance their overall well-being.
    - Collaborate with school counselors, social workers, and other support staff to identify and address barriers to parental involvement and student success.
3. **Event Planning and Coordination:**
    - Organize and coordinate school-wide events, workshops, and meetings aimed at promoting parent involvement, such as parent-teacher conferences, curriculum nights, and family literacy events.
    - Work closely with school administration, teachers, and parent organizations to plan and execute events that align with the school's progressive educational philosophy and goals.
    - Evaluate the effectiveness of events and initiatives, soliciting feedback from parents and stakeholders to continuously improve engagement efforts.
4. **Data Management and Reporting:**
    - Maintain accurate records of parent communication, event attendance, and other relevant data using school management systems and databases.

- Generate reports and analysis on parental involvement metrics, tracking trends over time and identifying areas for improvement or expansion.
- Prepare reports for school leadership, funding agencies, and other stakeholders as required.

5. **Professional Development and Collaboration:**
    - Stay informed about best practices in parental engagement, family support services, and community outreach, participating in relevant training opportunities and professional development activities.
    - Collaborate with other parent coordinators, educators, and community partners to share resources, exchange ideas, and coordinate efforts to support families and students across the school district.
    - Participate in staff meetings, committees, and other school-based initiatives as needed.

Qualifications:

- Bachelor's degree in education, social work, counseling, or a related field (Master's degree preferred).
- Experience working with diverse populations, including families from diverse cultural and socioeconomic backgrounds.
- Strong communication and interpersonal skills, with the ability to build positive relationships and engage effectively with parents, students, and colleagues.
- Knowledge of community resources and support services available to families in New York State.
- Organizational skills and attention to detail, with the ability to manage multiple tasks and priorities in a fast-paced environment.
- Proficiency in Microsoft Office Suite and experience with database management software.
- Commitment to the principles of progressive education and a dedication to fostering an inclusive and supportive school community.

ADMINISTRATIVE ASSISTANT

Position Overview: The Administrative Assistant plays a vital role in supporting the smooth and efficient operation of the charter school. This position requires a detail-oriented, organized individual with excellent communication skills and a passion for education and social justice. The Administrative Assistant will work closely with school administrators, faculty, staff, students, and families to ensure the administrative functions of the school are effectively managed.

Key Responsibilities:

1. **Administrative Support:** Provide administrative support to school administrators, including managing schedules, coordinating meetings, preparing agendas, and handling correspondence.
2. **Student Records Management:** Maintain accurate student records, including enrollment, attendance, and academic records. Ensure compliance with state and federal regulations regarding student records.
3. **Communication:** Serve as a primary point of contact for inquiries from students, parents, staff, and the community. Communicate effectively via phone, email, and in-person interactions.
4. **Office Management:** Oversee the day-to-day operations of the school office, including managing office supplies, equipment, and facilities. Ensure the office environment is welcoming and professional.
5. **Data Entry and Reporting:** Assist with data entry tasks and generate reports as needed. Help track and analyze school data related to student performance, attendance, and other metrics.
6. **Event Coordination:** Assist with planning and coordinating school events, such as parent-teacher conferences, open houses, and community outreach events.
7. **Financial Support:** Provide support with financial tasks, such as processing invoices, tracking expenses, and assisting with budget management.
8. **Support for Special Programs:** Assist with the coordination of special programs or initiatives, such as after-school activities, student clubs, or community partnerships.
9. **Policy and Procedure Compliance:** Ensure adherence to school policies and procedures, and relevant state and federal regulations. Stay informed about changes in education policy and compliance requirements.

Qualifications:

- Bachelor's degree preferred, or equivalent combination of education and experience.
- Previous administrative experience in an educational setting preferred.
- Strong organizational skills and attention to detail.
- Excellent written and verbal communication skills.
- Proficiency in Microsoft Office suite (Word, Excel, PowerPoint, Outlook) and Google Workspace.
- Ability to multitask and prioritize tasks in a fast-paced environment.
- Commitment to the mission and values of our progressive charter school.
- Experience working in a diverse and inclusive environment.
- Familiarity with New York State education regulations and compliance requirements is a plus.

SCHOOL AIDE

Position Overview: As a School Aide you will play a crucial role in supporting the progressive educational mission of our institution. You will work closely with teachers, administrators, and students to ensure a positive and inclusive learning environment. The ideal candidate is passionate about education, committed to social justice, and dedicated to nurturing the holistic development of each student.

Responsibilities:

1. **Classroom Support:**
    - Assist teachers in implementing progressive and student-centered instructional strategies.
    - Provide individualized support to students based on their learning needs and abilities.
    - Foster a culture of collaboration and mutual respect within the classroom.
2. **Student Supervision:**
    - Monitor students during transitions, recess, and lunchtime to ensure their safety and well-being.
    - Support students in developing social-emotional skills and conflict resolution strategies.
    - Act as a positive role model for students, demonstrating respect, empathy, and integrity.
3. **Administrative Assistance:**
    - Help maintain classroom materials, supplies, and equipment in good condition.
    - Assist with administrative tasks such as photocopying, filing, and organizing instructional materials.
    - Collaborate with school staff to ensure smooth operations and effective communication.
4. **Behavioral Support:**
    - Implement positive behavior management strategies to promote a supportive and inclusive school culture.
    - Work with students to develop self-regulation skills and address challenging behaviors in a constructive manner.
    - Communicate effectively with teachers and administrators regarding student progress and concerns.

5. **Community Engagement:**
    - Build positive relationships with students, families, and community members to support student success.
    - Participate in school events, parent meetings, and community outreach activities as needed.
    - Serve as a liaison between the school and the broader community to promote collaboration and mutual support.

Qualifications:

- High School Diploma or Bachelor's degree in education, psychology, social work, or a related field preferred.
- Previous experience working with children and adolescents in an educational setting not required but preferred.
- Strong interpersonal skills and the ability to work effectively with diverse students, families, and staff members.
- Commitment to the principles of progressive education, social justice, and equity.
- Excellent communication skills, both verbal and written.
- Flexibility, patience, and resilience in working with students with diverse needs and backgrounds.
- Ability to work collaboratively in a dynamic and fast-paced environment.
- Proficiency in basic computer skills and willingness to learn new technologies as needed.

FINANCE SPECIALIST

Position Overview: As a Finance Specialist you will play a pivotal role in ensuring efficient and effective financial operations management. This position requires meticulous attention to detail, strong analytical skills, and a commitment to supporting the school's mission of providing an innovative and inclusive educational environment.

Key Responsibilities:

1. **Financial Reporting and Analysis:**
    - Prepare monthly, quarterly, and annual financial reports for internal stakeholders, ensuring accuracy and compliance with regulatory standards.
    - Conduct variance analysis to identify trends, risks, and opportunities, and provide recommendations for financial optimization.
    - Assist in budget preparation and monitoring processes, collaborating with department heads to ensure alignment with strategic objectives.
2. **Accounts Payable and Receivable:**
    - Manage accounts payable processes, including invoice verification, coding, and timely payment processing.
    - Oversee accounts receivable functions, including invoicing, collections, and reconciliation of payments.
    - Maintain accurate records of financial transactions and monitor cash flow to support liquidity management.
3. **Financial Compliance:**
    - Ensure compliance with federal, state, and local financial regulations and adherence to charter school-specific guidelines.
    - Assist in the preparation of audit schedules and support external auditors during annual audits.
    - Stay updated on regulatory changes and implement necessary adjustments to financial procedures and policies.
4. **Grants Management:**
    - Coordinate grant application processes, including researching funding opportunities, preparing proposals, and ensuring compliance with grant requirements.
    - Monitor grant expenditures, prepare financial reports for grantors, and maintain documentation to support grant compliance.

5. **Financial Systems Administration:**

- Utilize financial management software to maintain accurate accounting records and streamline financial processes.
- Provide training and support to staff members on financial systems and procedures.

Qualifications:

- Bachelor's degree in Accounting, Finance, Business Administration, or a related field; CPA or advanced degree preferred.
- Minimum of 3 years of experience in finance or accounting roles, preferably in the education sector or nonprofit organizations.
- Proficiency in financial analysis, budgeting, and reporting.
- Strong understanding of Generally Accepted Accounting Principles (GAAP) and nonprofit accounting standards.
- Experience with financial management software and advanced proficiency in Microsoft Excel.
- Excellent communication skills, with the ability to collaborate effectively with diverse stakeholders.
- Detail-oriented mindset with a commitment to accuracy and integrity in financial reporting.
- Ability to adapt to changing priorities and work effectively in a fast-paced environment.

TECHNOLOGY SPECIALIST

Position Overview: The ideal candidate will have a passion for education and technology, along with the skills and knowledge to support the integration of technology into all aspects of teaching and learning. The Technology Specialist will play a key role in providing technical support, training, and guidance to staff and students, and managing the school's technology infrastructure.

Key Responsibilities:

1. **Technology Integration:**
    - Collaborate with teachers to design and implement technology-rich lessons and projects that enhance student engagement and learning outcomes.
    - Stay abreast of emerging educational technologies and trends and make recommendations for their integration into the curriculum.
    - Develop and deliver professional development sessions to train staff on effective use of technology tools and resources.
2. **Technical Support:**
    - Provide technical support to staff and students, including troubleshooting hardware and software issues, configuring devices, and resolving connectivity issues.
    - Manage the school's network infrastructure, including wireless access points, switches, and routers, to ensure reliable and secure connectivity.
    - Maintain an inventory of technology equipment and resources and oversee the procurement and deployment of new devices as needed.
3. **Digital Citizenship:**
    - Educate students on responsible and ethical use of technology, including online safety, digital citizenship, and privacy considerations.
    - Collaborate with teachers to integrate digital citizenship lessons into the curriculum and promote positive digital behavior among students.
4. **Data Management:**
    - Manage student information systems and learning management platforms to track student progress, attendance, and assignments.
    - Generate reports and analyze data to inform instructional decision-making and improve student outcomes.

5. **Technology Leadership:**
    - Serve as a technology leader and advocate within the school community, promoting best practices for technology integration and innovation.

- Collaborate with school leadership to develop and implement technology policies and procedures that align with the school's mission and goals.

Qualifications:

- Bachelor's degree in Education, Information Technology, or related field (Master's degree preferred).
- Experience working in K-12 education, preferably in a progressive or innovative school environment.
- Proficiency with educational technology tools and platforms, such as learning management systems, productivity suites, and multimedia resources.
- Strong technical skills, including knowledge of computer hardware, operating systems, networking, and troubleshooting techniques.
- Excellent communication and interpersonal skills, with the ability to work collaboratively with diverse stakeholders.
- Commitment to equity, diversity, and inclusion in education, and a passion for empowering students through technology.

DATA MANAGER

Position Overview: The ideal candidate will be responsible for overseeing the school's data systems, ensuring the accuracy and integrity of student data, and supporting data-driven decision-making processes. The Data Manager will work closely with administrators, teachers, and staff to develop and implement data policies and procedures that align with the school's mission and goals.

Responsibilities

1. **Data Management and Integrity:**
    - Ensure the accuracy, consistency, and integrity of all student data.
    - Oversee data entry, maintenance, and validation processes.
    - Implement and manage data collection protocols.
    - Conduct regular data audits to identify and correct errors.
2. **Data Systems and Software:**
    - Manage and maintain the school's Student Information System (SIS) and other data systems.
    - Train staff on the use of data systems and software.
    - Collaborate with IT staff to ensure the proper functioning and security of data systems.
3. **Reporting and Analysis:**
    - Generate and distribute regular reports on student performance, attendance, and other key metrics.
    - Analyze data to identify trends, inform instructional strategies, and support school improvement initiatives.
    - Prepare data reports for internal and external stakeholders, including the school board, state education department, and grant funders.
4. **Data Policy and Compliance:**
    - Develop and enforce data management policies and procedures.
    - Ensure compliance with federal, state, and local data privacy and security regulations, including FERPA.
    - Serve as the primary contact for data-related audits and reviews.
5. **Support for Instructional and Administrative Staff:**
    - Provide data-related support and training to teachers and administrators.
    - Assist in the development of data-driven instructional strategies and interventions.
    - Collaborate with instructional coaches to use data for professional development and instructional improvement.
6. **Communication and Collaboration:**

- Facilitate effective communication and collaboration among staff regarding data use and data-driven decision-making.
- Participate in meetings and committees focused on school improvement and student outcomes.
- Serve as a liaison between the school and external data partners, including research organizations and technology vendors.

Qualifications:

- Bachelor's degree in Education, Data Management, Information Systems, Statistics, or a related field (Master's degree preferred).
- Minimum of 3-5 years of experience in data management, preferably in an educational setting.
- Proficiency in data management software and systems (e.g., PowerSchool, Infinite Campus, Tableau).
- Strong analytical and problem-solving skills.
- Excellent organizational and project management abilities.
- Strong attention to detail and commitment to data accuracy and integrity.
- Excellent communication and interpersonal skills.
- Ability to work independently and as part of a team.
- Knowledge of federal and state education data privacy regulations (e.g., FERPA).

Preferred Qualifications:

- Experience working in a charter school or progressive education environment.
- Familiarity with New York State education data systems and reporting requirements.
- Experience with data visualization tools and techniques.
- Advanced skills in Excel and other data analysis software.

OFFICE STAFF

Position Overview: The ideal candidate will be responsible for managing administrative tasks, supporting school operations, and contributing to a positive school environment. This role requires excellent organizational skills, a proactive attitude, and the ability to work collaboratively with staff, students, and parents.

Key Responsibilities

Administrative Support:

- Answer and direct phone calls, emails, and other correspondence.
- Greet and assist visitors, parents, and students in a professional and friendly manner.
- Maintain and organize office files, records, and documentation.
- Assist with scheduling appointments, meetings, and events.
- Prepare and distribute communications, such as newsletters, memos, and notices.
- Handle incoming and outgoing mail and deliveries.

School Operations:

- Support daily school operations and ensure the office runs smoothly.
- Assist with student enrollment, registration, and attendance tracking.
- Manage inventory of office supplies and place orders as needed.
- Coordinate with vendors, maintenance staff, and external service providers.
- Help organize and execute school events, programs, and activities.

Student and Staff Support:

- Provide administrative support to teachers and school administrators.
- Assist with the preparation of materials and resources for classroom activities.
- Coordinate and support substitute teachers and volunteers.
- Maintain confidentiality of student and staff information.

Data Management:

- Maintain accurate records in the school's database and student information system.

- Generate reports and compile data as requested by school administrators.
- Ensure compliance with state and federal regulations regarding student records.

Health and Safety:

- Monitor and manage health records, emergency contact information, and medication authorizations.
- Assist with the implementation of school safety procedures and emergency protocols.
- Ensure that the office and school environment are safe, clean, and welcoming.

Qualifications:

Education and Experience:

- High school diploma or equivalent; associate or bachelor's degree preferred.
- Previous experience in an administrative or office support role, preferably in an educational setting.
- Proficiency in Microsoft Office Suite (Word, Excel, PowerPoint) and Google Workspace (Docs, Sheets, Calendar).
- Familiarity with student information systems and basic data management.

Skills and Attributes:

- Excellent verbal and written communication skills.
- Strong organizational and time-management abilities.
- Detail-oriented with a high degree of accuracy.
- Ability to multitask and prioritize tasks in a fast-paced environment.
- Proactive, with the ability to anticipate needs and solve problems independently.
- Strong interpersonal skills and the ability to work collaboratively with diverse groups.
- Commitment to the school’s mission and values.

12c - To ensure the recruitment and retention of high-quality teachers and staff members, CNYACS will implement the following various processes, policies, and strategies:

Open and Fair Hiring Processes:

- Implementing clear and transparent job postings with detailed job descriptions.
- Utilizing diverse recruitment channels including online job boards, educational forums, social media platforms, and local community outreach programs.
- Conducting outreach specifically targeted at underserved and unrepresented communities to ensure a diverse pool of candidates.
- Employing blind screening techniques to mitigate unconscious bias during the initial stages of the hiring process.
- Establishing diverse hiring committees to review applications and conduct interviews, ensuring multiple perspectives are considered.

Recruitment Strategies Based on Local Talent Pool:

- Conducting a comprehensive analysis of the talent pool in the proposed geographic area to understand the specific needs and availability of qualified candidates.
- Building partnerships with local colleges, universities, and educational organizations to tap into emerging talent and provide opportunities for professional growth.
- Offering competitive compensation packages and benefits tailored to the local market to attract top talent.

Retention Strategies for High-Quality Teachers:

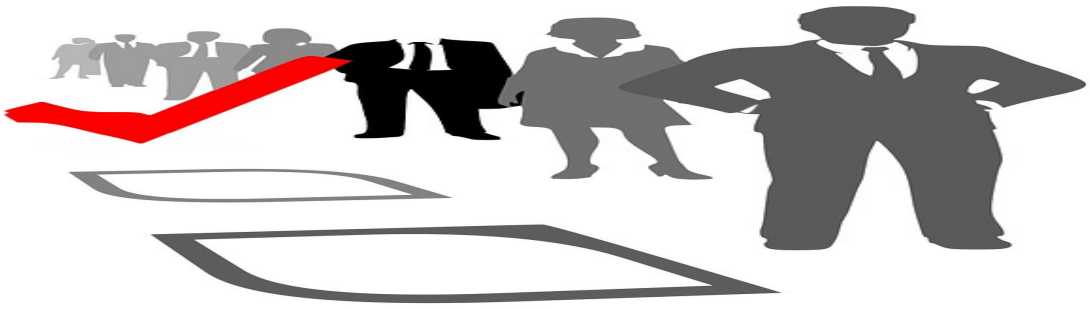
- Investing in professional development opportunities such as workshops, conferences, and mentorship programs to support ongoing growth and skill development.
- Creating a supportive and inclusive work environment through regular feedback sessions, team-building activities, and recognition programs.
- Providing opportunities for career advancement and leadership roles within the school or network.
- Offering competitive salary increases and performance-based bonuses to recognize and reward exceptional teaching.
- Implementing a robust employee assistance program to support staff members' physical, mental, and emotional well-being.
- Conducting regular surveys and feedback sessions to understand staff satisfaction levels and address any concerns or issues proactively.

By implementing these processes, policies, and strategies, the school can ensure that its hiring processes are open and fair, attract qualified candidates from diverse backgrounds, and retain high-quality teachers and staff members for the long term.

R-12d - Personnel Policies

Central New York Academy Charter School

Personnel Policies



Introduction

Central New York Academy Charter School (the "School") is committed to maintaining a professional and supportive work environment for all employees. These personnel policies ensure that all employment practices comply with applicable state and federal laws and regulations.

Equal Employment Opportunity-The School provides equal employment opportunities to all employees and applicants without regard to race, color, religion, gender, sexual orientation, national origin, age, disability, genetic information, or any other protected category under applicable federal, state, and local laws.

Anti-Discrimination and Anti-Harassment Policy-The School prohibits discrimination and harassment of any kind. This policy applies to all terms and conditions of employment, including hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.

Title IX Compliance-The School complies with Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender in educational programs and activities. The School does not discriminate on the basis of gender in its educational programs or activities, including employment.

Title IX Coordinator

Name: (TBA) Office Address: (TBA) Telephone Number: (TBA)

The Title IX Coordinator is responsible for providing information and investigating complaints pursuant to 34 CFR § 106.8.

Hiring Procedures

The School's hiring procedures include the following steps:

1. **Job Posting and Application**: All job openings will be posted internally and externally, providing equal opportunity to all qualified candidates.
2. **Screening and Interviewing**: Applications will be reviewed by a hiring committee. Selected candidates will be invited for interviews.
3. **Reference Checks**: Reference checks will be conducted for all potential hires.
4. **Fingerprint-Supported Criminal Background Checks**: All prospective employees must undergo fingerprint-supported criminal background checks as required by New York State Education Law.
5. **Offer of Employment**: Offers of employment will be made in writing and will include details about the position, salary, and start date.

6. **Onboarding**: New employees will receive an orientation to the School's policies and procedures.

Fingerprint-Supported Criminal Background Checks

All prospective employees are required to undergo fingerprint-supported criminal background checks in compliance with New York State Education Law. Employment is contingent upon satisfactory clearance.

Code of Ethics

All employees are required to read and acknowledge receipt of the School's Code of Ethics. The Code of Ethics outlines the professional and ethical standards expected of all employees.

Conflict of Interest Policy

Employees must adhere to the School's Conflict of Interest Policy, which requires disclosure of any potential conflicts and prohibits participation in decisions where there is a conflict of interest.

Whistleblower Policy

The School encourages employees to report any illegal or unethical behavior. The Whistleblower Policy provides protection from retaliation for employees who make good-faith reports.

Compliance with State and Federal Laws

The School ensures compliance with all applicable state and federal employment laws and regulations, including but not limited to the Fair Labor Standards Act, Americans with Disabilities Act, Family and Medical Leave Act, and Occupational Safety and Health Act.

Acknowledgment of Receipt

I acknowledge that I have received, read, and understand the personnel policies of Central New York Academy Charter School.

Employee Name: _____

Signature: _____

Date: _____

These are the personnel policies that are presently developed and will be provided for the members of the Central New York Academy Charter School Community.

Whistle Blower Policy

Introduction

The Central New York Academy Charter School Inc., the ("Corporation") requires its trustees, officers, employees and volunteers (each, a "Protected Person") to observe high standards of business and personal ethics in the performance of their duties on the school's behalf. As employees and representatives of the Central New York Academy Charter School, Protected Persons are expected to practice honesty and integrity in fulfilling their responsibilities and are required to comply with all applicable laws and regulations. The objectives of this Whistleblower Policy are to encourage and enable Protected Persons, without fear of retaliation, to raise concerns regarding suspected unethical and/or illegal conduct or practices on a confidential and, if desired, anonymous basis so that the Corporation can address and correct inappropriate conduct and actions.

This policy is not intended as a vehicle for reporting violations of the Central New York Academy Charter School's applicable human resources policies, problems with coworkers or managers, or for reporting issues related to alleged employment discrimination or sexual or any other form of unlawful harassment, all of which should be dealt with in accordance with the Corporation's Personnel Policies and Procedures, as it is those Policies and Procedures that are applicable to such matters.

Reporting Responsibility

It is the responsibility of all Protected Persons to report in good faith any concerns they may have regarding actual or suspected activities which may be illegal or in violation of the Central New York Academy Charter School's policies with respect to, without limitation, fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, and misuse of the Corporation's assets, as well as any violations or suspected violations of high business and personal ethical standards, as such standards relate to the Corporation (each, a "Concern"), in accordance with this Whistleblower Policy.

No Retaliation

No Protected Person who in good faith reports a Concern shall suffer intimidation, harassment, retaliation, discrimination or adverse employment consequence because of such report. Any employee of the Corporation who retaliates against someone who has reported a Concern in good faith is subject to discipline up to and including termination of employment. Notwithstanding anything contained herein to the contrary, this Whistleblower Policy is not an employment contract and does not modify the employment relationship between the Corporation and its employees, nor does it change the fact that employees of the Corporation are employees at will. Nothing contained herein is intended to provide any Protected Person with any additional rights or causes of action, other than those provided by law.

Reporting Concerns

Any Concerns should be reported as soon as shall be practicable to the Compliance Officer. Any questions with regard to the scope, interpretation or operation of this Whistleblower Policy should also be directed to the Compliance Officer.

Compliance Officer
The Compliance Officer is responsible for investigating and resolving all reported Concerns and shall advise the Chair and the Board's legal counsel of all reported Concerns. The Compliance Officer shall report to the full Board of Trustees at each regularly scheduled board meeting on compliance activity.

Accounting and Auditing Matters
The Finance Committee of the Board of Trustees shall address all reported Concerns regarding corporate accounting practices, internal controls or auditing. The Compliance Officer shall immediately notify the Finance Committee of any Accounting Concern and shall work with the committee until its resolution. Promptly upon receipt, the Finance Committee shall evaluate whether a Concern constitutes an Accounting Concern and, if so, shall promptly determine what professional assistance, if any, it needs in order to conduct an investigation. The Finance Committee will be free in its sole discretion to engage outside auditors, counsel or other experts to assist in the investigation and in the analysis of results. This report should be submitted to the full Board.

Investigations
The Compliance Officer may delegate the responsibility to investigate a reported Concern, whether an Accounting Concern or otherwise, to the Board's legal counsel or any other individual, including persons not employed by the Corporation, selected by the Compliance Officer; provided that the Compliance Officer may not delegate such responsibility to an employee or other individual who is the subject of the reported Concern or in a manner that would compromise either the identity of an employee who reported the Concern anonymously or the confidentiality of the complaint or resulting investigation. Notwithstanding anything herein to the contrary, the scope, manner and parameters of any investigation of a reported Concern shall be determined by the Finance Committee in its sole discretion and Central New York Academy Charter School and its employees shall cooperate as necessary in connection with any such investigation.

Acting in Good Faith
Anyone reporting a Concern must act in good faith and have reasonable grounds for believing that the information disclosed may indicate a violation of law and/or ethical standards. Any allegations that prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Confidentiality
Central New York Academy Charter School takes seriously its responsibility to enforce this Whistleblower Policy and therefore encourages any person reporting a Concern to identify him or herself so as to facilitate any resulting investigation. Notwithstanding the foregoing, in reporting a Concern, a Protected Person may request that such report be treated in a confidential manner (including that the Corporation take reasonable steps to ensure that the identity of the reporting person remains anonymous). Concerns may also be reported on an anonymous basis. Reports of Concerns will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Handling of Reported Concerns
The Compliance Officer will acknowledge receipt of each reported Concern within five business days, but only to the extent the reporting person's identity is disclosed or a return address is provided. All reports will be promptly investigated; the scope of any such investigation being within the sole discretion of the [Audit] Committee, and appropriate corrective action will be taken if warranted by the investigation.

Records
The Secretary will retain on a strictly confidential basis for a period of seven years (or otherwise as required under the Corporation's record retention policies in effect from time to time) all records relating to any reported Concern and to the investigation and resolution thereof. All such records are confidential to Central New York Academy Charter School and such records will be considered privileged and confidential.

Distribution
Central New York Academy Charter School shall distribute a copy of this Whistleblower Policy to all Protected Persons.

Please note that the Compliance Officer is TBA

Central New York Academy Charter School

CONFLICT OF INTEREST POLICY

ARTICLE I: PURPOSE

Section 1

The purpose of this conflict of interest policy (the "Policy") is to protect the interests of Central New York Academy Charter School (the "Corporation") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Trustee, Officer, or Key Person of the Corporation or one of their relatives. The Corporation will not enter into any such transaction or arrangement unless it is determined by the Board in the manner described below to be fair, reasonable, and in the best interests of the Corporation at the time of such determination.

Section 2

This Policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to not-for-profit and charitable organizations.

Section 3

Definitions of "Key Person," "Related Party," and other capitalized terms used in this policy can be found in Article X below.

ARTICLE II: RELATED PARTY TRANSACTIONS AND DUTY TO DISCLOSE

Section 1

Under this Policy, if the Corporation contemplates entering into a Related Party Transaction, the Board must determine if the transaction is fair, reasonable, and in the best interests of the Corporation. A Related Party Transaction is not necessarily a prohibited transaction.

Section 2

If at any time during his or her term of service a matter for decision or approval comes before the Board in which a Related Party has a Financial Interest, that Financial Interest must be promptly disclosed in writing to the Person Designated by the Board or Committee, together with all material facts. The Board will then follow the procedures set forth in this Policy.

Failure to disclose to the Board a known Financial Interest or a known potential Related Party Transaction may be grounds for removal from the Board or termination of employment by the Corporation.

ARTICLE III: DISCLOSURE AND VOTING

Section 1: Disclosure

Any Related Party shall disclose in good faith all material facts of his or her Financial Interest to the Board.

Section 2: Non-Participation and Review

All transactions, agreements, or any other arrangements between the Corporation and a Related Party, and any other transactions which may involve a potential conflict of interest, shall be reviewed by the Board. No Related Party shall vote, act, or attempt to influence improperly the deliberations or voting on any matter in which he or she has been determined by the Board to have a Financial Interest. Any attempt by a Related Party to vote, act, or improperly influence deliberations or voting by a Related Party on any matter with which such person has a Financial Interest may be grounds for removal from the Board or termination from the Corporation. All Related Parties with a Financial Interest shall leave the room while such deliberations and voting are conducted, although at the request of the Board they may provide information regarding the transaction prior to the deliberations.

Section 3: Consideration of Alternate Transactions and Comparability Data

If the contemplated Related Party Transaction pertains to compensation for services or the transfer of property or other economic benefit to a Related Party, prior to entering into the transaction the Board must determine that the value of the economic benefit provided by the Corporation to the Related Party does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data, including by considering alternative transactions to the extent possible.

Section 4: Voting

The Corporation will not enter into any Related Party Transaction unless it is determined to be fair, reasonable, and in the best interest of the Corporation and is approved by not less than a majority vote of the Trustees present at the meeting. The Board shall document the meeting contemporaneously as described in this Policy, including its consideration of any alternative transactions.

Only Independent Trustees shall vote on Related Party Transactions.

Section 5: Compensation for Services

A voting member of the Board of Trustees or an Officer who receives compensation directly or indirectly from the Corporation for services or a Trustee serving as a voting member of any Committee whose jurisdiction includes compensation matters is precluded from voting or acting on matters pertaining to that Trustee’s or Officer’s compensation.

However, a voting member of the Board or any Committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, may upon request of the Board or Committee provide information regarding compensation.

Section 6: No Loans

No loans shall be made by the Corporation to its Trustees or Officers, or to any other entity in which any of the Corporation's Trustees or Officers holds a Financial Interest, except to another charitable organization.

ARTICLE IV: AUDIT COMMITTEE REVIEW

The Board may delegate to the Audit Committee, which shall be composed solely of Independent Trustees, the adoption, implementation of, and compliance with this policy. The Board may delegate to the Audit Committee review and approval of any Related Party Transaction involving a Related Party and the Corporation, as contained in this Policy; provided that if the Related Party Transaction would otherwise require full Board approval, the Committee shall submit the Related Party Transaction to the Board for consideration, providing its recommendation as to whether or not to approve it.

ARTICLE V: RECORDS OF PROCEEDINGS

The minutes of all meetings of the Board and all Committee meetings at which a Related Party Transaction is considered shall contain:

- The names of the persons who disclosed or otherwise were determined to have a potential or actual Financial Interest and/or conflict of interest, the nature of the potential or actual Financial Interest and/or conflict of interest, any action taken to determine whether a Financial Interest or conflict of interest exists, and the Board's determination as to whether a Financial Interest and/or conflict of interest exists.
- The names of the persons who were present for deliberations and votes relating to any determinations under this Article, including whether the Related Party and any Trustees who are not Independent Trustees left the room during any such deliberations, the content of such deliberations, including consideration of alternative transactions, and whether or not the transaction with the Related Party was approved by the Board.
- The minutes shall document contemporaneously the deliberations and determination regarding any the Financial Interest or conflict of interest.

ARTICLE VI: INITIAL AND ANNUAL WRITTEN DISCLOSURES

Section 1

Prior to a Trustee's initial election to the Board, or an Officer or Key Person's employment by the Corporation, and thereafter on an annual basis, all Trustees, Officers, and Key Persons shall disclose in writing to the Person Designated by the Board:

1. Any entity of which the Trustee, Officer, or Key Person is an officer, Trustee, trustee, voting member, owner (in whole or in part) or employee and with which the Corporation has a financial relationship.
2. Any transaction in which the Corporation is a participant and in which the Trustee, Officer, or Key Person, or one of his or her relatives might have a conflicting interest.

Section 2

A copy of each disclosure statement shall be kept in Corporation's files and made available to any Trustee, Officer, or Key Person upon request.

ARTICLE VII: CONFLICTS OF INTEREST UNDER THE GENERAL MUNICIPAL LAW

The General Municipal Law (the "GML") further defines prohibited conflicts of interest for school trustees, officers, and employees.

Section 1: General Prohibitions

Under the GML, no school trustee, officer, or employee may have an interest, direct or indirect, in any contract with the School, when such trustee, officer, or employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above. No Treasurer may have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of his/her school. This, however, does not preclude payment of lawful compensation and necessary expenses of a school employee in one or more public offices or positions of employment, the holding of which is not prohibited by law.

Section 2: Express Prohibitions

In addition, the GML clearly states that a school trustee, officer, or employee may not:

- Directly or indirectly, solicit any gift, or accept or receive any gift having a value of $75 or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing, or promise, or in any other form, under circumstances in which it could reasonably by inferred that the gift was intended to or could reasonably be expected to influence him/her in the performance of his/her official duties, or was intended as a reward for any official action on his/her part;
- Disclose confidential information acquired in the course of his/her official duties or use such information to further his/her personal interests;
- Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board; or
- Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be

dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

Section 3: Exceptions

Prohibitions on conflict of interest pursuant to the GML do NOT apply to:

- The designation of a bank or trust company as a depository, paying agent, registration agent, or for investment of funds of a municipality except when the chief fiscal officer, treasurer, or his/her deputy or employee, has an interest in such bank or trust company; provided, however, that where designation of a bank or trust company outside the municipality would be required because of the foregoing restriction, a bank or trust company within the municipality may nevertheless be so designated;
- A contract with a person, firm, corporation, or association in which a municipal officer or employee has an interest which is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation, or performance of any part of such contract;
- The designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance, or other proceeding where such publication is required or authorized by law;
- The purchase by a municipality of real property or an interest therein, provided the purchase and the consideration therefor is approved by order of the supreme court upon petition of the governing board;
- The acquisition of real property or an interest therein, through condemnation proceedings according to law;
- A contract with a membership corporation or other voluntary non-profit corporation or association;
- The sale of lands and notes pursuant to Section 60.10 of the local finance law;
- A contract in which an officer or employee has an interest if such contract was entered into prior to the time he/she was elected or appointed as such officer or employee, but this does not authorize a renewal of any such contract;
- Employment of a licensed physician as school physician for a school upon authorization by a two-thirds vote of the board of trustees;
- A contract with a corporation in which an officer or employee has an interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;
- A contract for the furnishing of public utility services when the rates or charges therefor are fixed or regulated by the public service commission;
- A contract for the payment of a reasonable rental of a room or rooms owned or leased by an officer or employee when the same are used in the performance of his/her official duties and are so designated as an office;
- A contract for the payment of a portion of the compensation of a private employee of an officer when such employee performs part-time service in the official duties of the office;
- A contract in which a school officer or employee has an interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable

under contracts in which such person had an interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars;
- A contract with a member of private industry council established in accordance with the federal job training partnership act or any firm, corporation, or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

Section 4: Disclosure of Interests

- Any trustee, officer, or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it.
- Written disclosure of all interests shall be made part of and set forth in the minutes of the Board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need to be made.

ARTICLE IX: ANNUAL STATEMENTS

Each Trustee, Officer, and Key Person shall annually sign and submit to the Person Designated by the Board a statement which affirms such person: (a) has received a copy of this Policy, (b) has read and understands the Policy, and (c) has agreed to comply with the Policy.

ARTICLE X: DEFINITIONS

- **Affiliate**: An affiliate of the Corporation is a person or entity that is directly or indirectly through one or more intermediaries, controlled by, in control of, or under common control with the Corporation.
- **Board of Trustees or Board**: The body responsible for the management of the Corporation.
- **Financial Interest**: A person has a Financial Interest if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement (including direct or indirect remuneration as well as gifts or favors that are not insubstantial), or other arrangement involving the Corporation.
- **Independent Trustee**: A member of the Board of Trustees (the "Board") who:
    - is not and has not been an employee or a Key Person of the Corporation or an Affiliate of the Corporation within the last three years;
    - does not have a Relative who is or has been a Key Person of the Corporation or an Affiliate of the Corporation within the last three years;
    - has not received and does not have a Relative who has received more than $10,000 in compensation directly from the Corporation or an Affiliate of the Corporation in any of the last three years (not including reasonable compensation for services or reimbursement for expenses reasonably incurred as a Trustee of the Corporation, as set by the Corporation);
    - does not have a substantial Financial Interest in and is not an employee of, and does not have a Relative who has a substantial Financial Interest in or is an Officer of, any entity that has provided payments, property, or services to, or

received payments, property, or services from, the Corporation or an Affiliate of the Corporation in excess of the following, as applicable: (i) the lesser of $10,000 or 2% of the entity's consolidated gross revenue in any of the last three fiscal years if such consolidated gross revenue was less than $500,000; (ii) $25,000 if the entity's consolidated gross revenue in any of the last three fiscal years was $500,000 or more but less than $10,000,000; or (iii) $100,000 if the entity's consolidated gross revenue in any of the last three fiscal years was $10,000,000 or more;
    - is not and does not have a relative who is a current owner, whether wholly or partially, Trustee, officer, or employee of the Corporation's outside auditor or who has worked on the Corporation's audit at any time during the past three years;
    - is not in an employment relationship under control or direction of any Related Party and does not receive payments subject to approval of a Related Party; or
    - does not approve a transaction providing economic benefits to any Related Party who in turn has approved or will approve a transaction providing economic benefits to the Trustee.
- **Key Person**: A Key Person is a person who:
    - Has responsibilities, or exercises powers or influence over the Corporation as a whole similar to the responsibilities, powers, or influence of Trustees and officers;
    - Manages the Corporation, or a segment of the Corporation that represents a substantial portion of the activities, assets, income, or expenses of the Corporation; or
    - Alone or with others controls or determines a substantial portion of the Corporation's capital expenditures or operating budget.
- **Officer**: A person who has the authority to bind the Corporation as designated in the bylaws of the Corporation.
- **Related Party**: Persons who may be considered a Related Party of the Corporation or an Affiliate of the Corporation under this Policy include:
    - Trustees, Officers, or Key Persons of the Corporation or an Affiliate of the Corporation;
    - Relatives of Trustees, Officers, or Key Persons;
    - Any entity in which a person in (i) or (ii) has a 35% or greater ownership or beneficial interest or, in the case of a partnership or professional corporation, a direct or indirect ownership interest in excess of 5%;
    - Founders of the Corporation;
    - Substantial contributors to the Corporation (within the current fiscal year or the past five fiscal years);
    - Persons owning a controlling interest (through votes or value) in the Corporation;
    - Any non-stock entity controlled by one or more Key Persons;
    - Any other person who is, or has within the last five years, been in a position to exercise substantial influence over the affairs of the Corporation.
- **Related Party Transaction**: Any transaction, agreement, or any other arrangement with the Corporation or an Affiliate of the Corporation in which a Related Party has a Financial Interest. Any Related Party Transaction will be considered a conflict of interest for the purposes of this Policy.

- **Relative**: A Relative is a spouse or domestic partner as defined in section 2994-A of the New York Public Health Law, ancestor, child (whether natural or adopted), grandchild, great-grandchild, sibling (whether whole or half-blood), or spouse or domestic partner of a child (whether natural or adopted), grandchild, great-grandchild, or sibling (whether whole or half-blood).
- **Trustee**: Any voting or non-voting member of the Board of Trustees, whether designated as a Trustee, trustee, manager, governor, or by any other title.

Hiring Policy – Please note (Draft)

CNYACS believes respect for the individual is the foundation for creating equal employment opportunity. All employment actions, such as recruitment, hiring, promotions, terminations, layoffs, returns from layoffs, compensation, benefits, transfers and participation in School-sponsored training, education or social/recreational programs, are made without regard or consideration for an individual's race, color, creed, religion, sex, sexual orientation, age, national origin, citizenship status, veteran status, mental or physical disability, marital status, genetic information or an individual's membership in any other class or category protected by applicable federal, state or local law.

CNYACS will not discriminate against any individual with a disability who is otherwise qualified for employment. Reasonable accommodation will be provided to individuals with a known physical or mental disability if such accommodation would not impose an undue hardship on the School and would enable the individual to apply for or perform the essential functions of the position in question. Any qualified employee or applicant with a disability who requires a reasonable accommodation in order to perform the essential functions of his or her job should notify his or her supervisor and request such an accommodation. The School will then identify possible accommodations, if any, that will help to eliminate the limitation or barrier. If the accommodation is reasonable, will not impose an undue hardship and neither the employee nor the accommodation would pose a direct threat to the health and/or safety of the individual or others, the School will make the accommodation. The individual is encouraged to fully cooperate with the School in seeking and evaluating alternatives and accommodations. The School may require medical verification of both the disability and the need for accommodation.

Pre-employment and other background investigations are conducted in accordance with federal and state laws regarding individuals offered employment by the School. All offers of employment are contingent upon satisfactory results of pre-employment background investigations.

Employees are expected to participate in the annual performance evaluation process. While employees' self-evaluations become part of their personnel file, it is the manager's evaluation that is considered the "official" evaluation of the employee. Employees are welcome to write a formal rebuttal to their evaluation, if they feel that is warranted. Any rebuttal will be included in the employee's personnel file but may not affect the manager's final evaluation submission.

The school keeps both electronic and paper personnel files. Files are maintained in accordance with CNYACS Records Management Policy and Record Retention Schedule.

Salary Adjustments

Salary and wages are reviewed annually and adjustments, if any, are made on a merit basis, where appropriate, based on performance as well as market and business considerations.
Salary adjustments are not automatic. Such adjustments are ultimately made at the discretion of the School.

Separation of Employment

School employees are requested to provide notice of their resignation in writing to the Principal at least two weeks prior to their last day of work, unless the employee's individual employment agreement requires a longer notice period.

All School employees are required to return all keys, identification cards, tools, security codes, computer equipment, computer passwords, telephone voicemail passwords, other office equipment and/or any other property of the School, including, but not limited to, books and other teaching materials and resources, written documents, files and student records, to their supervisor or the Principal upon their separation from the School.

The school will not discriminate on the basis of gender in compliance with Title IX of the Education Amendments of 1972, 20 USC § 1641, and 34 CFR § 106.9, and list the name, office address, and telephone number of the employee or employees appointed to provide information and investigate complaints pursuant to 34 CFR § 106.8.

ARTICLE IX

CODE OF ETHICS

9.1 The Trustees, officers and employees of The Central New York Academy Charter School shall at all times be in compliance with the following code of ethics:

9.1.1 The Board shall conduct and direct the affairs of CNYACS and exercise all such powers as may be exercised by CNYACS, subject to all applicable laws, the CNYACS Charter and these Bylaws. The Board may delegate the management of the activities of CNYACS to others, so long as the affairs of CNYACS are managed and its powers are exercised under the Board's ultimate jurisdiction.

9.1.2 Not more than four on the Board may be interested persons. An interested person is:

a. Any person currently being compensated by CNYACS for services rendered to it within the previous twelve (12) months, whether as a full or part-time employee, independent contractor or otherwise; or,
b. Any sister, brother, ancestor, descendant, spouse, sister-in-law or brother-in-law, mother-in-law or father-in-law, daughter-in-law or son-in-law of any such person.

9.1. 3 Every Trustee has the right to participate in the discussion and vote on all issues before the Board and any committee of the Board of which the Trustee is a member, except that a 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;
d. In the case of the Principal, such person's evaluation and compensation; or,
e. Any other matter at the discretion of a majority of the Trustees then present.

9.1.4 Trustees representing any not-for-profit corporation proposing to do business with CNYACS shall disclose the nature and extent of such business propositions.

9.1.5 No trustee, officer or employee of a for-profit corporation having a business relationship with

CNYACS shall serve as a voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

a. Individuals associated with a partnership, limited liability corporation or professional corporation, including but not limited to doctors, accountants or attorneys;
b. Individuals associated with an educational entity (including but not limited to schools of education, but not including a for-profit educational management organization) some of whose faculty may be providing paid services directly or indirectly to such charter school;
c. Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning or other financial services organization.

9.1.6 Trustees, officers or employees of any single external organization shall hold no more than four of the total seats comprising the Board of Trustees.

9.1.7 Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest shall be reflected in the Board minutes.

9.1.8 Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

9.1.9 Trustees shall not accept any gift or privilege in connection with CNYACS worth $50 or more that is not available to a similarly situated person unless that gift is for the use of CNYACS.

9.1.10 CNYACS Trustees, officers and employees shall never ask a subordinate, student or a parent of a student to work on or give to any political campaign.

Response-13a - Partner Organizations

This response is not applicable.

R-13b - Partner Commitment

This response is not applicable.

R-14ad – Governance

a. Board Members

Central New York Academy Charter School is committed to recruiting and selecting board members who bring diverse perspectives, relevant experience, and a shared commitment to supporting effective governance and representing the interests of the students and families the school proposes to serve. The following methods have been and will be utilized to recruit and select board members:

1. Community Outreach and Engagement: The school will actively engage with the community it serves to identify potential board candidates who possess the skills, expertise, and dedication necessary to contribute effectively to the governance of the school. This may involve attending community events, hosting information sessions, and soliciting recommendations from community leaders, parents, and stakeholders.

2. Nomination Process: The school will establish a transparent nomination process for board candidates, allowing interested individuals to submit nominations or self-nominations for consideration. Nominees are evaluated based on their qualifications, experience, and alignment with the school's mission and values.

3. Skill-Based Recruitment: The school will identify specific skills, expertise, and backgrounds that are needed on the board to support effective governance and decision-making. Efforts would be made to recruit candidates with diverse professional backgrounds, including education, finance, law, nonprofit management, and community organizing, to ensure a well-rounded and capable board.

4. Recruitment Strategies: The school used a variety of recruitment strategies to attract qualified candidates, including targeted outreach to professional networks, industry associations, and educational organizations. Emphasis is placed on reaching out to individuals who have demonstrated leadership experience, a commitment to educational excellence, and a passion for serving the needs of underserved communities.

5. Selection Criteria and Interviews: The school established clear selection criteria for evaluating board candidates, which included factors such as relevant experience, expertise, diversity, integrity, and a demonstrated commitment to the school's mission. Candidates will be interviewed by a nominating committee or board members to assess their qualifications, alignment with the school's goals, and suitability for board service.

6. Representation of Student and Family Interests: The school prioritizes the recruitment of board members who are representative of the interests, backgrounds, and demographics of the students and families the school proposes to serve. Efforts will be made to ensure diversity and inclusion on the board, including representation from different cultural, racial, socioeconomic, and linguistic backgrounds.

7. Ongoing Board Development: Once selected, board members will participate in orientation and ongoing professional development (teambuilding) opportunities to enhance their governance skills, deepen their understanding of the school's mission and operations, and stay informed about relevant issues impacting students and families.

Trustee Name	Position	Committee	Expertise	Voting	Ex-Officio
Dr. Shanelle R. Dawson (Previously Benson-Reid)	Chairman	Academic, Facilities, Compliance	K-8 pedagogical and coaching services, Organizational Leadership and Board Trustee experience	yes	
Jawwaad A. Rasheed	Vice- Chair	Compliance, Grievance	Law, Organizational Leadership and Accountability. Board Trustee experience	yes	
Mr. Vincent B. Love	Treasurer	Fundraising, Finance, Facilities	Education Finance Management, Budgeting and Accounting. Organizational Leadership and Fundraising Strategies. Board Trustee experience	yes	
Evette N. Williams	Secretary	Academic, Grievance	K to 8 pedagogical experience, Organizational Leadership, Foster and Kinship Care System. Board Trustee experience	yes	

Ann Marie Johnson	Member	Academic, Fundraising	Social Services, Disabilities Advocacy, Compliance Analysis	yes	
Corey Mitchell	Member	Fund Raising, Compliance, Education	Professional Development, Fundraising, Education leadership	yes	
Rev. Phil Turner	Member	Fund Raising, Finance	Community Relations, Facilities Procurement	yes	
TBD September of Year 2	PTO Representative	TBD	Parent		yes

b. Education Corporation Board Roles and Responsibilities

Roles and Responsibilities of the Education Corporation's Board of Trustees:

1. Selecting School Leader(s) and Partner Organizations:

- The board of trustees will be responsible for selecting and appointing the school leader(s) who will oversee the day-to-day operations of the school and implement its educational program.

- If the school partners with or is managed by an external organization, such as a charter management organization (CMO) or educational management organization (EMO), the board will also be involved in the selection and contracting process to ensure alignment with the school's mission, values, and goals.

2. Monitoring School Performance:

- Fiscal Performance: The board will monitor the school's fiscal performance by reviewing regular financial reports, budgets, and audits. It will ensure that financial resources are managed prudently, expenditures are aligned with the budget, and financial controls are in place to safeguard assets and comply with legal and regulatory requirements.

- Academic Performance: The board will monitor (in conjunction with the school's administration) the school's academic performance by analyzing student achievement data, including standardized test scores, graduation rates, and other relevant metrics. It will assess

whether the school is meeting its academic goals and objectives, will identify areas for improvement, and will support initiatives to enhance student learning and success.

- Operations Performance: The board will oversee the school's operational performance by evaluating key areas such as enrollment, facilities management, staffing, compliance with laws and regulations, and adherence to policies and procedures. It will ensure that the school operates efficiently, effectively, and in accordance with best practices in education management.

3. Sources of Data for Monitoring School Performance:

- Internal Reports and Data: The board will rely on internal reports and data generated by the school's administration, such as financial statements, academic progress reports, enrollment data, and operational metrics.

- External Assessments and Evaluations: The board may also utilize external assessments and evaluations, including state accountability measures, independent audits, and performance reviews conducted by external consultants or agencies, to gain additional insights into the school's performance and identify areas for improvement.

4. Evaluating School Leaders and Partner Organizations:

- The board will evaluate the performance of school leaders, including the principal or executive director, and any partner organizations involved in the management or operation of the school.

- Performance evaluations are based on predetermined criteria aligned with the school's mission, goals, and performance expectations. These criteria may include academic achievement, instructional leadership, fiscal management, staff development, community engagement, and adherence to legal and ethical standards.

- The board will hold school leaders and partner organizations accountable for achieving established goals and objectives, providing constructive feedback, and taking appropriate action to address performance deficiencies or ensure continuous improvement.

c. Education Corporation Board Design.

The rationale for the proposed design of the education corporation's board of trustees, including ex-officio members, is grounded in the principles of effective governance, stakeholder representation, and organizational expertise. Ex-officio members, both voting and non-voting, will be included in the board composition to provide valuable perspectives, expertise, and connections that contribute to the overall effectiveness and success of the education corporation. The rationale for their inclusion is as follows:

1. Expertise and Experience: Ex-officio members often hold key positions or affiliations within the community, educational institutions, or partner organizations that bring specialized knowledge, skills, and experience relevant to the mission and goals of the education corporation. Their expertise may span areas such as education policy, finance, law, community relations, or

nonprofit management, enhancing the board's collective capacity to make informed decisions and provide strategic guidance.

2. Stakeholder Representation: Ex-officio members represent important stakeholders or constituencies served by the education corporation, ensuring that diverse perspectives and interests are represented in board deliberations and decision-making processes. This may include representatives from parent organizations, alumni associations, partner institutions, local government agencies, or community-based organizations, who advocate for the needs and priorities of their respective constituencies.

3. Collaborative Partnerships: Ex-officio members from partner organizations or collaborating institutions contribute to the development and maintenance of collaborative partnerships that support the mission and objectives of the education corporation. Their participation on the board facilitates communication, coordination, and alignment of efforts across organizational boundaries, fostering synergy and maximizing impact through strategic collaboration.

4. Resource Mobilization and Advocacy: Ex-officio members with influential positions or networks play a crucial role in resource mobilization, fundraising, and advocacy efforts on behalf of the education corporation. Their connections and credibility within the community or industry can facilitate access to funding, in-kind support, and other resources needed to sustain and advance the organization's mission and programs.

5. Non-Voting Advisory Role: Non-voting ex-officio members may serve in an advisory capacity, providing valuable insights, advice, and recommendations to the board based on their specialized knowledge and expertise. While they may not have voting rights, their perspectives are considered in board discussions and decisions, enriching the deliberative process and contributing to more well-rounded and informed outcomes.

The proposed design of the education corporation's board of trustees is carefully crafted to facilitate effective governance, ensure accountability, and promote continuous improvement. The rationale for this design includes considerations related to the information flow from various stakeholders, the orientation process for new trustees, and ongoing training and development for board members, including the use of a self-evaluation tool:

1. Information Flow from Stakeholders:

- CMO or Partner Organizations: If the school partners with a charter management organization (CMO) or other external entity, the board will receive regular updates and reports from the CMO or partner organization regarding key operational and performance metrics, financial management, and strategic initiatives. This information is essential for the board to fulfill its oversight responsibilities and evaluate the effectiveness of the partnership.

- School Leadership and Staff: The board will receive regular reports and updates from school leadership, including the principal or executive director, on academic progress, student achievement data, instructional programs, staffing, and operational matters. Staff members may also provide input and feedback on relevant issues and initiatives.

- Contractors and Service Providers: The board will receive reports and updates from contractors and service providers responsible for supporting various aspects of the school's operations, such as facilities management, food services, transportation, and technology. This information helps the board assess the quality and effectiveness of contracted services and address any concerns or issues that may arise.

2. New Trustee Orientation Process:

- The education corporation has established a comprehensive orientation process for new trustees to familiarize them with the organization's mission, governance structure, policies, and operations.

- New trustees will receive orientation materials, including a board handbook or manual, organizational documents, bylaws, and relevant policies.

- They will have opportunities to meet with key stakeholders, including school leadership, staff members, board officers, and committee chairs, to gain insights into the organization's culture, priorities, challenges, and opportunities.

- Training sessions may be provided on topics such as board governance, fiduciary responsibilities, legal and regulatory compliance, strategic planning, and effective decision-making.

3. Board/Trustee Training and Development:

- The education corporation prioritizes ongoing training and development for board members to enhance their knowledge, skills, and effectiveness in fulfilling their fiduciary and governance responsibilities.

- Training sessions, workshops, seminars, and conferences may be organized on relevant topics, such as educational trends, financial management, risk management, board governance best practices, diversity, equity, and inclusion, and effective communication and collaboration.

- The board may utilize self-evaluation tools, such as board performance surveys or assessments, to solicit feedback from trustees on their individual and collective performance, identify areas for improvement, and develop action plans to address gaps or weaknesses.

- Professional development opportunities may be tailored to the specific needs and interests of board members, with input from trustees, board officers, and external experts or consultants as needed.

d. Stakeholders Participation

The board recognizes the critical importance of effective collaboration with parents, the community, and school staff in the governance of the educational corporation. By fostering open communication, soliciting input, and engaging stakeholders in decision-making processes, the board aims to create a supportive and inclusive environment that promotes student success. The following strategies outline how the board will effectively collaborate with each stakeholder group:

1. Parents: Please note that the Central New York Academy Charter School via HLN Initiatives Inc. has established a relationship with the National Parents' Union (https://nationalparentsunion.org/).

- Regular Communication: The board will maintain regular communication channels with parents through newsletters, email updates, and social media platforms to keep them informed about important developments, events, and decisions.

- Parent Advisory Committees: The board may establish parent advisory committees to provide a forum for parents to share feedback, concerns, and ideas with board members and school leadership. These committees can serve as valuable sounding boards and provide input on key issues affecting students and families.

- Parent Education Workshops: The board will organize workshops and informational sessions to educate parents about the school's policies, programs, and educational practices. These sessions can help parents better understand their roles and responsibilities in supporting their children's academic success.

- Parent Engagement Events: The board will host engagement events, such as family nights, parent-teacher conferences, and school-wide celebrations, to foster a sense of community and partnership between parents, students, and school staff.

2. Community:

- Community Partnerships: The board will actively seek partnerships with local businesses, organizations, and community leaders to leverage resources, expertise, and support for the school's programs and initiatives. These partnerships can enhance student learning opportunities and enrich the educational experience.

- Community Input and Feedback: The board will solicit input and feedback from community members through public forums, town hall meetings, and surveys. By actively listening to community perspectives and priorities, the board can make more informed decisions that reflect the needs and aspirations of the broader community.

- Community Outreach and Engagement: The board will engage in outreach activities to raise awareness about the school's mission, achievements, and opportunities for involvement. This includes participating in community events, hosting informational sessions, and collaborating with local media outlets to share positive stories about the school and its impact on the community.

3. School Staff:

- Staff Representation: The board may include staff representatives, such as teachers or support staff, who provide input and insights from the frontline of education. Staff representatives ensure that the board considers the perspectives and needs of those directly involved in delivering instruction and supporting student learning.

- Collaboration on Decision-Making: The board collaborates with school leadership and staff on key decision-making processes, such as budgeting, curriculum development, and strategic planning. This collaborative approach ensures that decisions are informed by the expertise and input of those directly impacted by them.

- Professional Development Support: The board supports professional development opportunities for school staff and recognizes their contributions to student success. By investing in staff development and acknowledging their achievements, the board fosters a culture of excellence and continuous improvement within the school community.

R-14e – Bylaws

Central New York Academy Charter School

BY-LAWS

The name of this Corporation is Central New York Academy Charter School. (the "School").

ARTICLE II
MEMBERSHIP

The School has no members. The rights which would otherwise vest in the members vest in the trustees of the School (hereinafter the "Trustees"). 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

Section 1. Powers. The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the New York Education Law, Not-for-Profit Corporation Law and Open Meetings Law), as well as the requirements of the School's charter and these By-laws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction. 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 By-laws, and the following specific powers:

(a) To elect and remove Trustees;

(b) To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them and to fix their compensation;

(c) To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;

(d) 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 School;

(e) To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;

(f) To act as Trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

(g) 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;

(h) 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, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws; and

(i) 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 applicable provisions of the Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

Section 2. Number of Trustees. The number of Trustees of the School shall be not fewer than five (5) and shall not exceed fifteen (15).

Section 3. Election of Trustees. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office. Trustees-elect assume office upon approval by the New York State Education Department's Charter Schools Office.

Section 4. Eligibility. The Board may elect any person who is not an employee of the School and who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.

Section 5. Term of Office. Trustees shall hold office for a term of three (3) years. Trustees may succeed themselves in office and there shall be no limits on the number of terms a Trustee may serve. Notwithstanding the foregoing, at the initial meeting of the Board after the School receives its Charter, the initial Trustees shall be divided evenly (or as close to evenly as possible) into three (3) classes as follows: one (1) class of Trustees whose initial term which shall expire in June 2023, one (1) class of Trustees whose initial term shall expire in June 2024 and one (1) class of Trustees whose initial term shall expire in June 2025. For the avoidance of doubt, if reelected,
Trustees with an initial term shorter than three (3) years (or new Trustees) shall be reelected for three (3) year terms.

Section 6. Interested Persons.

(a) Not more than forty percent (40%) of the persons serving on the Board may be (i) persons currently being compensated by the School for services rendered to it within the previous twelve (12) months; or (ii) a sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-inlaw or father-in-law, cousin or cousin-in-law of any such person.

(b) Not more than forty percent (40%) of the voting persons on the Board may be directors, officers, employees, agents or otherwise affiliated with any single entity (with the School or another charter school), regardless of whether said entity is affiliated or otherwise partnered with the School. For the purposes of the foregoing sentence, "single entity" shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners. The New York State Education Department, on behalf of the Board of Regents may, in its sole discretion, waive this restriction upon written request from the School.

(c) Where the School has engaged a not-for-profit educational service provider or other entity that provides comprehensive management services to the School pursuant to a contract between such entity and the School, no more than two (2) Trustees may be affiliated with such not-for-profit entity, or have immediate family members so affiliated, and one (1) such Trustee's affiliation is limited to serving as director of such entity; provided, however, that in such case the following restrictions shall apply:

(i) termination of the contract with the not-for-profit educational service provider or other entity shall constitute cause for removal of such person(s) from the Board, and upon such termination such person(s) may be removed from the Board by vote of the Board provided there is a quorum of at least a majority of the entire Board present at the meeting;

(ii) such person(s) shall not hold the offices of Chairperson or Treasurer of the Board;

(iii) when the Board has proper grounds to go into executive session pursuant to the New York Open Meetings Law ("Open Meetings Law"), and the Board is to discuss or vote upon an issue related to the not-for-profit management company or entity, the personnel of such company or entity, or such person(s), the Board may, after such person(s) has had an opportunity to fully address the Board, continue such executive session outside of the presence of such person(s); and
(iv) the number of Trustees on the Board shall not be less than seven (7) where two (2) Trustees are affiliated with the not-for-profit entity and not less than six (6) where one (1) Trustee is affiliated with the not-for-profit entity.

Section 7. Removal of Trustees. The Board may remove or suspend a Trustee with cause by vote of a majority of the entire Board on examination and due proof of the truth of a written complaint by any Trustee of misconduct, incapacity or neglect of duty, in accordance with Section 226(8) of the Education Law and other such sections of the Education Law and the Not-for-Profit Corporation Law. In accordance with the procedures set forth in the Education Law, the Board of Regents may remove any Trustee for misconduct, incapacity, neglect of duty, or where it appears to the satisfaction of the Regents that the Board has failed or refuses to carry into effect its educational purposes.

Section 8. 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 Board, such Trustee shall be deemed to have resigned and the vacancy shall be filled.

Section 9. Vacancies. The office of any Trustee shall become vacant on his or her death, resignation, refusal to act, removal from office, expiration of term, or any other cause specified in the School's charter. If any Trustee fails to attend three (3) consecutive meetings without excuse accepted as satisfactory by the Board, such Trustee shall be deemed to have resigned, and the vacancy shall be filled. The Board may fill any vacancy occurring in the middle of a Trustee's term by electing another individual to serve for the duration of his or her predecessor's unexpired term and may be reelected in accordance with the provisions of this section.

Section 10. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

Section 11. Parent Representative. The Board shall include at least one parent or guardian of a current or former student at the School once the School has enrolled students. The parent representative shall be a voting member of the Board.

Section 12. Meetings.

Section 12.1. Annual Meetings. An annual meeting of the Board shall be held at the School (and until a School facility is identified, such location as determined by the Board) each June at a date and time designated by the Board or in such other month, date and time as the Board may designate. At the annual meeting, the Board shall, if nominated, re-elect Trustees and officers whose terms as expiring or otherwise elect new Trustees and officers if Trustees whose terms are expiring are not presented for re-election. Nothing herein shall prohibit the election of Trustees and officers at such other times the Board may designate if there are open seats to be filled by vacancy or otherwise.

Section 12.2. Regular Meetings. The Board shall meet to conduct business and to review the Treasurer's accounts as frequently as it deems necessary but no less than on a monthly basis as required by the New York Education Law.

Section 12.3. Special meetings of the Board of Trustees may be called (i) at any time by the Chairperson, (ii) by the senior Trustee on written request of three Trustees if the Chairperson is absent, or (iii) by any other manner determined by the Board of Trustees. Seniority shall be according to the order in which the Trustees are named in the charter or subsequently elected.

Section 13. Notice of Meetings. Annual, regular and special meetings of the Board of Trustees shall be held on notice to the Trustees. Notice of any adjournment of a meeting of the Board of Trustees to another time or place shall be given to the Trustees who were not present at the time of the adjournment and, unless such time and place are announced at the meeting, to the Trustees who were present Notices shall state the time and place of the meeting and shall indicate that

they are being issued by or at the direction of the person calling the meeting. Notice of each meeting of the Board of Trustees shall be transmitted to each Trustee to the usual address (email acceptable) of every Trustee with as much advance notice as practicable.

Section 14. 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.

Section 15. Board Participation by Other Means. To the extent permitted by Article 7 of the Public Officers Law, Trustees who do not reside in New York, or who cannot be present at the location and date of the meeting may participate by video conference in order to be counted for the quorum and vote on relevant matters. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees participating in the Board meeting other than in-person or by live videoconferencing shall not be permitted to vote. Further, members will not be permitted to vote by proxy. Appropriate notice and access will be given to the public such that they can participate in the meeting if they so wish at any location in which video conferencing is being used. Public notice will inform the public that video conferencing will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any of the locations. Members may participate by phone, but will not be included as part of the quorum and will not be permitted to vote on pending issues.

Section 16. 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 business or of any specified item of business, but a majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 17. Open Meetings. Notwithstanding any other provisions of these By-laws, the School shall comply with the New York Open Meetings Law.

Section 18. Action by the Board of Trustees. Any reference in these By-laws to action to be taken by the Board of Trustees shall mean such action at a meeting of the Board of Trustees. Except as otherwise expressly required by law or by these By-laws, the vote of a majority of the Trustees present at the time of the vote, if a quorum is present at such time, shall be the act of the Board of Trustees. In any case in which a Trustee is entitled to vote, he or she shall have no more than, nor not less than, one vote.

Section 19. 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.

Section 20. 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 School whom the Trustee believes to be reliable and competent in the matters presented;
(i) legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
(ii) a Board committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's charter or By-laws, 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 section 19 above, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Section 21 Investments. In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in section 19, and shall consider among other relevant considerations the long and short term needs of the School 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.
Section 22. 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 IV
OFFICERS

Section 1. Officers of the Corporation. The officers of the Corporation shall be the Chair, a Vice Chair, a Secretary, a Treasurer, and such other officers as the Board may from time to time establish. Officers shall be elected and shall serve a term that is co-terminus with their term as Trustee. Any two or more offices may be held by the same person, except the offices of Chairperson and Secretary or the offices corresponding thereto.

Section 1.1. Chair. The Chair shall serve as Chairman of the Board of Directors and shall carry out those duties usually incident to the office of President and shall serve as Chair of the Executive Committee. The Chair shall execute all documents on behalf of this Corporation unless the Board has generally or specifically delegated the authority to execute the document in question to another officer of the Corporation or employee of the School.

Section 1.2. Vice Chair. The Vice Chair shall fulfill the Board Chair's duties when the Chair is absent and assist the Board Chair in the execution of his or her duties as needed.

Section 1.3. Secretary. The Secretary shall keep the minutes of all meetings, provide written notice of all meetings and copies of minutes of previous meetings in accordance with these By-Laws or as required by the laws of the State of New York, and shall act as the custodian of the

School's records.

Section 1.4. Treasurer. The Treasurer shall be the principal financial officer of the School and shall ensure that there is an adequate and correct accounting of the property and business transactions of the School.

Section 2. Election. Upon election, each officer shall hold office until such officer's successor shall have been duly elected and shall have qualified, or until such officer's earlier death, resignation or removal.

Section 3. Removal. Any officer elected by the Board may be removed at any time, for cause or without cause, by an affirmative vote of two-thirds (2/3) of all the Trustees of the Board.

Section 4. Vacancy. In the event a vacancy occurs in any office, the Board shall elect, at a regular meeting or a special meeting of the Board, a person to succeed to such office.

ARTICLE V
COMMITTEES OF THE BOARD

Section 1 Committees.
(a) The Board of Trustees, by resolution adopted by a majority of the entire Board of Trustees, may designate from among its members an Executive Committee, consisting of five or more Trustees, and other standing committees, each consisting of three or more Trustees as the Board may deem appropriate. Notwithstanding the foregoing, nothing herein shall prevent or restrict individuals other than Trustees from participating in committees in a supporting capacity. All committees are subject to the New York Open Meetings Law.

(b) Unless a shorter term is prescribed by the Board in its resolution creating a committee, the committee members shall be elected for a one-year term at each annual meeting of the Board. The Board shall elect members of committees, except that with respect to the Executive Committee, members shall be elected by an affirmative vote of a majority of the entire number of Trustees including vacancies. Vacancies in the membership of any committee with the authority of the board shall be filled in the same manner as initial appointment. The membership of committees, other than committees with the authority of the board, shall not be restricted to Trustees but shall be drawn from the administration, faculty, parent body and community at large, as appropriate, and ratified by the Board. Except as otherwise provided in these By-laws or by the Board, the chairperson of each committee shall be chosen by the Chairperson of the Board from among the Trustee members of the committee.

Section 2. Authority of Committees. The Board may grant to a committee any of the authority of the Board of Trustees, except with respect to the following and as otherwise prohibited by law:

(a) the election or removal of Trustees and Officers;
(b) filling of vacancies on the Board of Trustees or any committee;

(c) the amendment or repeal of these By-laws or the adoption of new By-laws;

(d) the appointment of other committees, or the members of the committees;

(e) the amendment or repeal of any resolution of the Board of Trustees which, by its terms, shall not be so amendable or repealable;

(f) the approval of a merger or a plan of dissolution;

(g) the authorization of the sale, lease, exchange, or other disposition of all or substantially all of the assets of the Corporation; or

(h) the approval of amendments to the certificate of incorporation (provisional charter).
Section 3. Alternate Members. The Board of Trustees may elect one or more Trustees as alternate members of any such committee, who may replace any absent member or members at any meeting of such committee.

Section 4. Special Committees. The Board of Trustees may create such special committees as it may deem desirable. Special committees shall have only the powers specifically delegated to them by the Board of Trustees and in no case shall have powers which are not authorized for standing committees with authority of the board.

Section 5 Executive Committee. The Executive Committee, in intervals between the meetings for the Trustees, may transact such business of the School as the Trustees may authorize, or undertake any actions specified in Section 2 of this Article.

Section 6. Audit and Finance Committee No person who is an employee of the Corporation or who has any material financial interest in any entity doing business with the Corporation may serve on the Audit and Finance Committee. To the extent permitted by law and these By-laws, the Audit and Finance Committee shall (a) recommend to the Board an annual budget and fiscal policy (and amendments thereof from time to time); (b) recommend to the Board an independent auditor to conduct an annual audit of the financial statement of the Corporation and oversee such independent auditor; and (c) fulfill such other financial and audit duties and responsibilities as needed or the Board may assign from time to time.

Section 7. Academic Committee. The Academic Committee shall oversee the education program and review student achievement data for the School. The Academic Committee shall also have oversight over School assessment, performance, and the review of educational qualitative data as it pertains to the fulfillment of the School’s mission.

Section 8. Personnel Committee. The Personnel Committee, in conjunction with School Leadership, shall oversee staff and personnel matters. The Personnel Committee will also collaborate on talent recruitment and evaluations, and oversee grievance matters as they pertain to the Board.
Section 9. Development Committee. The Development Committee will oversee the creation and

implementation of the board's development plan designed to ensure that the school is financially sustainable over time.

Section 10. Procedures of Committees. All committees may adopt rules governing the time of, the method of calling, or the method of holding their meetings, and the conduct of their affairs. All committees shall keep a record of their acts and proceedings in accordance with the New York Open Meetings Law and shall report thereon to the Board of Trustees.

Section 11. Quorum and Manner of Acting. A majority of the members of a committee shall constitute a quorum for the transaction of business, and the act of a majority of those present at a meeting at which a quorum is present shall be the act of the committee. The members of a committee shall act only as a committee.

ARTICLE VI
CONFLICTS OF INTEREST

Section 1. Disclosure. Trustees, officers and employees shall seek to avoid potential conflicts of interest in personal and in professional relationships, and shall timely disclose potential conflicts of interest to appropriate supervisory personnel and/or other applicable School officials in accordance with the School's policies. In addition, all Trustees, officers and staff shall fully cooperate in the management of any potential conflicts of interest. In addition, trustees, officers and senior staff shall fully comply with the School's Conflict of Interest Policy.

Section 2. Conflicts of Interest Policy. The Board shall adopt a Conflict of Interest Policy. The Conflict of Interest Policy shall provide that no Trustee, Officer, employee or committee member shall have an interest, direct or indirect, in any contract when such Trustee, Officer, employee or committee member, individually or as a member of the Board or committee, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above (subject to certain exceptions allowed under Section 802 of the General Municipal Law). The Conflict of Interest Policy shall also provide that the Treasurer shall not have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of the School. Any Trustee, Officer, employee or committee member with such an interest shall make a prompt, full and frank disclosure of his or her interest to the Board or committee. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the School's interest. The Conflict of Interest Policy shall also provide that no Trustee, officer, employee or committee member shall (i) directly or indirectly solicit, accept or receive any gift having a value of fifty dollars ($50) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him or her in the performance of his or her official duties, or was intended as a reward for any official action on his or her part; (ii) disclose confidential information acquired in the course of his or her official duties or use such information to further her or her personal interests; (iii) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he or she is an officer, member or employee or

of any municipal agency over which he or she has jurisdiction or to which he or she the power to appoint any member, officer or employee; or (iv) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered. This provision is intended to comply with Sections 800-804, 804-a, 805, 805-a, 805-b and 806 of the General Municipal Law, and shall be interpreted in accordance with those provisions. To the extent of any conflict between any provision of these By-laws and those provisions of the General Municipal Law, those provisions of the General Municipal Law shall control.

Section 3. Avoidance of Self-Dealing Transactions. The Board of Trustees and the School shall not engage in any “self-dealing transactions,” except as approved by the Board. "Self-dealing transaction" means a transaction to which the School is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: A transaction which is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the School 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.

ARTICLE VII
CONTRACTS, LOANS, GRANTS AND PROPERTY

Section 1. Contracts. Except as otherwise provided by law, the Board of Trustees may, prospectively or retroactively, authorize the Secretary or, prospectively, authorize any other officer(s) or agent(s) of the School, in the name and on behalf of the School, to enter into any contract. Any such authority may be general or confined to specific instances.

Section 2 Loans. The Board of Trustees may prospectively authorize the Treasurer or any other officer(s) or agent(s) of the School to effect loans and advances at any time for the School from any bank, trust company or other institution, or from any firm, corporation or individual, and for such loans and advances to make, execute and deliver promissory notes, bonds, or other certificates or evidences of indebtedness of the School, and when authorized to do so to pledge, hypothecate or transfer, to the extent permitted by law, any securities or other property of the School as security for any such loans or advances. Such authority conferred by the Board of Trustees may be general or confined to specific instances.

Section 3. Grants. The Board of Trustees, on the basis of written recommendations from individual Trustees, officers and employees of the School, may, prospectively or retroactively, authorize the Chairperson, on behalf of the School, to make grants and other contributions.

Section 4. Property Holding. The Board of Trustees may take and hold by gift, grant, devise or bequest in their own right or in trust for any purpose comprised in the objects of the school, such additional real and personal property, beyond such as shall be authorized by its charter, as the regents shall authorize within one year after the delivery of the instrument or probate of the will giving, granting, devising or bequeathing such property. Such authority given by the regents

shall make any such gift, grant, devise or bequest operative and valid in law. Any grant, devise or bequest shall be equally valid whether made in the School's name or to the Trustees, and such powers given to the Trustees shall be powers of the School.

Section 5. Control of Property. The Board of Trustees may (a) buy, sell, mortgage, let and otherwise use and dispose of its property as it shall deem for the best interests of the School; and (b) lend or deposit, or receive as a gift, or on loan or deposit, literary, scientific or other articles, collections, or property pertaining to its work. Such gifts, loans or deposits may be made to or with the school. Any such transfer of property, if approved by the Board of Regents, shall during its continuance, transfer responsibility thereafter to the school, which shall also be entitled to receive any money, books or other property from the state or other sources to which the school would have been entitled but for such transfer.

ARTICLE VIII
NON-LIABILITY; INDEMNIFICATION; INSURANCE

Section 1. Non-Liability of Trustees. The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

Section 2. Indemnification of Trustees and Officers. In accordance with Section 721 of the New York Not-For-Profit Corporation Law, the School shall, to the fullest extent permitted, and in the manner prescribed, by Sections 721, 722, 723 and 725 of the New York Not-For-Profit Corporation Law, as amended from time to time, indemnify any person who is or was made, or threatened to be made, a party to any action or proceeding, whether civil or criminal, whether involving any actual or alleged breach of duty, neglect or error, any accountability, or any actual or alleged misstatement, misleading statement or other act or omission and whether brought or threatened in any court or administrative or legislative body or agency. This should include an action by or in the right of the School to procure a judgment in its favor and an action by or in the right of any other corporation of any type or kind, domestic or foreign, or any partnership, joint venture, trust, employee benefit plan or other enterprise, which any Trustee or officer of the School is serving or served in any capacity at the request of the School, by reason of the fact that he, his testator or intestate, is or was a Trustee or officer of the School, or is serving or served such other corporation, partnership, joint venture, trust, employee benefit plan or other enterprise in any capacity, against judgments, fines, amounts paid in settlement, and expenses (including, without limitation, attorneys' fees, costs and charges) incurred as a result of such action or proceeding, or appeal therein. The School shall reimburse or advance to any person referred to in this section the funds necessary for payment of expenses (including, without limitation, attorneys' fees, costs and charges) incurred in connection with any action or proceeding referred to in this section to the fullest extent permitted by New York Not-For-Profit Corporation Law Sections 721, 722, 723 and 725.

Section 3. Insurance. In accordance with Section 726 of the New York Not-For-Profit Corporation Law, the School shall prescribe and maintain insurance to indemnify Trustees and officers of the School, on any terms and conditions set forth in a resolution of the Board.

ARTICLE IX
BOOKS AND RECORDS

Correct and complete books and records of account and minutes of the proceedings of the Board, the Executive Committee and all Standing Committees shall be kept at the main office. 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 School, 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 obligations imposed by any applicable federal, state or local law.

ARTICLE X
FISCAL YEAR

The fiscal year of the School shall begin on July 1 and shall end on June 30 in each year.

ARTICLE XI
CORPORATE SEAL

The Board may adopt a Corporate Seal, alter such seal at its pleasure and authorize it to be used by causing a facsimile to be affixed or impressed or reproduced in any other manner.

ARTICLE XII
AMENDMENTS

Section 1. Amendments. These By-Laws may be amended, repealed, or restated by a vote of two-thirds of the Trustees then in office. Such action is authorized only at a duly called and held meeting of the Board for which written notice of such meeting, setting forth the proposed alteration, is given in advance, in accordance with the notice provisions set forth in Article III of Section 2. SUNY Charter Schools Institute Approval. No material amendment to these By-laws shall be effective without approval of the SUNY Charter Schools Institute on behalf of the Board of Trustees of the State University of New York.

***

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the School, an education corporation duly organized and existing under the laws of the State of New York; that the foregoing By-laws of said School were duly and regularly adopted as such by the Board of Trustees of said School; and that the above and foregoing By-laws are now in full force and effect.

_____ _____

Board Secretary Date

R-14f - Code of Ethics and Conflict of Interest Policy

Code of Ethics

ARTICLE IX

CODE OF ETHICS

9.1 The Trustees, officers and employees Central New York Academy Charter School (CNYACS) shall at all times be in compliance with the following code of ethics:

9.1.1 The Board shall conduct and direct the affairs of CNYACS and exercise all such powers as may be exercised by CNYACS, subject to all applicable laws, the CNYACS Charter and these Bylaws. The Board may delegate the management of the activities of CNYACS to others, so long as the affairs of CNYACS are managed and its powers are exercised under the Board's ultimate jurisdiction.

9.1.2 Not more than four of the Board may be interested persons. An interested person is:

a. Any person currently being compensated by CNYACS for services rendered to it within the previous twelve (12) months, whether as a full or part-time employee, independent contractor or otherwise; or,
b. Any sister, brother, ancestor, descendant, spouse, sister-in-law or brother-in-law, mother-in-law or father-in-law, daughter-in-law or son-in-law of any such person.

9.1. 3 Every Trustee has the right to participate in the discussion and vote on all issues before the Board and any committee of the Board of which the Trustee is a member, except that a 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;
d. In the case of the Principal, such person's evaluation and compensation; or,
e. Any other matter at the discretion of a majority of the Trustees then present.

9.1.4 Trustees representing any not-for-profit corporation proposing to do business with CNYACS shall disclose the nature and extent of such business propositions.

9.1.5 No trustee, officer or employee of a for-profit corporation having a business relationship with

CNYACS shall serve as a voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

a. Individuals associated with a partnership, limited liability corporation or professional corporation, including but not limited to doctors, accountants or attorneys;
b. Individuals associated with an educational entity (including but not limited to schools of education, but not including a for-profit educational management organization) some of whose faculty may be providing paid services directly or indirectly to such charter school;
c. Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning or other financial services organization.

9.1.6 Trustees, officers or employees of any single external organization shall hold no more than four of the total seats comprising the Board of Trustees.

9.1.7 Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest shall be reflected in the Board minutes.

9.1.8 Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

9.1.9 Trustees shall not accept any gift or privilege in connection with CNYACS worth $50 or more that is not available to a similarly situated person unless that gift is for the use of CNYACS.

9.1.10 CNYACS Trustees, officers and employees shall never ask a subordinate, student or a parent of a student to work on or give to any political campaign.

Conflict of Interest Policy

ARTICLE I
PURPOSE

Section 1. The purpose of this conflict of interest policy (the "Policy") is to protect the interests of **Central New York Academy Charter School** (the "Corporation") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Trustee, Officer, or Key Person of the Corporation or one of their relatives. The Corporation will not enter into any such transaction or arrangement unless it is determined by the Board in the manner described below to be fair, reasonable and in the best interests of the Corporation at the time of such determination

Section 2. This Policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to not-for-profit and charitable organizations.1

1 This conflict of interest policy is designed to comply with both Federal excess benefit transaction rules (26 U.S.C. §4958 *et seq.*) and New York State Not for Profit Corporation Law § 715 and 715-a. As a result, in some instances organizations may have to go further than would be required under either state or federal law alone to review a transaction in order to ensure that both sets of rules are satisfied.
2 This policy has been drafted to give Boards the option of having related party transactions reviewed by Independent Trustees serving on the Board or a Committee of the Board composed of Independent Trustees, without the participation of the Related Party. As of May 27, 2017, oversight of the Conflict of Interest Policy may be conducted by a duly authorized committee, and it will no longer be necessary to for non-independent Trustees to
Section 3. Definitions of "Key Person," "Related Party," and other capitalized terms used in this policy can be found in Article X below.

ARTICLE II
RELATED PARTY TRANSACTIONS AND DUTY TO DISCLOSE

Section 1. Under this Policy, if the Corporation contemplates entering into a Related Party Transaction, the **[Committee]**2 Board must determine if the transaction is fair, reasonable, and in the best interests of the Corporation. A Related Party Transaction is not necessarily a prohibited transaction.

ARTICLE III
DISCLOSURE AND VOTING

Section 1. Disclosure. Any Related Party shall disclose in good faith all material facts of his or her Financial Interest to the Board.

Section 2. Non-Participation and Review. All transactions, agreements or any other arrangements between the Corporation and a Related Party, and any other transactions which may involve a potential conflict of interest, shall be reviewed by the Board **[Committee]**. No Related Party shall vote, act, or attempt to influence improperly the deliberations or voting on any matter in which he or she has been determined by the Board to have a Financial Interest. Any attempt by a Related Party to vote, act, or improperly influence deliberations or voting by a Related Party on

any matter with which such person has a Financial Interest may be grounds for removal from the Board or termination from the Corporation. All Related Parties with a Financial Interest shall leave the room while such deliberations and voting are conducted, although at the request of the Board **[Committee]** they may provide information regarding the transaction prior to the deliberations.

Section 3. Consideration of Alternate Transactions and Comparability Data.

If the contemplated Related Party Transaction pertains to compensation for services or the transfer of property or other economic benefit to a Related Party, prior to entering into the transaction the Board **[Committee]** must determine that the value of the economic benefit provided by the Corporation to the Related Party does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data, including by considering alternative transactions to the extent possible.3

Section 4. Voting. The Corporation will not enter into any Related Party Transaction unless it is determined to be fair, reasonable and in the best interest of the Corporation and is

approved by not less than a majority vote of the Trustees present at the meeting. The Board **[Committee]** shall document the meeting contemporaneously as described in this Policy, including its consideration of any alternative transactions.
Only Independent Trustees shall vote on Related Party Transactions.
Section 5. Compensation for Services.

A voting member of the Board of Trustees or an Officer who receives compensation directly or indirectly from the Corporation for services or a Trustee serving as a voting member of any Committee whose jurisdiction includes compensation matters is precluded from voting or acting on matters pertaining to that Trustee's or Officer's compensation.
However, a voting member of the Board or any Committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, may upon request of the Board or Committee provide information regarding compensation.
Section 6. [No Loans. No loans shall be made by the Corporation to its Trustees or Officers, or to any other entity in which any of the Corporation's Trustees or Officers holds a Financial Interest, except to another charitable organization.]4

ARTICLE IV
AUDIT **[OR OTHER]** COMMITTEE REVIEW

The Board may delegate to the Audit **[or other**] Committee, which shall be composed solely of Independent Trustees, the adoption, implementation of and compliance with this policy.5 The Board may delegate to the Audit **[or other Committee]** review and approval of any Related Party Transaction involving a Related Party and the Corporation, as contained in this Policy; provided that if the Related Party Transaction would otherwise require full Board approval, the Committee shall submit the Related Party Transaction to the Board for consideration, providing its recommendation as to whether or not to approve it.

ARTICLE V
RECORDS OF PROCEEDINGS

The minutes of all meetings of the Board and all Committee meetings at which a Related Party Transaction is considered shall contain:

1. The names of the persons who disclosed or otherwise were determined to have a potential or actual Financial Interest and/or conflict of interest, the nature of the potential or actual Financial Interest and/or conflict of interest, any action taken to determine whether a Financial Interest or conflict of interest exists, and the Board's **[Committee's]** determination as to whether a Financial Interest and/or conflict of interest exists.

2. The names of the persons who were present for deliberations and votes relating to any determinations under this Article, including whether the Related Party and any Trustees who are not Independent Trustees left the room during any such deliberations, the content of such deliberations, including consideration of alternative transactions, and whether or not the transaction with the Related Party was approved by the Board **[Committee]**.

3. The minutes shall document contemporaneously the deliberations and determination regarding any the Financial Interest or conflict of interest.

ARTICLE VI
INITIAL AND ANNUAL WRITTEN DISCLOSURES

Section 1. Prior to a Trustee's initial election to the Board, or an Officer or Key Person's employment by the Corporation, and thereafter on an annual basis, all Trustees, Officers, and Key Persons shall disclose in writing to the **[Person Designated by the Board]**:

(i) Any entity of which the Trustee, Officer or Key Person is an officer, Trustee, trustee, voting member, owner (in whole or in part) or employee and with which the Corporation has a financial relationship.
(ii) Any transaction in which the corporation is a participant and in which the Trustee, Officer or Key Person, or one of his or her relatives might have a conflicting interest.

Section 2. A copy of each disclosure statement shall be kept in Corporation's files and made available to any Trustee, Officer, or Key Person upon request.

ARTICLE VII
CONFLICTS OF INTEREST UNDER THE GENERAL MUNICIPAL LAW

The General Municipal Law (the "GML") further defines prohibited conflicts of interest for school trustees, officers and employees.

Section 1. General Prohibitions. Under the GML, no school trustee, officer or employee may have an interest, direct or indirect, in any contract with the School, when such trustee, officer or employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above. No Treasurer may have an interest, direct or indirect, in a

bank or trust company designated as a depository or paying agent or for investment of funds of his/her school. This, however, does not preclude payment of lawful compensation and necessary expenses of a school employee in one or more public offices or positions of employment, the holding of which is not prohibited by law.

Section 2. Express Prohibitions. In addition, the GML clearly states that a school trustee, officer or employee may not:
(a) Directly or indirectly, solicit any gift, or accept or receive any gift having a value of $75 or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing, or promise, or in any other form, under circumstances in which it could reasonably by inferred that the gift was intended to or could reasonably be expected to influence him/her in the performance of his/her official duties, or was intended as a reward for any official action on his/her part;
(b) Disclose confidential information acquired in the course of his/her official duties or use such information to further his/her personal interests;
(c) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board; or
(d) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.
Section 3. Exceptions. Prohibitions on conflict of interest pursuant to the GML do NOT apply to:

(e) The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of a municipality except when the chief fiscal officer, treasurer, or his/her deputy or employee, has an interest in such bank or trust company; provided, however, that where designation of a bank or trust company outside the municipality would be required because of the foregoing restriction, a bank or trust company within the municipality may nevertheless be so designated;
(f) A contract with a person, firm, corporation or association in which a municipal officer or employee has an interest which is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;
(g) The designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;
(h) The purchase by a municipality of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the governing board;
(i) The acquisition of real property or an interest therein, through condemnation proceedings according to law;
(j) A contract with a membership corporation or other voluntary non-profit corporation or association;
(k) The sale of lands and notes pursuant to Section 60.10 of the local finance law;
(l) A contract in which an officer or employee has an interest if such contract was entered into prior to the time he/she was elected or appointed as such officer or employee, but this does not authorize a renewal of any such contract;

(m) Employment of a licensed physician as school physician for a school upon authorization by a two-thirds vote of the board of trustees;
(n) A contract with a corporation in which an officer or employee has an interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;
(o) A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;
(p) A contract for the payment of a reasonable rental of a room or rooms owned or leased by an officer or employee when the same are used in the performance of his/her official duties and are so designated as an office;
(q) A contract for the payment of a portion of the compensation of a private employee of an officer when such employee performs part-time service in the official duties of the office;
(r) A contract in which a school officer or employee has an interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars;
(s) A contract with a member of private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.
Section 4. Disclosure of Interests.
(a) Any trustee, officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it.6
(b) Written disclosure of all interests shall be made part of and set forth in the minutes of the Board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need be made.

ARTICLE IX
ANNUAL STATEMENTS

Each Trustee, Officer, and Key Person shall annually sign and submit to the **[Person Designated by the Board]** a statement which affirms such person: (a) has received a copy of this Policy, (b) has read and understands the Policy, and (c) has agreed to comply with the Policy.

ARTICLE X
DEFINITIONS

Affiliate. An affiliate of the Corporation is a person or entity that is directly or indirectly through one or more intermediaries, controlled by, in control of, or under common control with the Corporation.
Board of Trustees or Board. The body responsible for the management of the Corporation.
Financial Interest. A person has a Financial Interest if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement (including direct or indirect remuneration as well as gifts or favors that are not insubstantial), or other arrangement involving the Corporation.
Independent Trustee.

7. A member of the Board of Trustees (the "Board") who:

- is not and has not been an employee or a Key Person of the Corporation or an Affiliate of the Corporation within the last three years;
- does not have a Relative who is or has been a Key Person of the Corporation or an Affiliate of the Corporation within the last three years;
- has not received and does not have a Relative who has received more than $10,000 in compensation directly from the Corporation or an Affiliate of the Corporation in any of the last three years (not including reasonable compensation for services or reimbursement for expenses reasonably incurred as a Trustee of the Corporation, as set by the Corporation);
- does not have a substantial Financial Interest in and is not an employee of, and does not have a Relative who has a substantial Financial Interest in or is an Officer (as defined below) of, any entity that has provided payments, property or services to, or received payments, property or services from, the Corporation or an Affiliate of the Corporation in excess of the following, as applicable: (i) the lesser of $10,000 or 2% of the entity's consolidated gross revenue in any of the last three fiscal years if such consolidated gross revenue was less than $500,000; (ii) $25,000 if the entity's consolidated gross revenue in any of the last three fiscal years was $500,000 or more but less than $10,000,000; or (iii) $100,000 if the entity's consolidated gross revenue in any of the last three fiscal years was $10,000,000 or more;
- is not and does not have a relative who is a current owner, whether wholly or partially, Trustee, officer or employee of the Corporation's outside auditor or who has worked on the Corporation's audit at any time during the past three years;
- is not in an employment relationship under control or direction of any Related Party (as defined below) and does not receive payments subject to approval of a Related Party; or
- does not approve a transaction providing economic benefits to any Related Party who in turn has approved or will approve a transaction providing economic benefits to the Trustee.

Key Person. A Key Person is a person who:

- Has responsibilities, or exercises powers or influence over the Corporation as a whole similar to the responsibilities, powers, or influence of Trustees and officers;
- Manages the Corporation, or a segment of the Corporation that represents a substantial portion of the activities, assets, income or expenses of the Corporation; or
- Alone or with others controls or determines a substantial portion of the Corporation's capital expenditures or operating budget.8

Officer. A person who has the authority to bind the Corporation as designated in the bylaws of the Corporation.

Related Party. Persons who may be considered a Related Party of the Corporation or an Affiliate of the Corporation under this Policy include:

- Trustees, Officers, or Key Persons of the Corporation or an Affiliate of the Corporation;
- Relatives of Trustees, Officers, or Key Persons;
- any entity in which a person in (i) or (ii) has a 35% or greater ownership or beneficial interest or, in the case of a partnership or professional corporation, a direct or indirect ownership interest in excess of 5%;
- Founders of the Corporation;

- Substantial contributors to the Corporation (within the current fiscal year or the past five fiscal years);

- Persons owning a controlling interest (through votes or value) in the Corporation;
- Any non-stock entity controlled by one or more Key Persons;
- Any other person who is, or has within the last five years, been in a position to exercise substantial influence over the affairs of the Corporation.

Related Party Transaction. Any transaction, agreement or any other arrangement with the Corporation or an Affiliate of the Corporation in which a Related Party has a Financial Interest. Any Related Party Transaction will be considered a conflict of interest for purposes of this Policy.

Relative. A Relative is a spouse or domestic partner as defined in section 2994-A of the New York Public Health Law, ancestor, child (whether natural or adopted), grandchild, great grandchild, sibling (whether whole or half blood), or spouse or domestic partner of a child (whether natural or adopted), grandchild, great grandchild or sibling (whether whole or half blood).

Trustee. Any voting or non-voting member of the Board of Trustees, whether designated as a Trustee, trustee, manager, governor, or by any other title.

R-14g - Complaint Policy

Draft of Complaint Policy

Central New York Academy Charter School Complaint Policy

Purpose

The Central New York Academy Charter School (CNYACS) is committed to ensuring a respectful, transparent, and efficient process for handling complaints from students, parents, staff, employees, contractors, and other stakeholders. This policy outlines the procedures for addressing both formal and informal complaints in accordance with New York State Education Law § 2855(4) and the guidelines provided by the SUNY Charter Schools Institute.

Scope

This policy applies to all formal and informal complaints related to violations of the charter, applicable laws, or issues concerning school operations.

Definitions

- **Formal Complaint:** A grievance regarding alleged violations of the law, the charter, or any provision of the school's charter agreement.
- **Informal Complaint:** A general grievance not involving violations of the law or charter, often related to day-to-day school operations or personal concerns.

Procedures for Handling Formal Complaints

1. **Submission of Formal Complaints:**
    - Complaints must be submitted in writing to the Board of Trustees or its designee.
    - The complaint should include a detailed description of the issue, any relevant documentation, and the desired resolution.
    - Forms for formal complaints are available at the school office and on the school website.
2. **Acknowledgment of Formal Complaints:**
    - The school will acknowledge receipt of the complaint within five (5) business days.
3. **Review Process:**
    - The Board of Trustees or its designated subcommittee will review the complaint.
    - An investigation will be conducted, which may involve interviews, document review, and consultation with relevant parties.
    - The review process should be completed within thirty (30) business days unless additional time is needed, in which case the complainant will be informed of the delay and the expected completion date.

4. **Decision and Notification:**
    - A written determination, including any remedial actions, will be provided to the complainant within forty-five (45) business days of receiving the complaint.
    - The complainant will also receive notice of their right to appeal the decision to the SUNY Charter Schools Institute.
5. **Appeals:**
    - If unsatisfied with the resolution, the complainant may appeal to the SUNY Charter Schools Institute.
    - The appeal must be filed within thirty (30) days of receiving the Board's decision.

Procedures for Handling Informal Complaints

1. **Submission of Informal Complaints:**
    - Informal complaints can be made verbally or in writing to any school staff member, including teachers, administrators, or the principal.
    - Informal complaints are encouraged to be resolved at the lowest level possible.
2. **Initial Response:**
    - The receiving staff member will attempt to resolve the complaint promptly and informally within ten (10) business days.
    - If the issue is unresolved, it may be escalated to the next level of administration (e.g., Assistant Principal or Principal).
3. **Escalation:**
    - If the informal complaint is not resolved at the initial level, it can be escalated through multiple tiers, such as from the teacher to the dean, then to the assistant principal, and finally to the principal.
    - Each level will have ten (10) business days to address and resolve the complaint.
4. **Documentation:**
    - All informal complaints and their resolutions will be documented and kept on file for future reference.

Communication and Distribution

1. **Availability:**
    - This policy will be distributed to parents and guardians at the beginning of each school year.
    - Copies of the policy will be available in the school office and on the school's website.
2. **Training:**
    - Staff will be trained on the procedures for handling complaints to ensure they are equipped to manage and resolve issues effectively.
3. **Updates:**
    - The Board of Trustees may amend this policy as necessary. Any changes will be communicated to parents, staff, and the SUNY Charter Schools Institute.

Documentation and Record Keeping

- All formal and informal complaints and their resolutions will be documented.
- Records will be maintained in accordance with the school's record retention policy and be available for review by authorized parties.

Contact Information

For questions or further information about the complaint policy, please contact:

Central New York Academy Charter School (School Address TBA) (Phone Number TBA) (Email Address TBA)

[redacted]

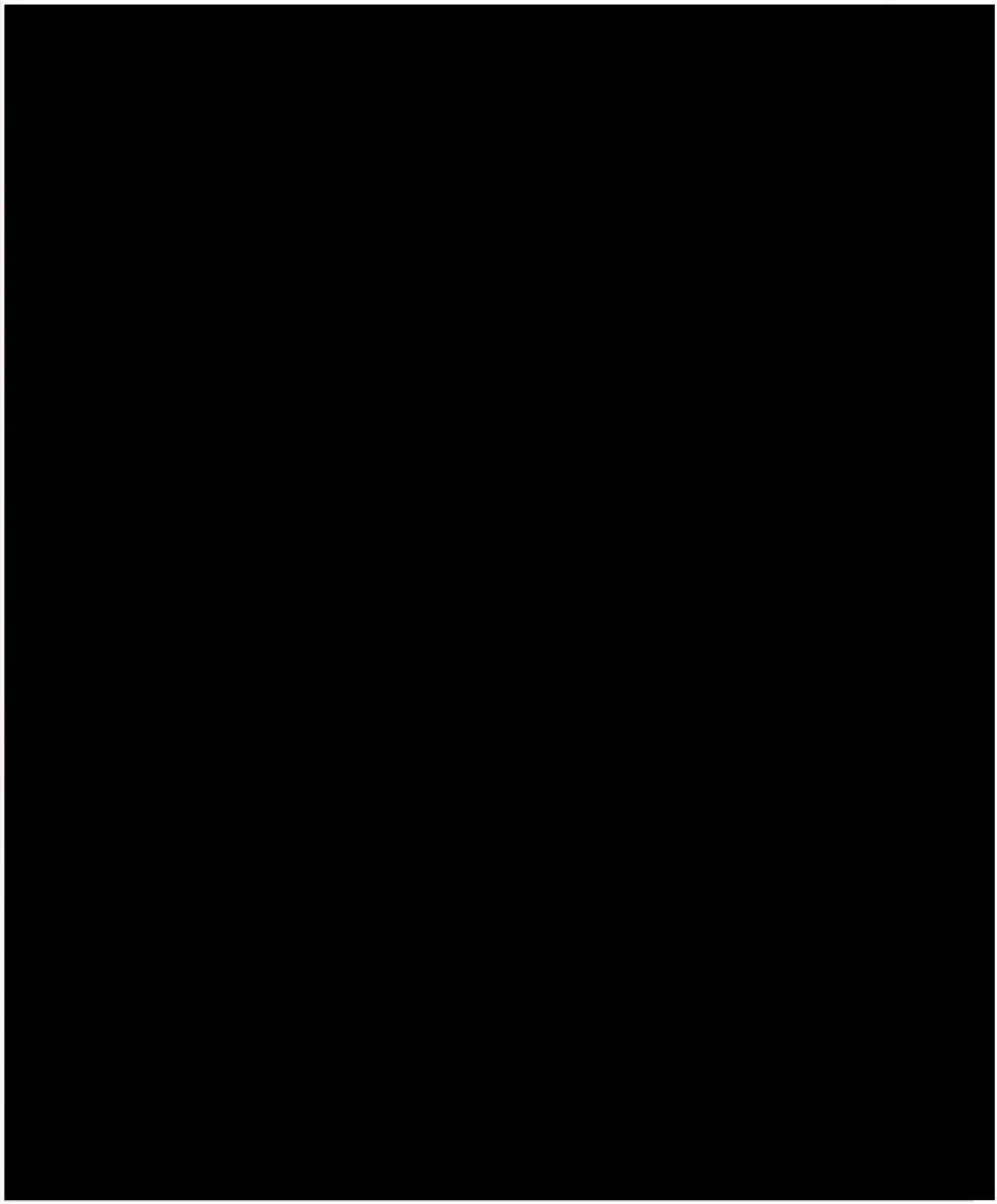
R-14h - Board Member Resumes

Dr. Shanelle R. Dawson's Resume

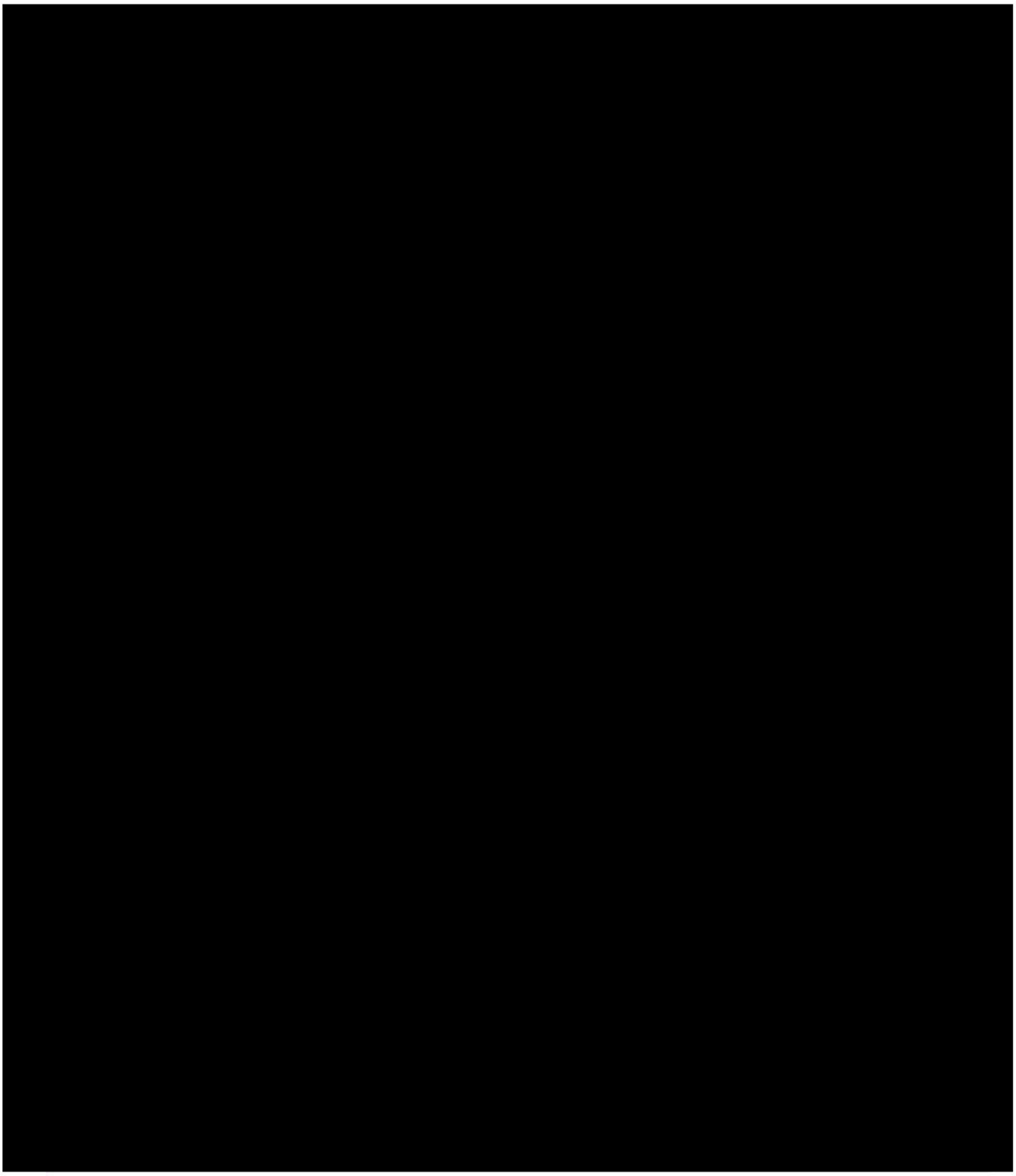
Dr. Shanelle R. Dawson



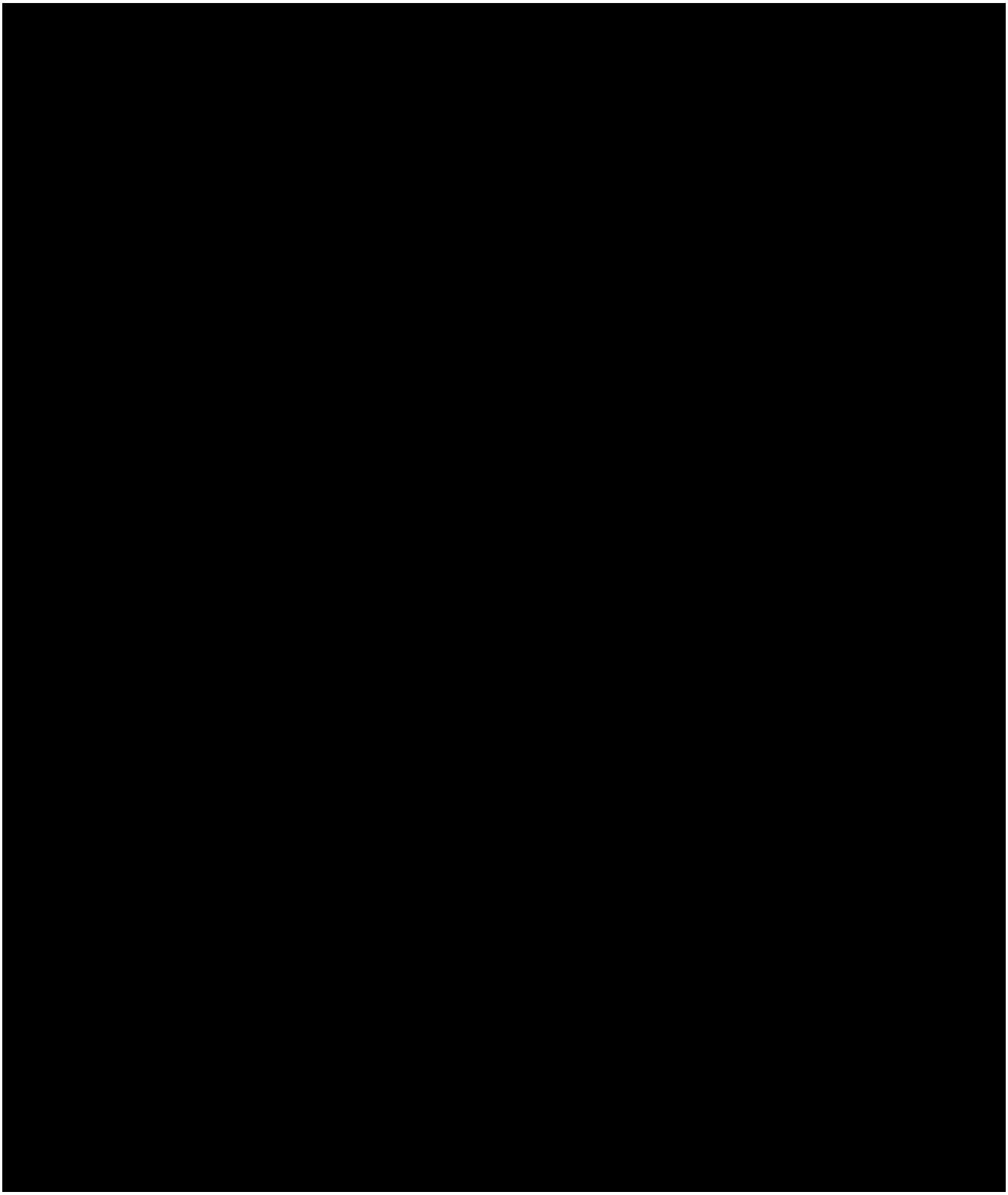
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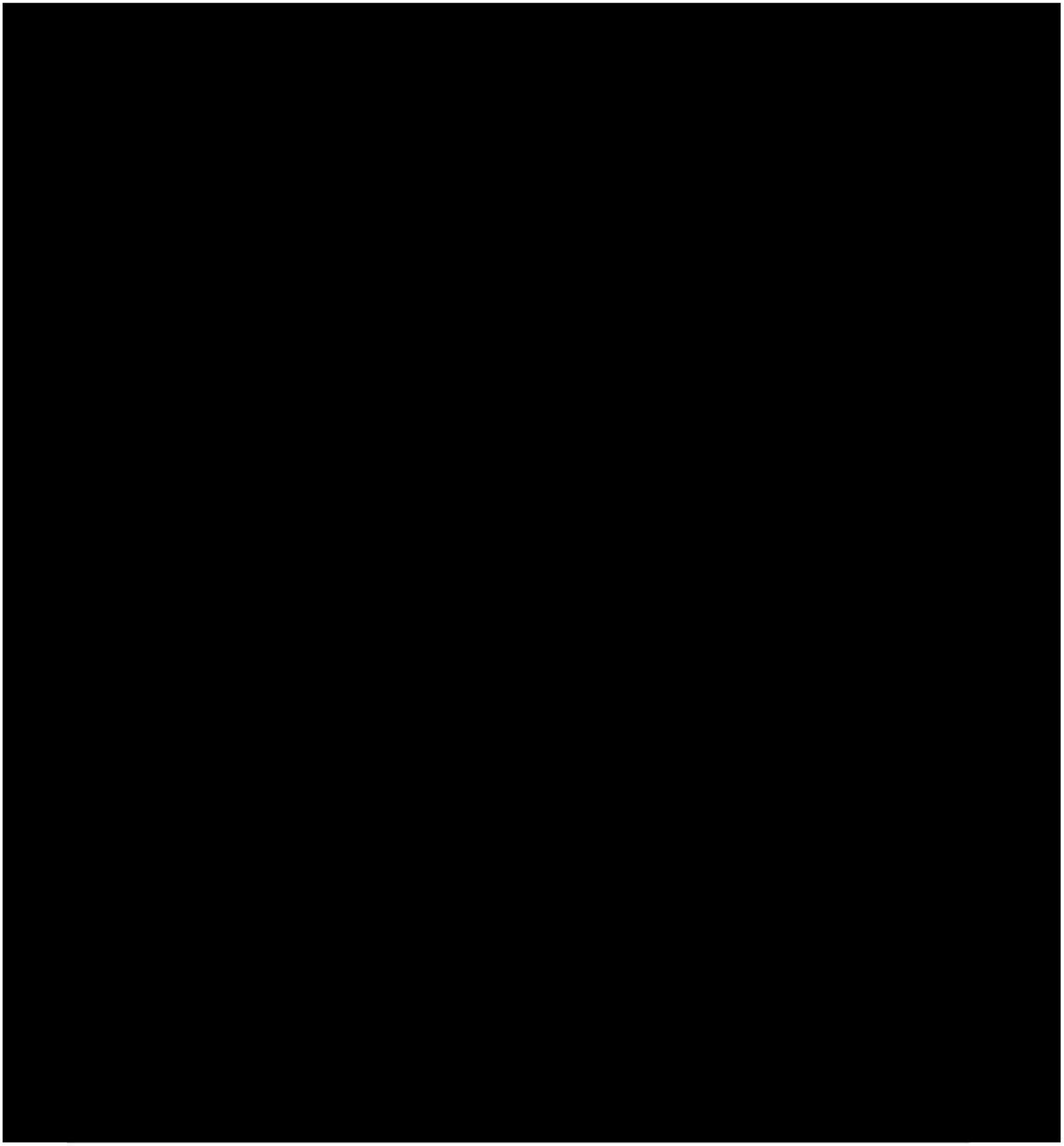
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RESPONSE 14h-3

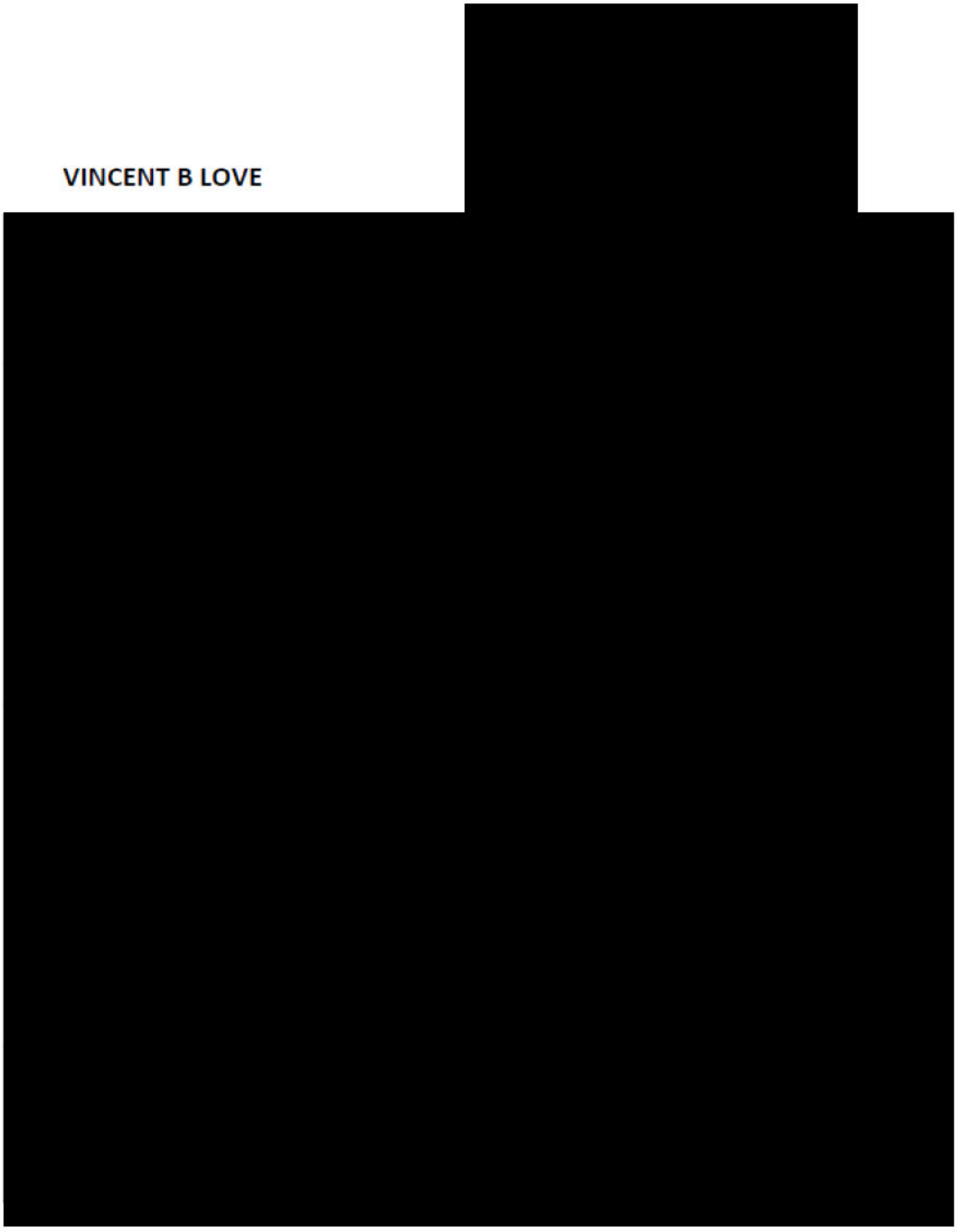


RESPONSE 14h-4



RESPONSE 14h-5

Vincent B. Love's Resume

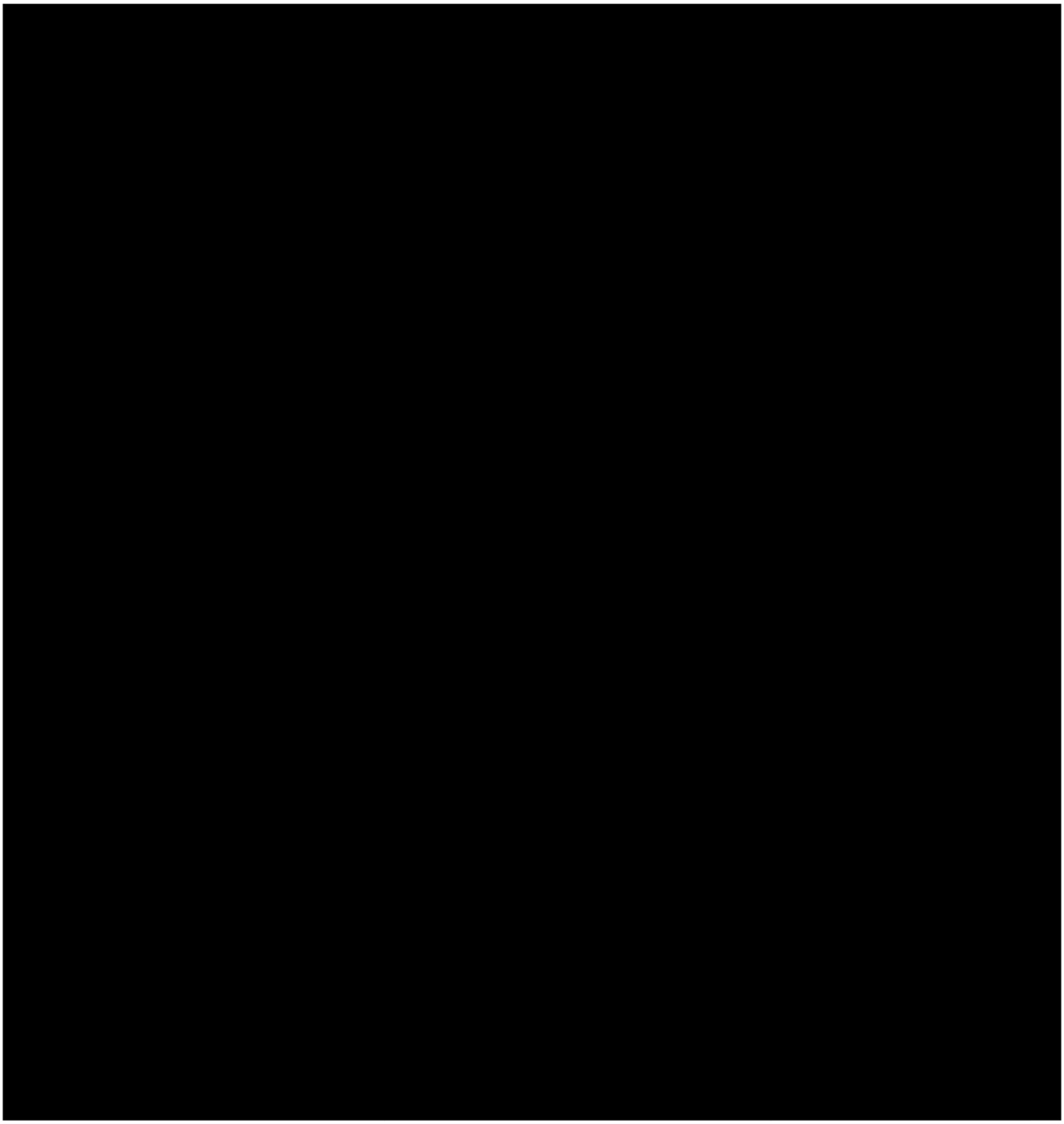




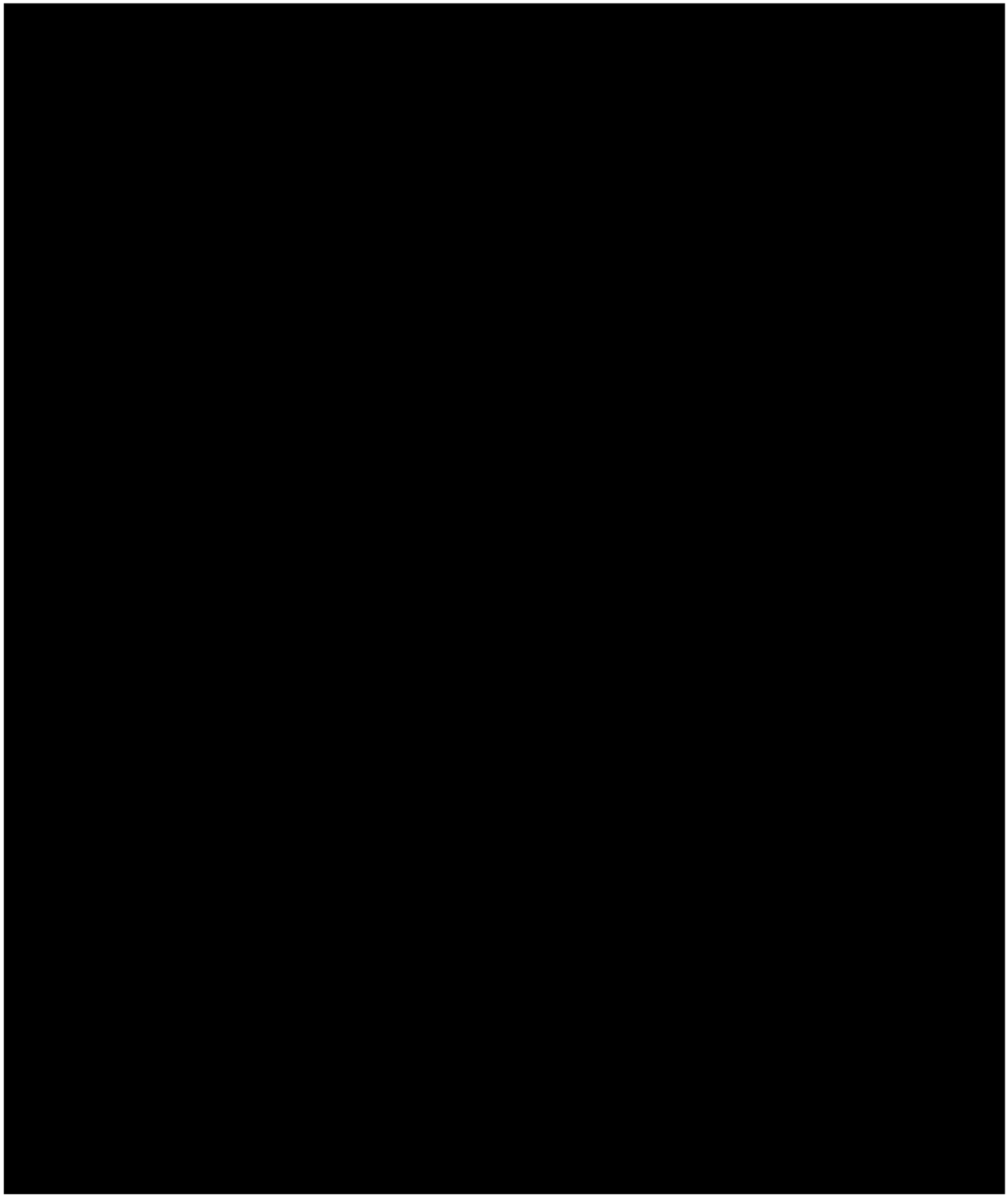
Jawwaad Rasheed's Resume

JAWWAAD A. RASHEED

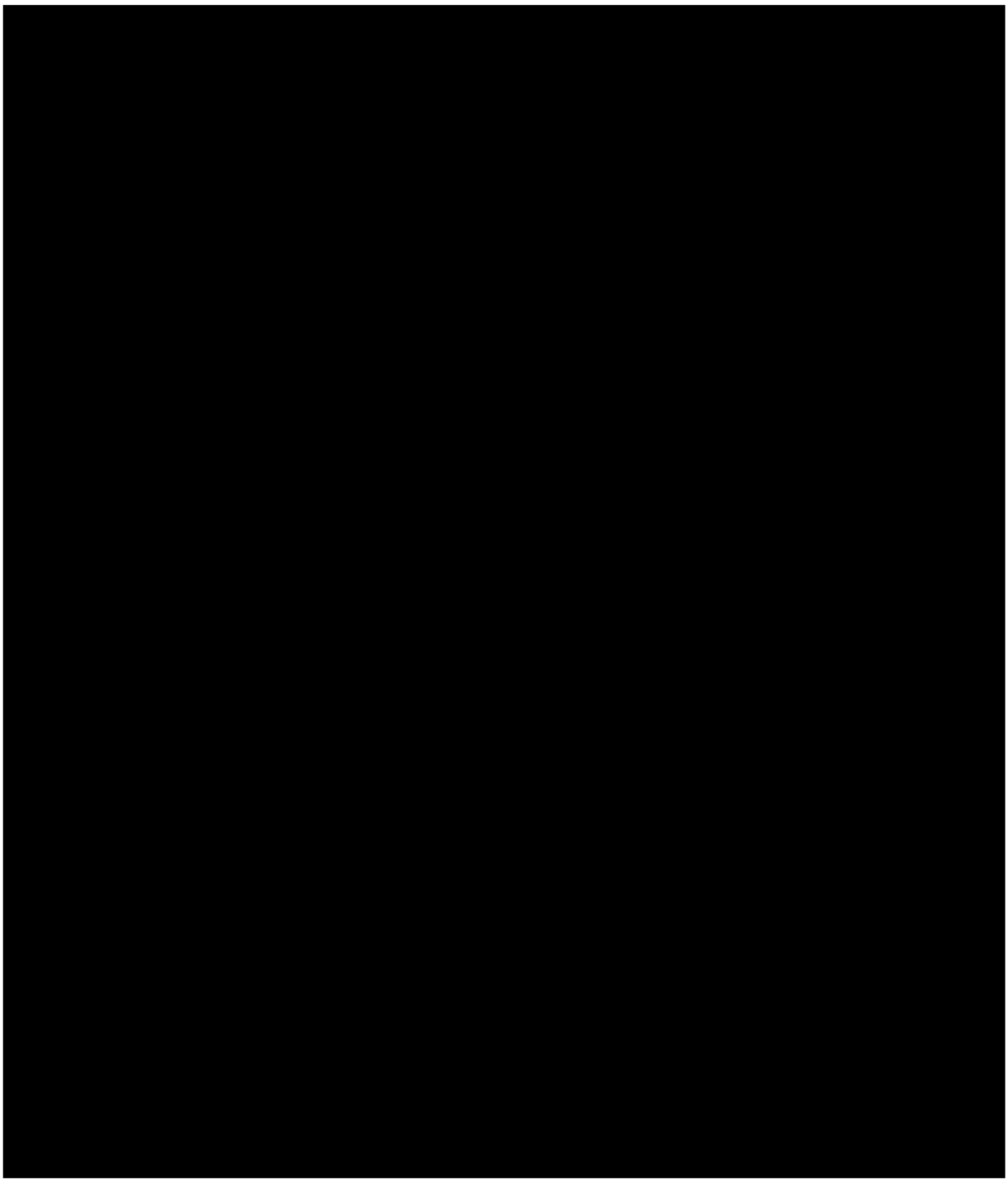




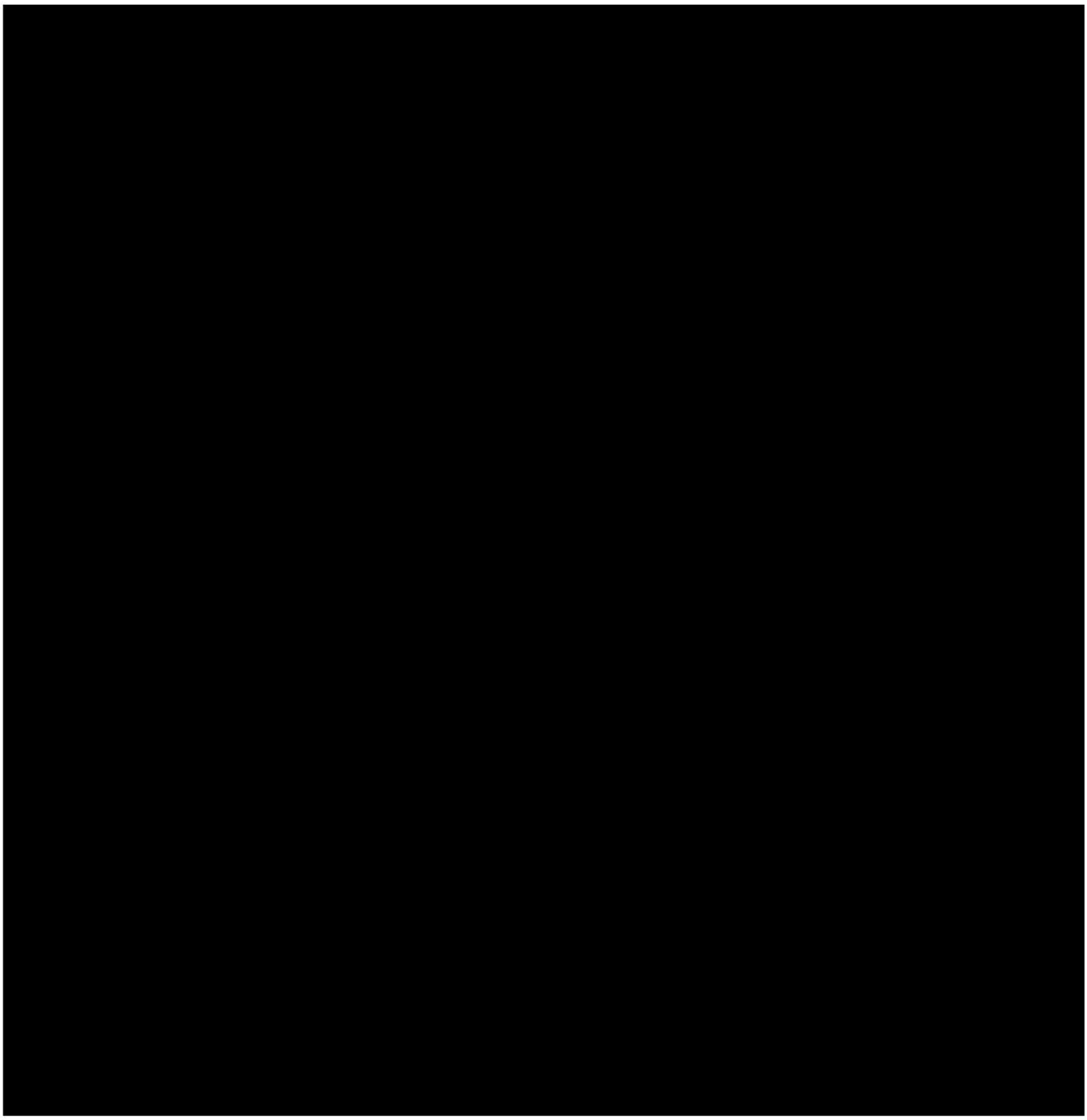
RESPONSE 14h-9



RESPONSE 14h-10



RESPONSE 14h-11

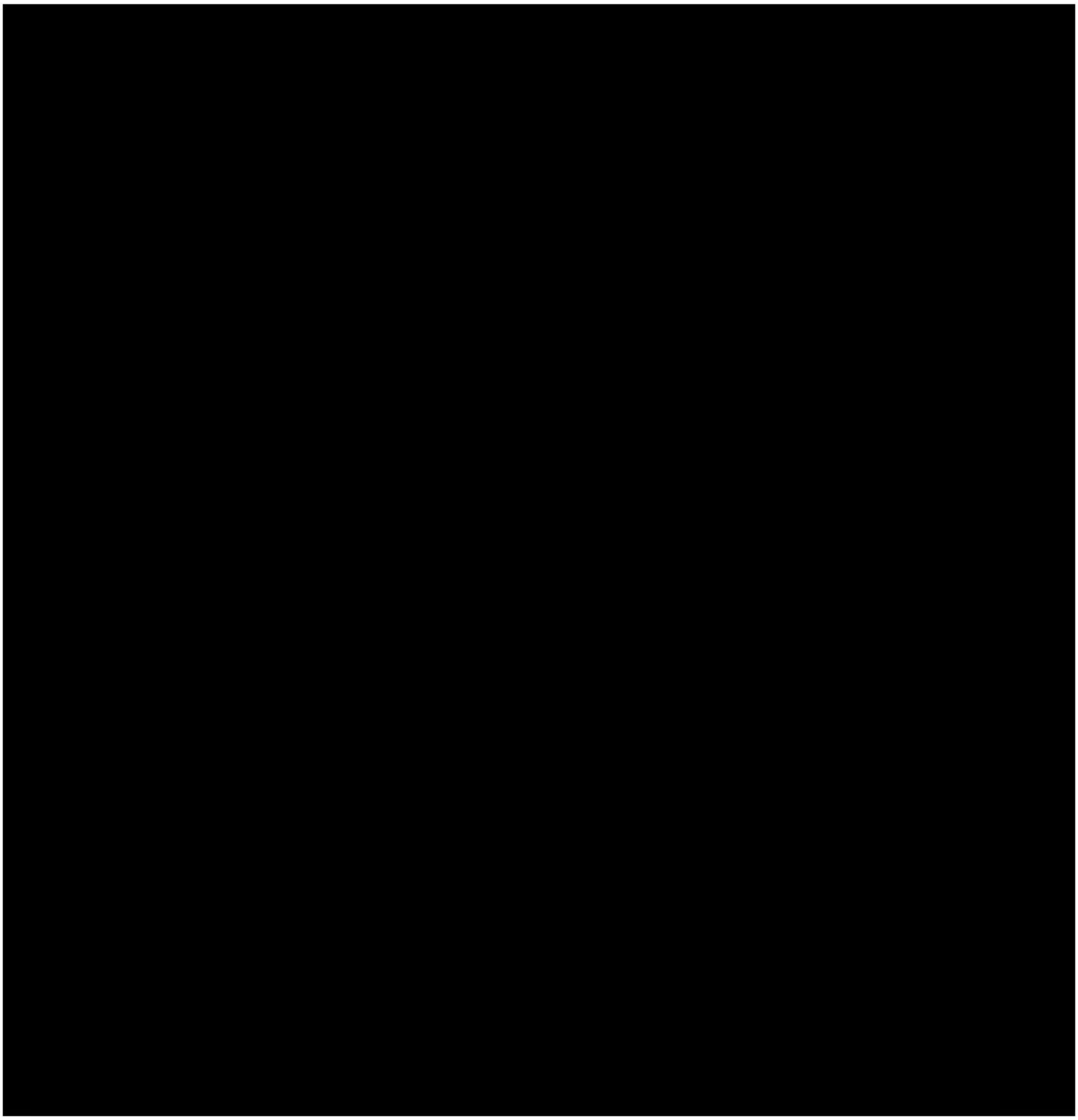


JAWWAAD A. RASHEED



RESPONSE 14h-13

Ann Marie Johnson's Resume

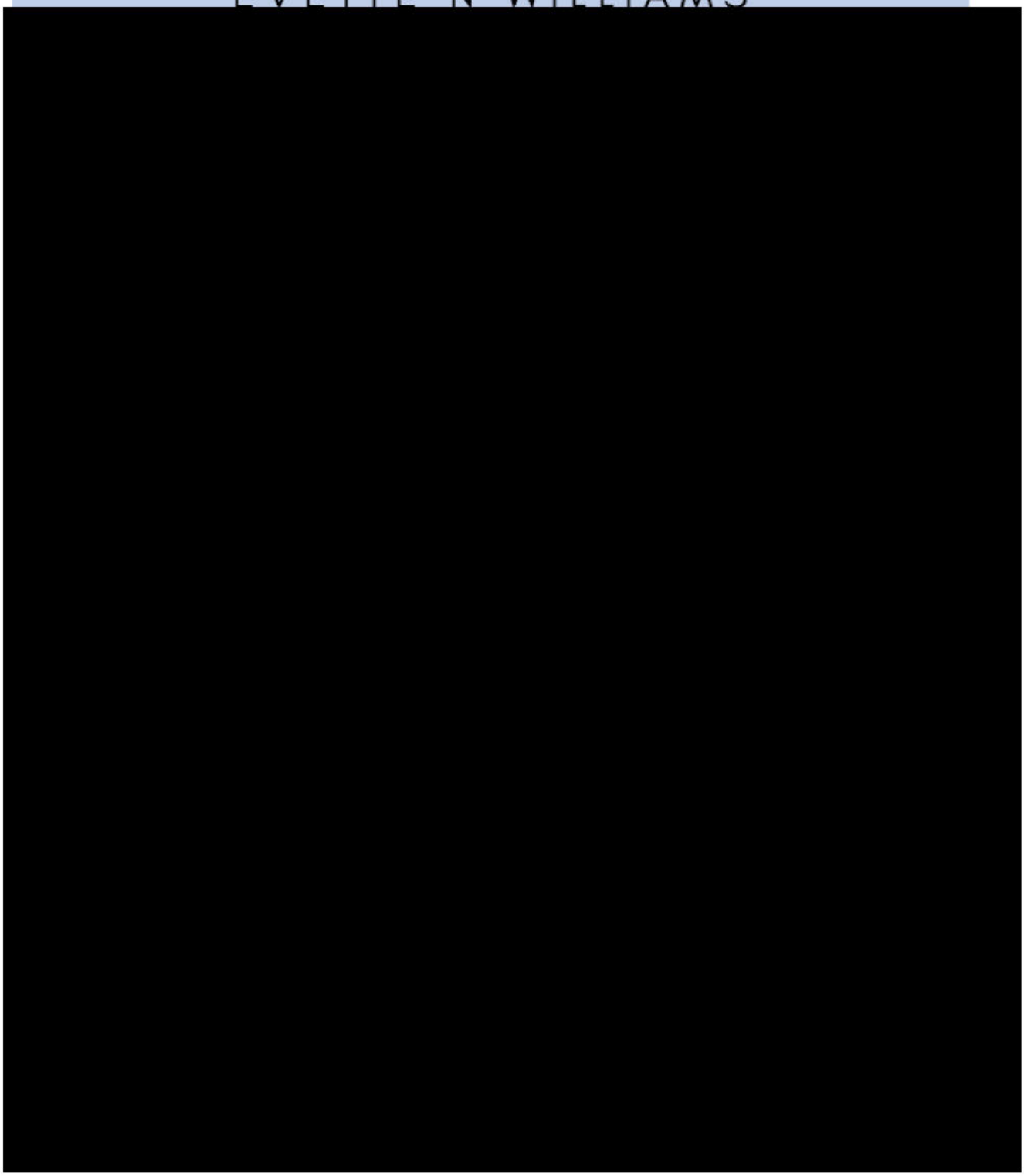




RESPONSE 14h-15

Evette N Williams' Resume

EVETTE N WILLIAMS



RESPONSE 14h-16



RESPONSE 14h-17

Corey Mitchell Sr.'s Resume and CV

Corey L. Mitchell, Sr.

[redacted]

[redacted]

[redacted]

[redacted]

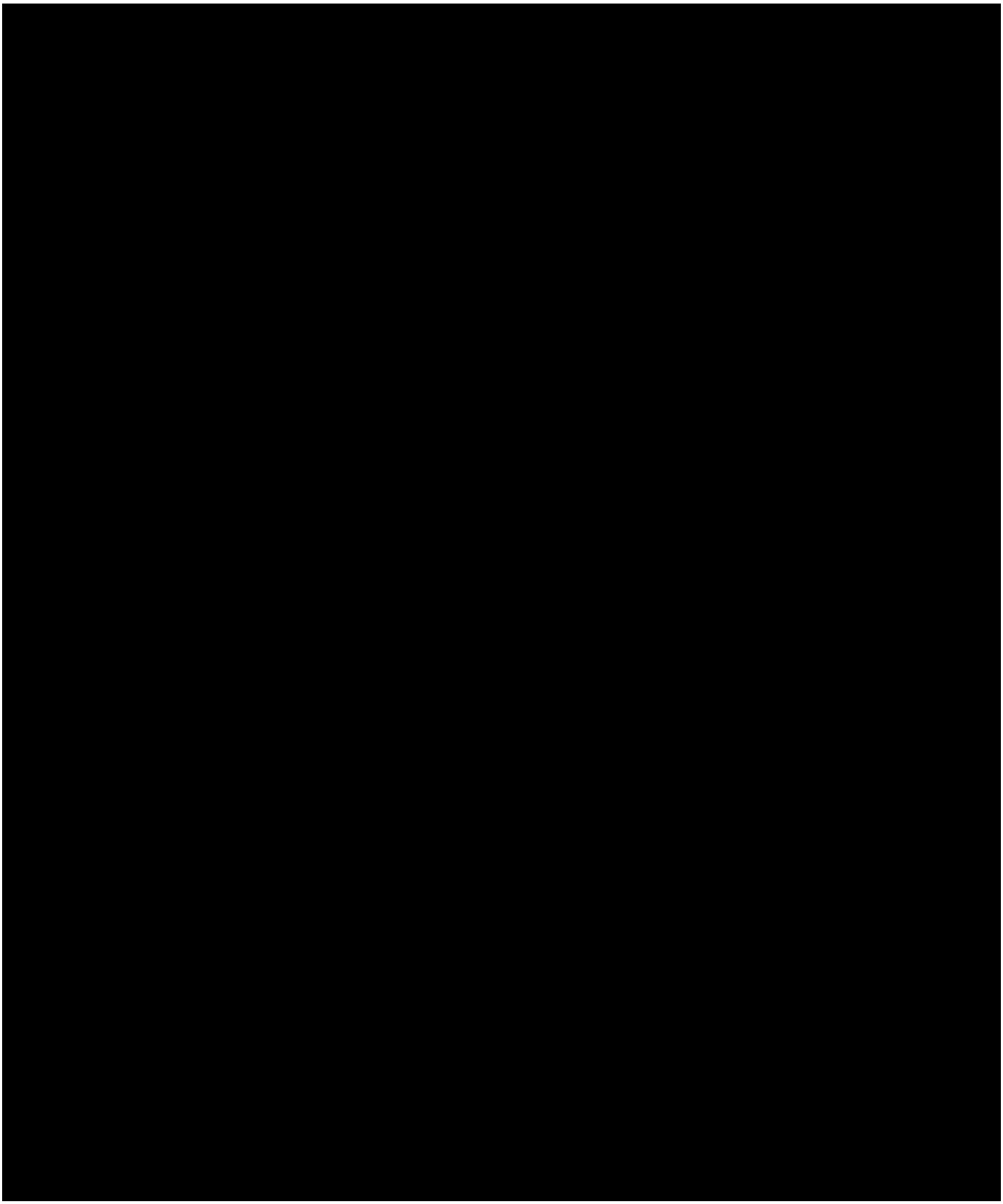
[redacted]

[redacted]

[redacted]

[redacted]

Rev. Phil Turner's Resume



RESPONSE 14h-22

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Central New York Academy Charter School

2. Full name: Shanelle R Dawson



3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☑ Yes.

Details:

I have met some of the other prospective trustees while working with the 100 Black Men of Syracuse Inc. Saturday Academy program.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

■ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

The board member would be removed from their position due to conflict of interest.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Nothing at this time is pertinent.

Certification

I, Shanelle R Dawson, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Central New York Academy Charter School is true and correct in every respect.

[redacted]

03/25/2025

Date

R-14h - Board Member Resumes

Dr. Shanelle R. Dawson's Resume

Dr. Shanelle R. Dawson



Drake Harrison's Resume

RESPONSE 14h-1

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   CENTRAL NEW YORK ACADEMY CHARTER SCHOOL

2. Full name: VINCENT B LOVE

[redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

[redacted]

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☑ Yes.

Details:

Yes my spouse and I have meet most of the other potential trustees, through my volunteer work with some of the non profit boards I have served on. Usually at fundraising events and other social activities.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

I have meet some of the staff of HLN Initiatives, who will serve as the school CMO and have been working with us to develop this proposal.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☑ Yes.

Details:

They have worked with us to develop this proposal and school design.

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

■ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would bring the matter to the attention of the board chair and request that it be addressed as soon as possible with the full board.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, VINCENT B LOVE, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Central New York Academy Charter School is true and correct in every respect.

[redacted]

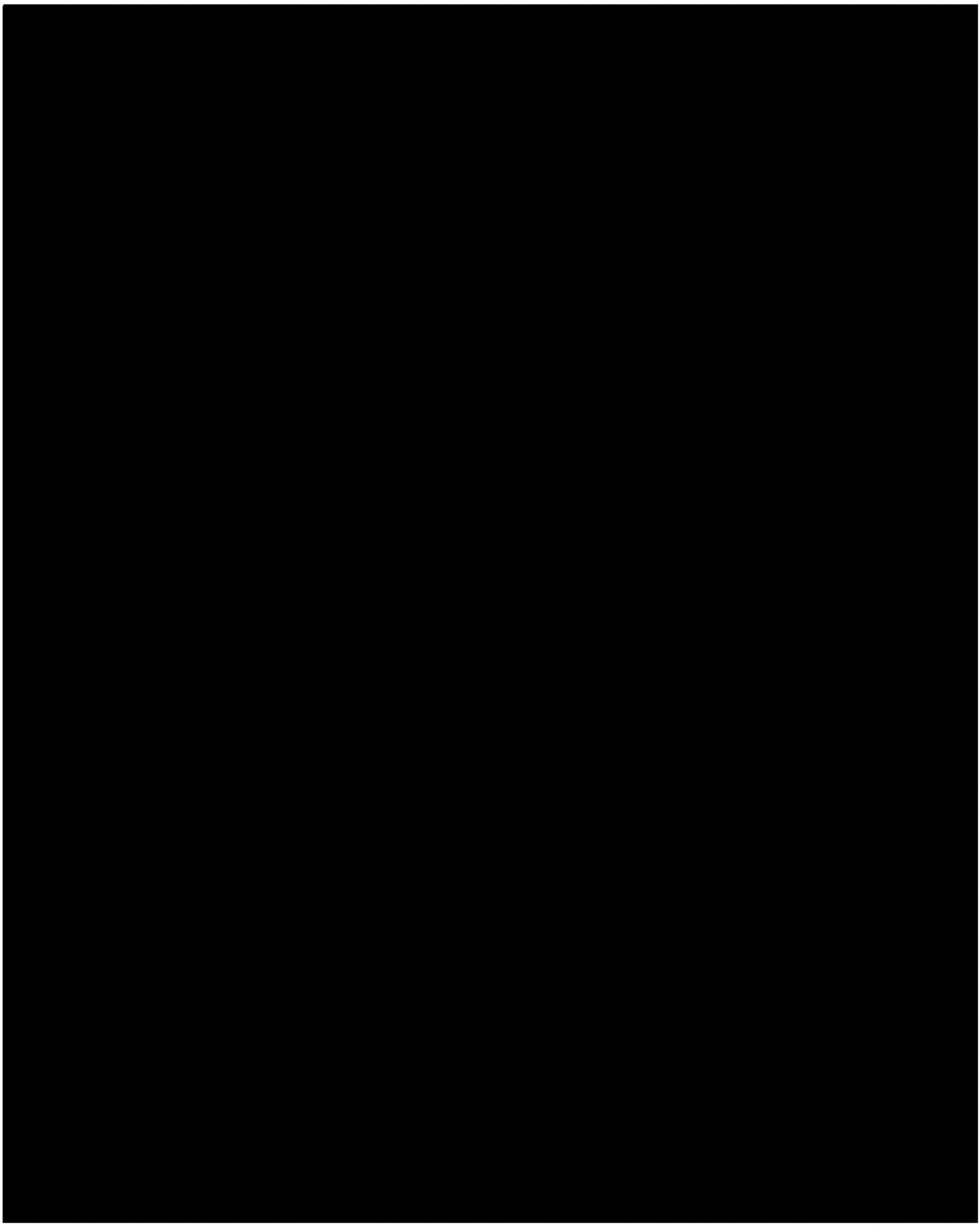
03/21/2025

Date

VINCENT B LOVE

[redacted]





Request for Information
Prospective Charter School Education Corporation Trustee Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Central New York Academy Charter School

2. Full name: Ann Marie Johnson



3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☑ Yes.

Details:

I have meet some of the other prospective trustees through our involvement with this charter school project.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

■ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would report my concerns to the chair (provided they are not involved) and request it be presented to the full board for appropriate action. If the chair is involved I would go to other board members for action to be taken.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

None

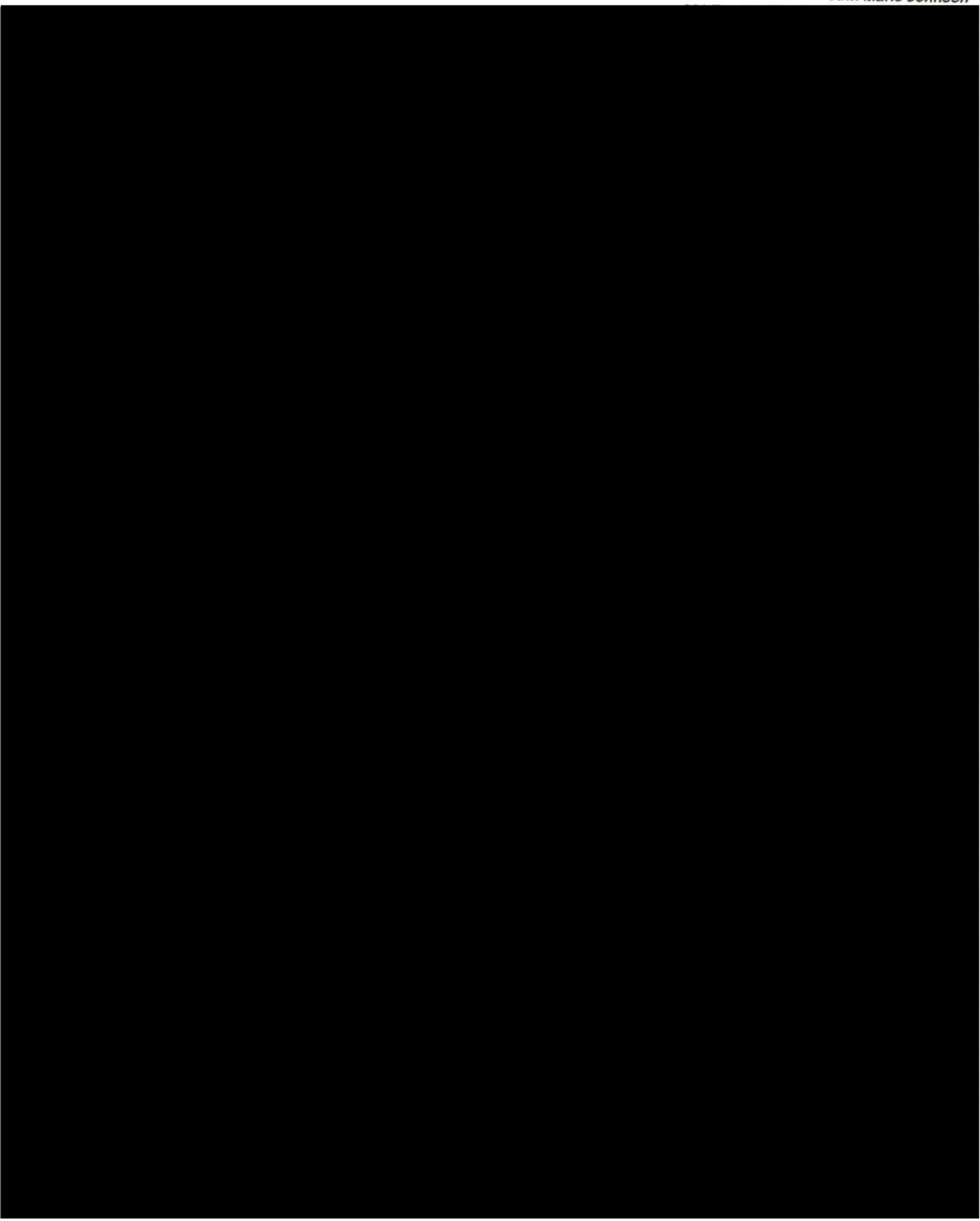
Certification

I, Ann Marie Johnson, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Central New York Academy Charter School is true and correct in every respect.

[redacted]

3/26/25

Date





Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Central New York Academy Charter School
2. Full name: Phil M. Turner

[redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

[redacted]

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☑ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

■ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

First i would investigate whether or not there is truth or proof of my belief in their benefit or benifits of family. If my belief is found to be true, the person would be removed from the board.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

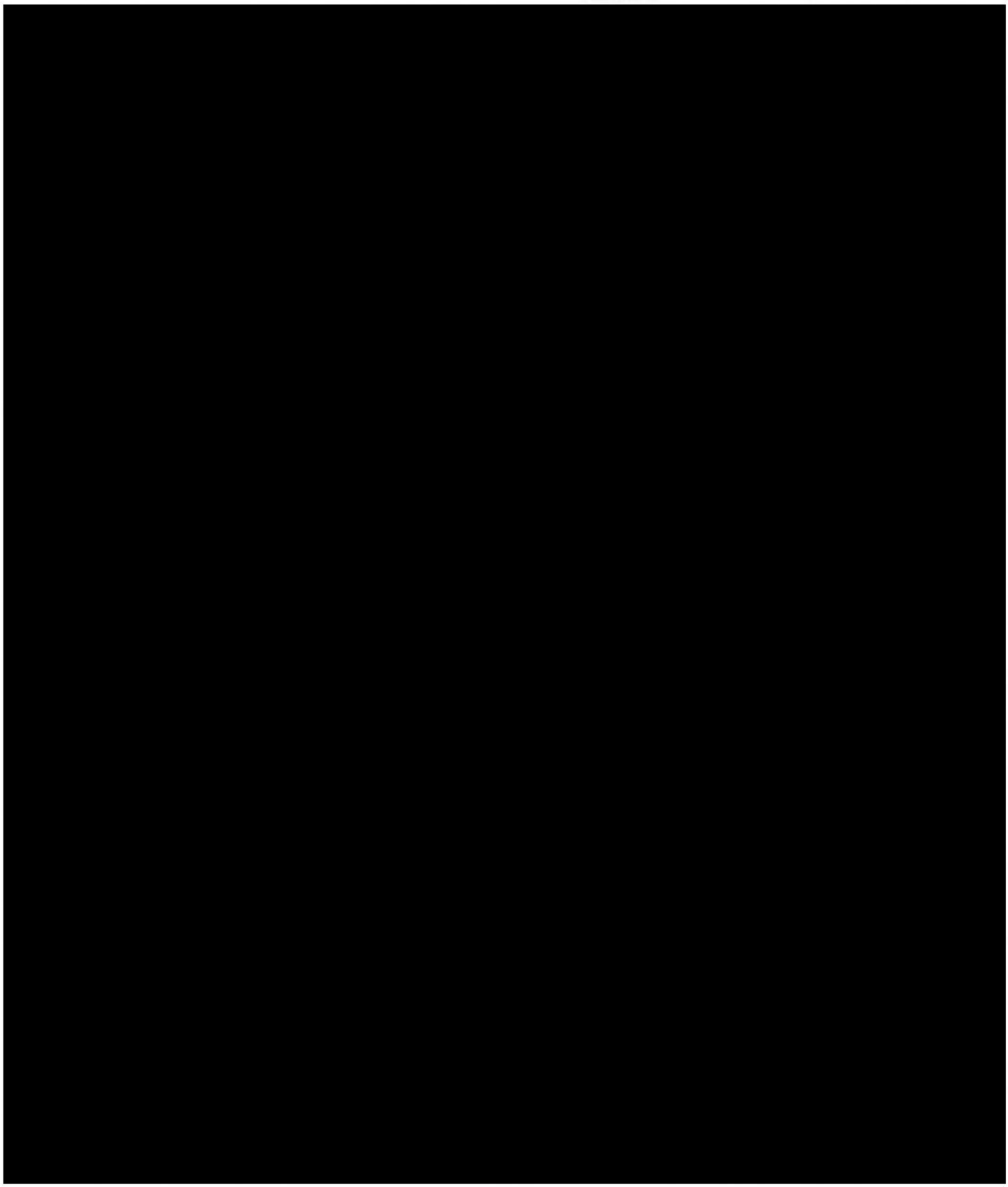
I, Phil M. Turner, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Central New York Academy Charter School [redacted] nd correct in every respect.

[redacted]

03/30/25

Date

PHIL MANUEL TURNER



Request for Information
Prospective Charter School Education Corporation Trustee Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Central New York Academy Charter School

2. Full name: Corey L Mitchell, Sr.

[redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☑ Yes.

Details:

I have worked with some of the prospective trustees while serving as a member of 100 Black Men of Syracuse Inc.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would report said findings to the President of the Board of Directors with a request for action by the Board. I would also notify the SUNY Charter Schools Institute of the State of New York.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

None

Certification

I, Corey L Mitchell, Sr., certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Central New York Academy Charter School is true and correct in every respect.

[redacted]

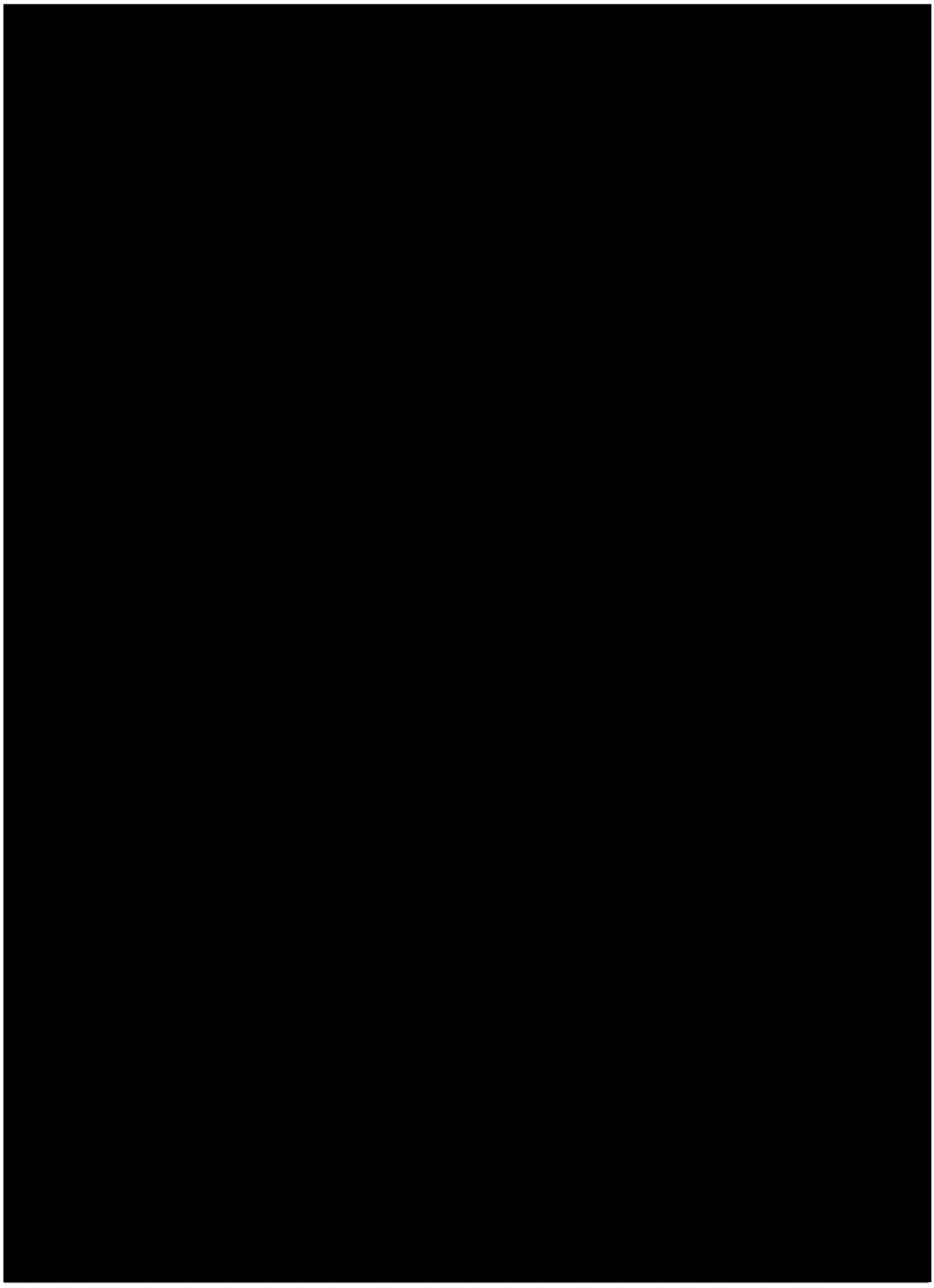
April 3, 2025

Date

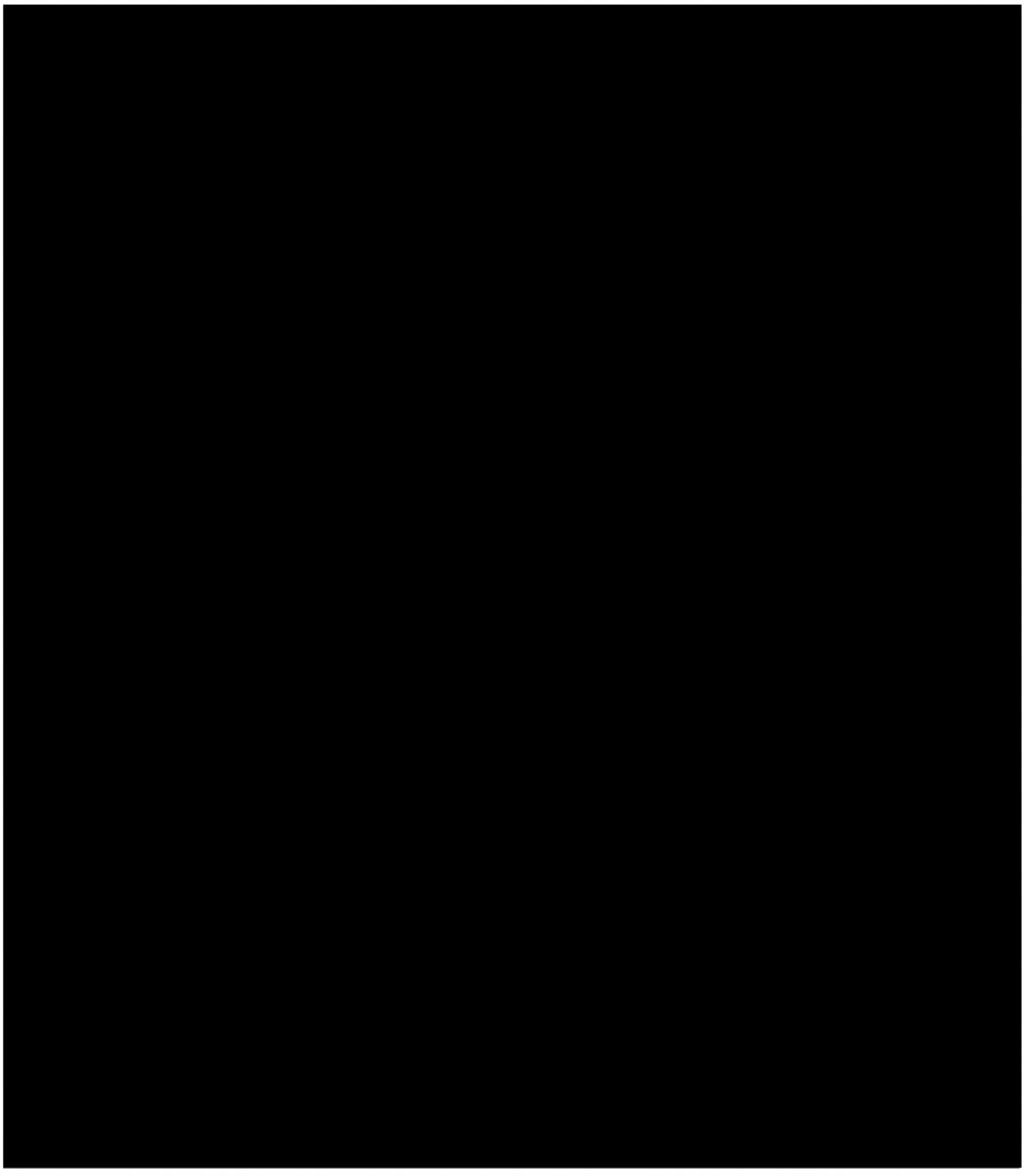
[redacted]

Corey L. Mitchell, Sr.

[redacted]









Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Central New York Academy Charter School

2. Full name: Jawwaad Abdur-Rasheed

[redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

[redacted]

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☑ Yes.

Details:

I have worked with some of the prospective trustees while working with other not-for-profit organizations [redacted]

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☐ None.

☑ Yes.

Details:

I am currently serving as a trustee for the public charter schools of the Science Academies of New York.

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

    I would report said findings to the President of the Board of Directors with a request for action by the Board. I would also notify the SUNY Charter Schools Institute of the State of New York.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

    None

Certification

I, Jawwaad Abdur-Rasheed, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Central New York Academy Charter School is true and correct in every respect.

[redacted]

March 31, 2025

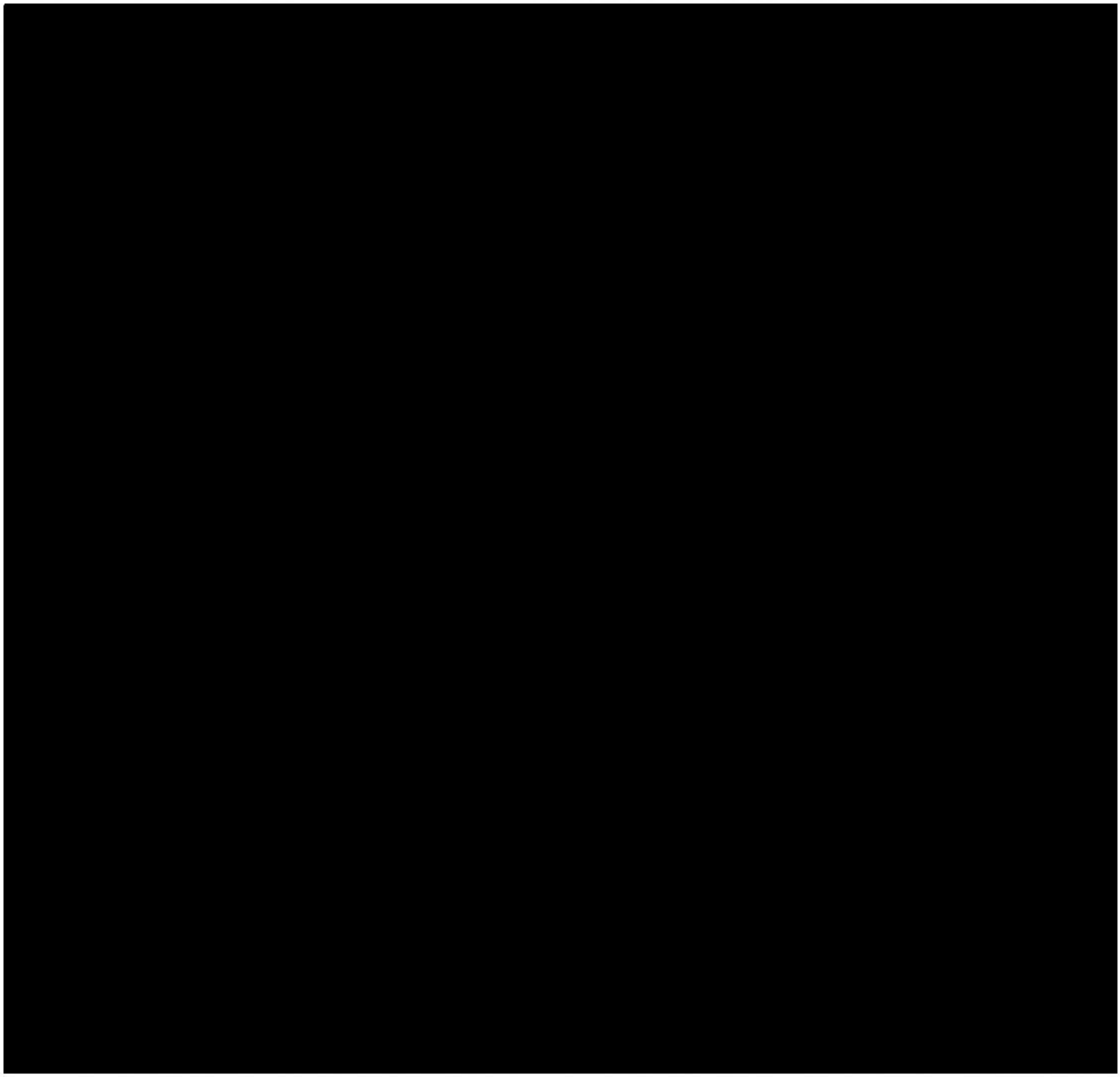
Date

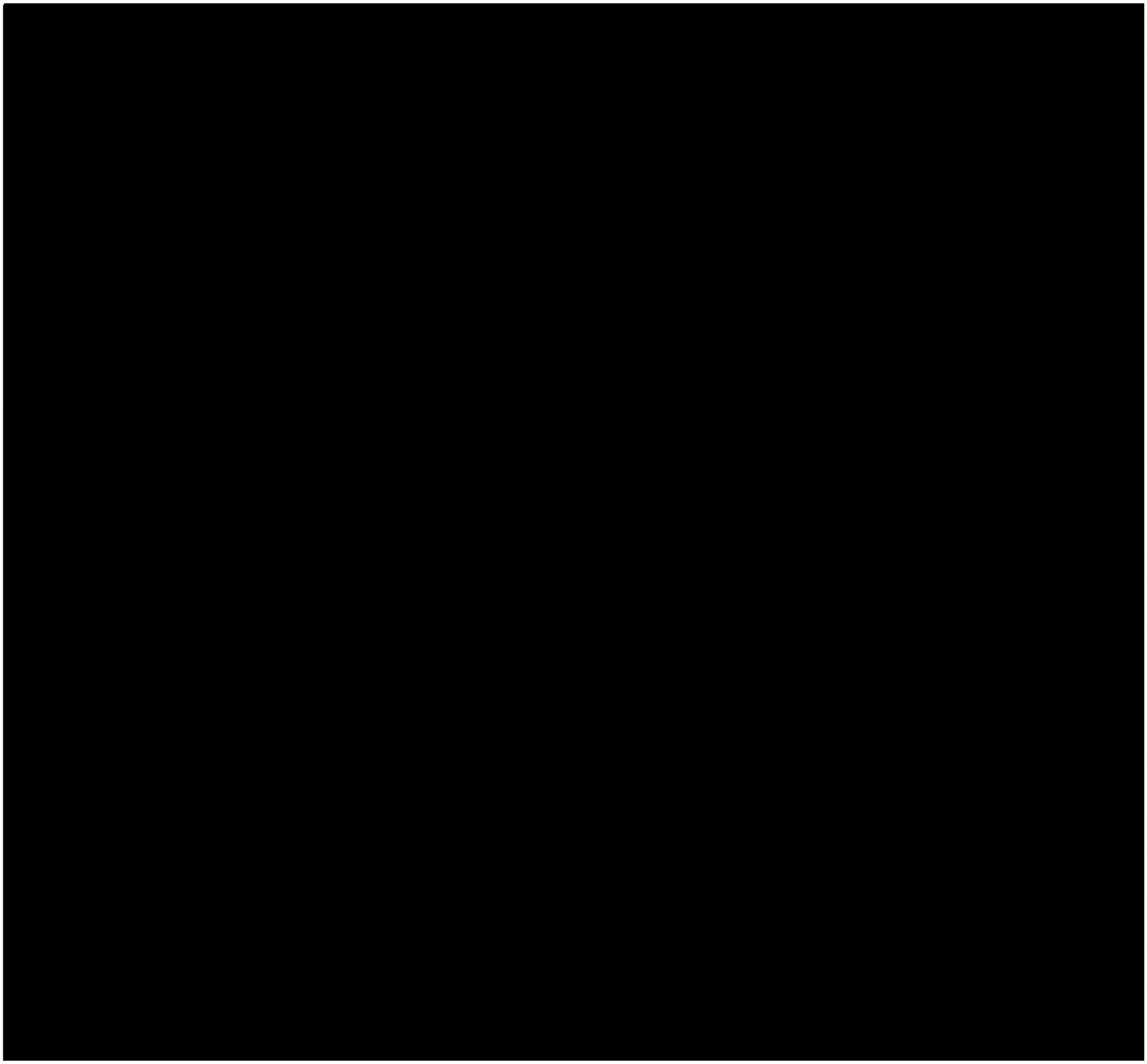
Jawwaad Rasheed's Resume

JAWWAAD A. RASHEED









JAWWAAD A. RASHEED



RESPO



Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Central New York Academy Charter School

2. Full name: Evette Williams

[redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☑ Yes.

Details:

My husband is a member of 100 Black Men of Syracuse Inc. and I have met some of the prospective board members during involvement with the organizations programs and events.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

■ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would bring my concerns to the entire board and discuss appropriate actions to be taken.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

None

Certification

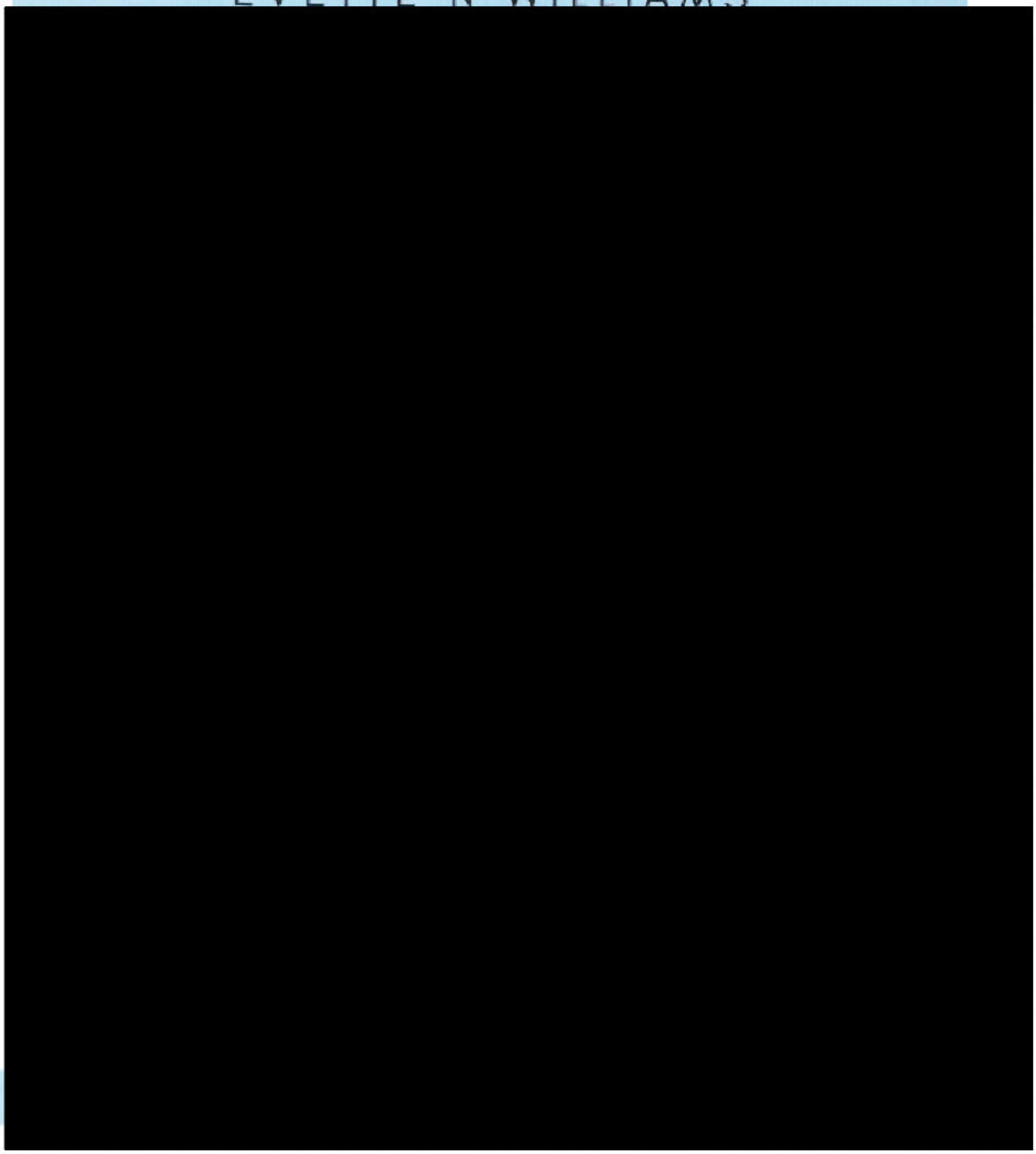
I, Evette Williams, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Central New York Academy Charter School is true and correct in every respect.

[redacted]

3/31/25
Date

Evette N Williams' Resume

EVETTE N WILLIAMS





R-15 - District Relations

a. Relationship Strategies with the Syracuse City School District (SCSD):

1. We began in 2021 by reaching out to key stakeholders within the SCSD, such as the superintendent, school board members, and relevant administrators during our community outreach efforts. We introduced the proposed school's mission, vision, and goals, emphasizing how it aligned with the district's objectives and how it would address any identified needs within the community.

2. We then proposed collaborative planning meetings where representatives from the [redacted] of Syracuse Inc. [redacted] ([redacted](the professional development company associated with the CMO, HLN Initiatives Inc.) and the district could discuss potential areas of partnership, such as sharing resources, expertise, and best practices. We highlighted the benefits of working together to enhance educational outcomes for all students in the community. Please note that the current SCSD Superintendent Mr. Anthony Davis was a proposed board member from 2020 to 2023 until his appointment as Superintendent.

3. The [redacted] of Syracuse Inc. submitted a formal proposal to the SCSD to provide mentoring services, afterschool, and Saturday enrichment programs to two K to 8 SCSD schools and two SCSD high schools in January 2024. This proposal was ratified in May 2024. The services will begin in September 2024. These programs will also be used by the Central New York Academy Charter School in September 2026.

4. [redacted] which provides professional development services to both traditional public schools and charter schools in New York City, Mount Vernon, New York and in the East Ramapo School District submitted an initial proposal to the Superintendent, in February 2024, to provide school leadership training, literacy, and math professional development services to K to 8 schools in the SCSD. The proposal was modified in April 2024 to provide the same services to the three lowest performing K to 8 schools in the district. On April 7, 2024, a meeting took place between the SCSD Superintendent Anthony Davis and the district's leadership team with the executive leaders of the [redacted] of Syracuse Inc. and Higher Learning Network Inc. to discuss possible partnership agreements. At this meeting, the Superintendent stated that he had reviewed the 2024 CNYACS application and was intrigued by several strategies that have been implemented by HLN Inc. in traditional public schools. No formal agreement was established by the designated parties as it related to support for or from the proposed CNYACS in the future.

5. We then engaged various community-based organizations in Syracuse who shared common goals and interests in aligning their afterschool literacy programs to the practices of the SCSD. The [redacted] of Syracuse Inc. has offered this consortium of organizations to have their

staff members trained by the consultants of [redacted] in delivering these pedagogical strategies which will help improve student achievement, foster innovation, and would address specific needs within the community. Emphasis in areas where collaboration can lead to mutual benefits and positive outcomes for all stakeholders involved. Meetings continue currently to bring this collaboration to realization.

b. School Partnerships with Low-Performing Schools:

Syracuse City School District (SCSD) serves a diverse student population with a significant number of low-performing schools, particularly at the K-8 level. Several schools within the district have consistently faced challenges related to academic achievement, student engagement, and resource allocation. Here are a few schools near where the Central New York Academy School would reside:

1. **Dr. King Elementary School**: This school has struggled with low standardized test scores in reading and math, as well as high rates of chronic absenteeism. Many students come from poor backgrounds, which can impact their academic performance and overall school experience.
2. **Hughes Elementary School**: Hughes has faced difficulties with student performance in core subjects, particularly in meeting state proficiency standards. The school has a significant percentage of students who are English Language Learners (ELL) and requires targeted support for this population.
3. **Delaware Primary School**: Delaware Primary has a high number of students requiring special education services. The school has had challenges in integrating inclusive practices and ensuring that all students meet grade-level expectations.
4. **Seymour Dual Language Academy**: Although Seymour has a unique dual-language program, it faces challenges with consistent academic achievement across both languages. The school struggles with balancing the needs of its diverse student body while maintaining high academic standards.

Proposed Partnership Strategies

The Central New York Academy Charter School can partner with these low-performing schools to share best practices and innovations through various collaborative efforts:

1. Professional Development and Teacher Collaboration

- **Joint Professional Development Workshops**: Organize workshops focusing on effective teaching strategies, classroom management, and culturally responsive teaching. Higher Learning Network Inc. Consultants and teachers from CNYACS can share their successful practices and provide mentorship to teachers from the low-performing schools.
- **Teacher Exchange Programs**: Facilitate temporary exchange programs where teachers from the charter school spend time teaching at the partner schools and vice versa. This can help transfer successful instructional methods and build professional relationships.

2. Curriculum and Instructional Support

- **Collaborative Curriculum Planning**: Work together on developing curriculum units that align with state standards and focus on critical thinking and problem-solving skills. Share resources and materials that have proven effective at the charter school.
- **Data-Driven Instruction**: Assist partner schools in implementing data-driven instruction practices. Provide training on using data to identify student needs, monitor progress, and tailor instruction accordingly.

3. Student Support Services

- **Enhanced Tutoring Programs**: Develop and implement after-school tutoring programs with the aid of [redacted] of Syracuse Inc. that target specific areas of need identified in the partner schools. Utilize volunteers, community partners, and university students to provide additional academic support.
- **SEL and Mental Health Initiatives**: Share successful social-emotional learning (SEL) programs and mental health support strategies. Provide training for staff on recognizing and addressing mental health issues and fostering a supportive school environment.

4. Community and Family Engagement

- **Parent Workshops and Resources**: Offer workshops for parents to help them support their children's learning at home. Topics can include literacy development, math skills, and navigating the school system.
- **Community Partnerships**: Leverage partnerships with local businesses, non-profits, and universities to provide additional resources and opportunities for students and families. This can include mentorship programs, internships, and access to extracurricular activities.

5. Technology Integration

- **Technology Training for Teachers**: Provide professional development on integrating technology into the classroom effectively. Share best practices on using educational technology to enhance learning and engagement.
- **Access to Digital Resources**: Collaborate to ensure students at partner schools have access to digital resources and tools that support their learning. This can include shared access to online learning platforms and digital libraries.

By forming strategic partnerships with low-performing K-8 schools in the SCSD, the Central New York Academy Charter School can play a pivotal role in improving educational outcomes across the community. Through professional development, instructional support, student services, community engagement, and technology integration, these collaborative efforts can foster a culture of continuous improvement and innovation in education.

R-16ac - Facilities

Facilities Needs

For the proposed Central New York Academy Charter School, a detailed plan for facility needs across the first five years has been created to ensure the school can adequately support its academic and extracurricular programs. Here is an outline of the facility needs based on the academic program and enrollment goals:

Year 1 (Grades K-2, Enrollment 180)

- **Location**: Desired in Syracuse, NY - Syracuse City SD
- **General Education Classrooms**: At least 6 classrooms (2 per grade level).
- **Special Education/ELL Services**: 1 additional classroom for pull-out sessions.
- **Specialty Classes/Labs**: 1 room for enrichment programs (e.g., music, art).
- **Administrative Space**: 3 offices for principal, administrative staff, and counselors.
- **Food Services**: Cafeteria space to accommodate 180 students in shifts.
- **Nurse's Office**: 1 room with basic medical facilities.
- **Physical Education**: 1 gymnasium or multipurpose room.

Year 2 (Grades K-3, Enrollment 240)

- **General Education Classrooms**: 8 classrooms (2 per grade level).
- **Special Education/ELL Services**: 1 additional classroom.
- **Specialty Classes/Labs**: Maintain 1 room for enrichment, consider adding a science lab.
- **Administrative Space**: 4 offices (additional office for expanding staff).
- **Food Services**: Expand cafeteria services or dining area.
- **Nurse's Office**: 1 room with expanded facilities.
- **Physical Education**: Gymnasium or multipurpose room.

Year 3 (Grades K-4 and 6, Enrollment 360)

- **General Education Classrooms**: 12 classrooms (2 per grade level for K-4 and 6).
- **Special Education/ELL Services**: 2 additional classrooms.
- **Specialty Classes/Labs**: 2 rooms for enrichment, add dedicated science lab.
- **Administrative Space**: 5 offices.
- **Food Services**: Larger cafeteria or additional dining shifts.
- **Nurse's Office**: 1 room with expanded facilities.
- **Physical Education**: Gymnasium or multipurpose room.

Year 4 (Grades K-7, Enrollment 480)

- **General Education Classrooms**: 16 classrooms (2 per grade level).
- **Special Education/ELL Services**: 3 additional classrooms.
- **Specialty Classes/Labs**: 3 rooms for enrichment, science, and computer labs.

- **Administrative Space**: 6 offices.
- **Food Services**: Further expansion of cafeteria facilities.
- **Nurse's Office**: Larger or additional nurse's office.
- **Physical Education**: Gymnasium with more equipment or additional multipurpose room.

Year 5 (Grades K-8, Enrollment 540)

- **General Education Classrooms**: 18 classrooms (2 per grade level).
- **Special Education/ELL Services**: 4 additional classrooms.
- **Specialty Classes/Labs**: 4 rooms for enrichment, science, computer labs, and library/media center.
- **Administrative Space**: 7 offices.
- **Food Services**: Large cafeteria to accommodate increased enrollment.
- **Nurse's Office**: Well-equipped nurse's office.
- **Physical Education**: Full gymnasium and outdoor play area.

Unique Features for Implementation

- **Special Education & ELL Services**: Dedicated rooms for specialized instruction and support.
- **Enrichment Programs**: Classrooms for music, arts, and advanced studies to foster a well-rounded education.
- **Administrative Functions**: Adequate office space for staff to manage operations efficiently.
- **Food Services**: Cafeteria capable of handling multiple shifts of students to ensure all are fed.
- **Health Services**: A nurse's office equipped to handle basic health emergencies and routine care.
- **Physical Education**: Gymnasium and outdoor spaces to support physical education and recreational activities.
- **Parent Engagement and Community Involvement**: Spaces for meetings, workshops, and community events to engage parents and community members.

Please note that there are no plans to offer a residence program for students at the school.

This facility plan ensures that as the charter school grows each year, it will continue to meet the needs of its students and staff, providing a safe, effective, and enriching educational environment.

Facility Selection

The Founding Team for the proposed Central New York Academy Charter school has been doing its due diligence over the past four years concerning identifying and securing a facility to house the school. These have been the strategies used thus far to accomplish this goal:

1. In 2020, the Founding Team (Vince Love, Drake Harrison), with assistance from the members of [redacted] identified the [redacted] located at [redacted] as an ideal example of a school facility (based on size, classroom, office, cafeteria, gymnasium, etc specifications).



2. The Founding Team then made initial inquiries with the Syracuse City School District about utilizing one of the vacant school buildings in the district. No official response has been received from the SCSD about this opportunity.
3. The Founding Team has recently approached the Archdiocese of Syracuse about their vacant school buildings. No official response has been received from the Archdiocese. Please note that it is the opinion of Founding Team and CNYACS stakeholders that no official responses will be offered until an official charter document is authorized.
4. Finally, lease opportunities at facilities which would meet the designated standards and requirements for a school are still being researched at this time.

So technically, at this time, a facility to house CNYACS has not been identified or chosen. However, based on our research of the [redacted], we calculated how much space the facility would need to have each of the first five years of CNYACS and the cost for each of the first five years of the school. Please see [redacted] calculations: [redacted]

1. School Building Square Footage – 79,676
2. Student Capacity – 625
3. Square Footage per Student – 127

Because of the similarities between the enrollment numbers for the Dr. King Elementary School and the proposed enrollment numbers, especially at full capacity, for Central New York Academy Charter School, we could make certain assumptions.

The average leasing cost for commercial real estate space in Syracuse, New York is between $14 to $18 per square foot. We used the median of $16 for our calculations of cost for securing a facility in Syracuse, New York. Please see the chart below:

Year	Enrollment	Square ft usage	Cost per sq/ft	Annual Lease
1	180	22,947	$16.00	$367,147.01
2	240	30,596	$16.00	$489,529.34
3	360	45,893	$16.00	$734,294.02
4	480	61,191	$16.00	$979,058.69
5	540	79,676	$16.00	$1,274,816.00

These figures have helped us with our budgeting assumptions and calculations.

Facility Planning for Central New York Academy Charter School (CNYACS)

Plans for Securing a Suitable Facility

On behalf of CNYACS, Vincent Love, the lead applicant, held a meeting on 3/4/25 with a local Real Estate Broker Co. to discuss our facility needs. From that meeting we have entered into an agreement (MOU) to work with CBD Brokerage, LLC. They will serve as our representative throughout the process of identifying and securing a suitable school facility. The information included in the attached MOU document describes the vast experience and available services they offer in locating a facility at no cost to the school. Once the school's location is established, they are also available to provide property management services, should we desire to contract with them. We have provided CBD with our assumptions (as shown above) regarding space needs and projected budget. They have started the work of developing a list of available properties for us to consider and will be walking us through each of the following steps in this process.

1. Facility Identification Process:

- **Market Research:** Conduct comprehensive market research to identify potential facilities within the desired geographic area.
- **Real Estate Consultation:** Engage with real estate professionals specializing in educational facilities to find suitable properties that meet the school's requirements.
- **Site Visits:** Organize site visits to shortlisted properties to assess their suitability in terms of size, location, accessibility, and compliance with educational standards.

2. Evaluation and Selection Criteria:

- **Space Requirements:** Ensure the facility has adequate space for classrooms, administrative offices, a library, gymnasium, and other necessary amenities.

- **Compliance with Regulations:** Verify that the facility complies with local zoning laws, building codes, and health and safety regulations.
- **Infrastructure:** Assess the infrastructure for essential services such as electricity, water, HVAC systems, and internet connectivity.

3. Negotiation and Securing the Lease/Purchase:

- **Budget Planning:** Develop a detailed budget for leasing or purchasing the property, including initial deposits, rent or mortgage payments, and operational costs.
- **Legal Consultation:** Engage legal experts to review lease or purchase agreements and ensure favorable terms.
- **Contingency Clauses:** Include contingency clauses in contracts to protect against unforeseen circumstances or delays.

Preparation for Use

1. Renovation and Remodeling:

- **Needs Assessment:** Conduct a thorough assessment to identify any necessary renovations or remodeling required to make the facility suitable for school use.
- **Contracting Services:** Hire licensed contractors for renovation work, ensuring they adhere to the project timeline and budget.
- **Inspection and Certification:** After renovations, schedule inspections to obtain necessary certifications from local authorities confirming the facility meets all educational and safety standards.

2. Furnishing and Equipping:

- **Procurement Plan:** Develop a procurement plan for furniture, classroom equipment, technology, and other educational materials.
- **Vendor Selection:** Identify and contract with reliable vendors to supply the necessary items within the budget and timeline.
- **Installation:** Coordinate the installation and setup of all furniture and equipment to ensure the school is ready for students and staff.

Contingency Planning

1. Temporary Facility Options:

- **Short-Term Leases:** Explore options for short-term leases on alternative spaces, such as community centers or vacant commercial properties, which can be adapted for temporary school use.
- **Modular Classrooms:** Consider the use of modular classrooms, which can be quickly installed and provide a temporary but functional learning environment.

2. Financial Contingencies:

- **Reserve Funds:** Allocate reserve funds to cover unexpected costs related to delays, additional renovations, or higher-than-anticipated lease payments.
- **Funding Sources:** Identify potential funding sources such as grants, loans, or partnerships with local businesses to ensure financial stability.

3. Timeline Adjustments:

- **Flexible Timelines:** Develop a flexible project timeline with built-in buffers to accommodate potential delays.
- **Regular Updates:** Provide regular updates to stakeholders, including parents, staff, and the community, about progress and any changes to the opening timeline.

***Facility-Related Conflicts of Interest* –** There are no conflicts of interest currently.

R-16d - Facilities Documents

Vincent Love Tue, Feb 25, 1:16 PM

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

Hello [redacted]

My name is Vincent Love and you were referred to me by [redacted] who currently works at [redacted].

I am involved with a team of individuals who are working to establish a new Charter School in the Syracuse area. We have been diligently working on this project for a number of years and are at the point where we need to begin searching for and establishing a location for the school. I reached out to [redacted] who felt you might be the person who can help us at this stage of our work.

Here is some brief information for you to concerning our School design:

The school will serve Kindergarten - 8 Grades and at full capacity, will house about 540-600 students.

Full capacity will be reached in 5 years as follows:

Year	Grades	Enrollment
1	K – 2	180
2	K – 3	240
3	K – 4 & 6th	360
4	K – 7	480
5	K – 8	540-600

I have done some research using schools with comparable capacity and found that the instructional space needed at full capacity, is anywhere from 57,000 - 78,000 square ft. This includes gym and cafeteria space. This does not include outside space for parking and play area. Our target population will be students living in the Syracuse City but will also serve students from outside of that area.

With that in mind a location within the City of Syracuse would be preferred. Also, we would likely be looking to lease, for at least the first 2 years.

Please let me know if this is something you and/or your company would be interested and available to help us with.

Myself and members of the planning team would appreciate an opportunity to meet with you either in-person or virtually to answer any additional questions you might have.

Thank you.

Vincent B Love

CNY Academy Charter School-Planning Team

[redacted]

CNY ACADEMY CHARTER SCHOOL

Using the STEAM at Dr King Elementary School as a model.
I made the following calculations to estimate facility costs, based upon a leasing agreement.

Dr King Elementary School	Total School Building Square Ft	79,676
	Student Capacity	625
	Square Ft per student	127

		Enrollment	Sqft use**	Cost /Sqft*	Annual Lease $	
CNY Academy Charter School	Year 1	180	22,947	$ 16.00	$ 367,147.01	
	Year 2	240	30,596	$ 16.00	$ 489,529.34	
	Year 3	360	45,893	$ 16.00	$ 734,294.02	
	Year 4	480	61,191	$ 16.00	$ 979,058.69	
	Year 5	540	**79,676**	$ 16.00	$ 1,274,816.00	**asuming full capacity use by the 5th year**

*** The average market rate leasing cost in Syracuse NY for commercial real estate (office space) ranges between $14 - $18 per square foot. I used the median of that range $16 for my calculations.**

**** Square ft use is estimated by multiplying the enrollment by the square ft per student estimate for Dr King School (127)**

RESPONSE 16d-2

From: [redacted]

To: Vincent Love[redacted]

Sent: Friday, April 4, 2025 at 11:52:01 AM EDT

Subject:[redacted]

Hi Vincent,

I hope that you had a great week. I wanted to share with you some of the initial conversations that I've had regarding your building search.

1. Attached is information for 501 James St. This is a church owned by St. Joe's Hospital that has classrooms attached. I believe that this property would be too small for your long-term vision but may fit in the opening years. If you'd like to tour it, just let me know.

2. I spoke with the city about buildings in their inventory. As we've discussed, it will be a delicate political situation for the city, to sell or rent to a charter school. The one property that could be a fit is the current SCSD maintenance facility at the corner of Park & Plum. However, it does need some work. If you'd like me to inquire further about that, I can.

3. I reached out to the diocese school chancellor to inquire about their buildings. She claimed that they do not have any available. I believe that this is not quite correct and will keep trying, but I wanted to let you know their initial position.

Have a great weekend,

[redacted]

Please Note: CBD, HLN Initiatives Inc. and the Lead Applicant have inquired about facilities owned by the Archdiocese of Syracuse and the City of Syracuse which own all Syracuse City School District buildings. We continue to work with CBD to finalize a location.

[redacted]

March 7, 2025

Re: CNY Academy Charter School

Mr. Love,

This letter serves as confirmation of our mutual understanding and agreement that [redacted] (hereinafter referred to as CBD) will serve as the Exclusive Representative for your proposed Charter School (hereinafter referred to as CLIENT) in the leasing or purchase of commercial real estate. CBD will assist throughout the entire process of consummating a real estate lease or purchase transaction, which may include:

- Conducting a needs analysis
- Defining development program requirements
- Compiling building and market data
- Providing preliminary construction cost estimates (as required)
- Preparing Requests for Proposals (or purchase offers, as applicable)
- Assisting in negotiations through lease execution or closing

CBD will evaluate any and all information submitted by other real estate brokers, property managers, or building owners on CLIENT's behalf.

CBD will receive compensation in the form of a market-standard real estate commission, which will be paid solely by the Owner/Managing Agent/Seller of a property where CLIENT executes a new lease or completes a purchase/closing. If CLIENT is dissatisfied with CBD's services or no longer requires its representation, CLIENT may terminate this agreement with thirty (30) days' prior written notice.

With Best regards,

[redacted]

Vincent Love
Founder
CNY Academy Charter School

Date: 3/25/25

Date: March 17, 2025

RESPONSE 16d-4



CBD Companies is a boutique real estate firm and commercial construction company based in Syracuse. We specialize in construction management, general contracting, brokerage, and property management services. As property owners, we have assembled a skilled team to maintain high-functioning buildings. In turn, we offer our core services—**build, broker, manage**—to the marketplace, creating value for our clients. Our deep understanding of market dynamics, trends, and financial considerations ensures informed real estate decisions.

Our team of commercial construction professionals in Syracuse works collaboratively across disciplines, bringing their experience and insights into every project. We succeed by thinking creatively, assessing opportunities astutely, and acting more swiftly than our competitors.

Build

CBD Construction is Syracuse's most reliable office builder and design firm. We offer a range of services to help clients successfully complete projects **on time and within budget**. Our services include:

- **Pre-Construction Services**
- **Design Management**
- **Design-Build**
- **Construction Management**
- **General Contracting**
- **Owner's Advisory**
- **Post-Construction Services**

Broker

Our brokerage team takes a proactive approach, dedicating the time needed to close deals. As the leading commercial construction company in Syracuse, we leverage our extensive market knowledge and deal experience to guide every transaction. Our brokerage services include:

Tenant/Buyer Representation

- Market research & analysis
- Site identification
- Space planning & computerized interior design
- Construction & budget estimates
- Proposal submissions & reviews
- Contract negotiations

Property Representation

- Prospect identification & solicitation
- Contract negotiations
- Space planning & computerized interior design
- Construction & budget estimates

RESPONSE 16d-5



- Proposal submissions & reviews
- Complex financial analysis
- Property acquisition & disposition services

Manage

CBD's property management portfolio consists of **800,000 square feet of commercial space** and dozens of tenants. While we are Syracuse's premier commercial construction contractors, we also take pride in our first-rate property management services. As local property owners, we hold our managed client properties to the same high standards as our own.
Our **property management services** include:

- Financial & billing coordination
- 24/7 on-call maintenance
- Vendor screening & contract coordination
- Construction services
- Leasing services

Project Team

Michael Greene – Director of City Real Estate
Michael has extensive experience representing both tenants and landlords in sales and leasing transactions across Central New York, with a particular focus on the City of Syracuse. He has worked with prominent public institutions such as WCNY, the Greater Syracuse Business Development Corporation, the Center for Community Innovation, and the Near West Side Initiative, as well as private businesses including Evans & Bennett LLP and Lee Kalin & Associates.

Before becoming a licensed real estate agent, Michael served as a commercial property manager in Central New York, overseeing more than 1,000,000 square feet of property.
Michael also served the City of Syracuse as a Common Councilor At-Large for six years, including as President Pro Tempore and Chairman of the Finance Committee. He holds a BS from Cornell University and an MBA from CUNY Baruch.

Courtney Wilson – Principal, CBD Construction
Courtney has been immersed in the construction industry for most of his life. He began by assisting in the management of his father's residential contracting business, handling tasks ranging from drafting contracts and organizing job sites to performing hands-on trade work. Courtney credits his early success to the hard work and mentorship of his father and uncle.

RESPONSE 16d-6

[redacted]

In 1998, after graduating from Stony Brook University, Courtney joined The Widewaters Group, Inc. in DeWitt, NY, where he gained experience in commercial construction and real estate development. Over eight years, he quickly rose from Project Manager to Construction Executive, overseeing fast-track construction projects in the office, medical, and retail sectors. His roles at Widewaters included serving as a design-builder, owner's representative, general contractor, and construction manager. Courtney's experience working for long-term property owners and investors shaped his approach to design, construction, and development. His "build it like you own it" philosophy is a cornerstone of CBD's commitment to client service.

In 2006, Courtney joined CBD Builders, LLC as a partner, becoming President in 2008. In 2009, he and Chuck Sangster launched CBD Companies, integrating construction, brokerage, and development services. Courtney lives in Manlius with his wife and three daughters.

Charles Sangster – Principal, CBD Companies

Chuck began his real estate career at The Widewaters Group, Inc., where he played a key role in leasing and overseeing construction projects. His experience allowed him to develop a single-source provider system, streamlining deal execution while minimizing costs and time delays.

In 2005, Chuck co-founded CBD Builders, LLC, offering a turnkey approach to design and construction for a diverse client base, including his own developments. In 2009, he and Courtney Wilson launched CBD Companies, integrating construction, brokerage, and development services under one umbrella.

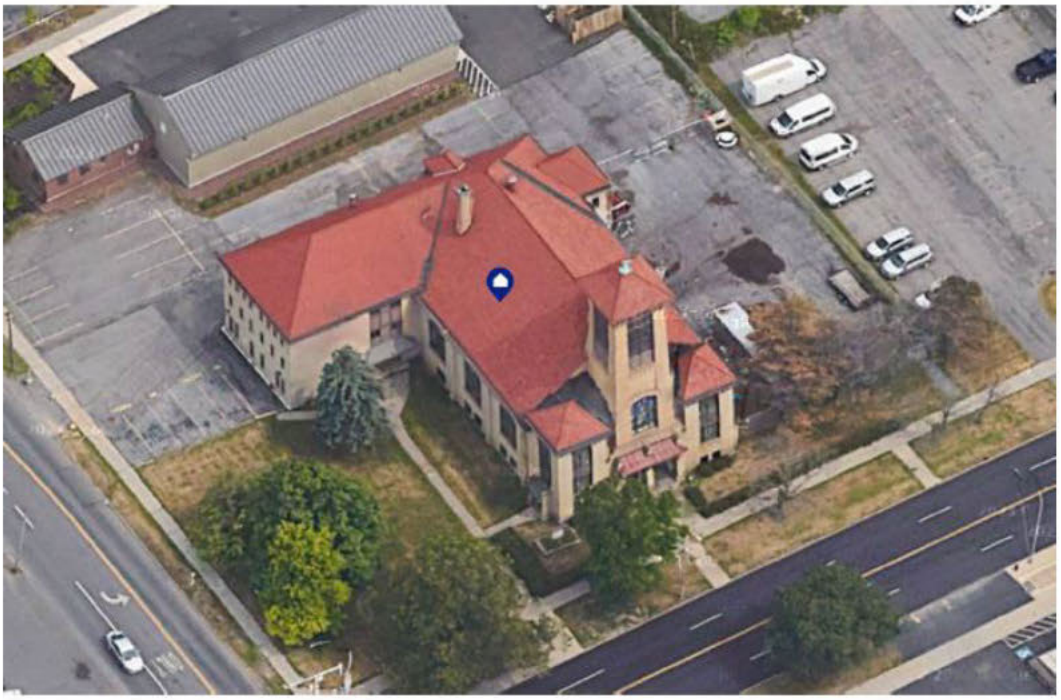
Though Chuck's main focus is on the Real Estate Brokerage business, he remains instrumental in CBD Construction's growth and success from a leadership and business development side. Chuck is a 1987 graduate of Syracuse University and resides in Manlius with his wife Marie and their four children.

FOR SALE

[redacted]

Mixed-Use Historic Gem: A blend of historic and modern office space in a storied setting.

Asking Price: $400,000



[redacted]

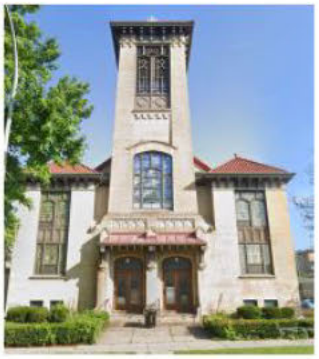
- Abundant Parking
- Located Near Downtown Syracuse
- Ideal For Innovative Redevelopment

[redacted]

RESPONSE 16d-8

FOR SALE

[redacted]









[redacted]

RESPONSE 16d-9

[redacted]

Property Highlights:

[redacted]

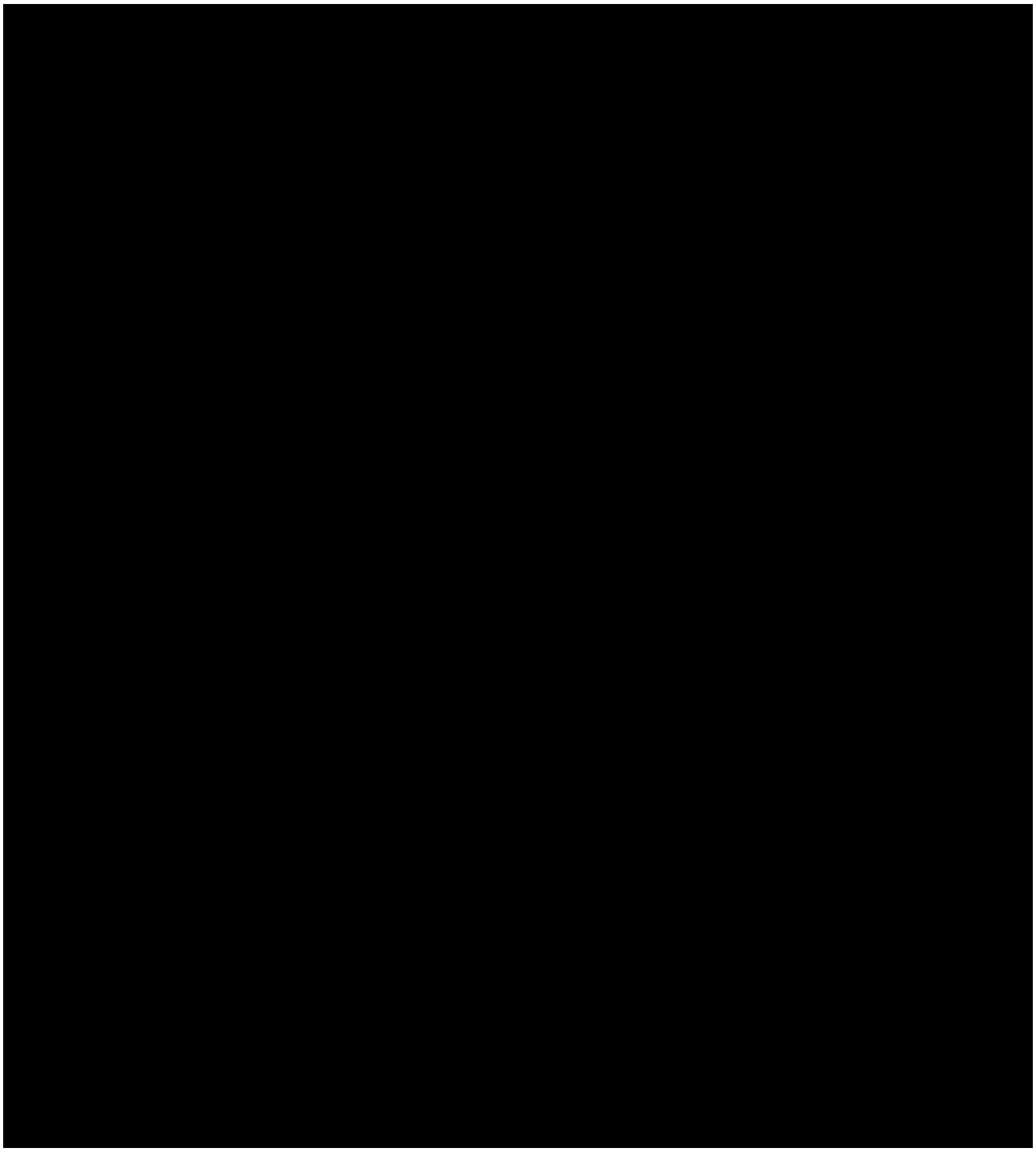
[redacted]

- [redacted]

- Investment Opportunity: With potential historic tax credits for redevelopment, this property offers an enticing prospect for visionary investors

[redacted]

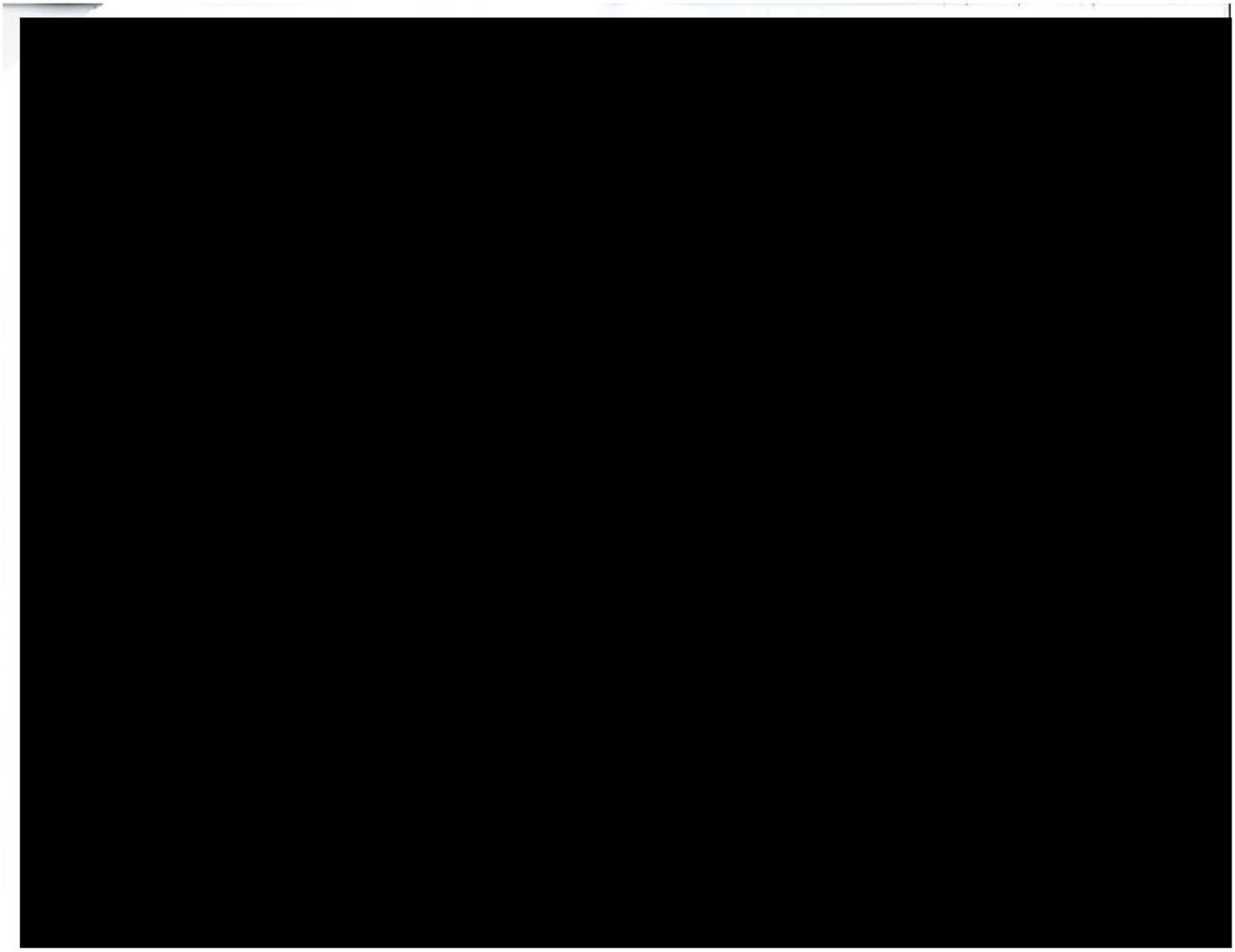
RESPONSE 16d-10



RESPONSE 16d-12

[redacted]

1964 ADDITION	
BASEMENT	1,865 S.F.
FIRST FLOOR	1,865 S.F.
SECOND FLOOR	1,865 S.F.
THIRD FLOOR	1,865 S.F.
TOTAL	7,460 S.F.
EAST STAIR	
FIRST FLOOR	240 S.F.
SECOND FLOOR	240 S.F.
TOTAL	480 S.F.
ORIGINAL BUILDING	
BASEMENT LEVEL	
NORTH END	2,970 S.F.
MULTI-PURPOSE ROOM	6,250 S.F.
FIRST FLOOR	
NORTH END	2,970 S.F.
SANCTUARY	6,250 S.F.
SECOND FLOOR	2,860 S.F.
TOTAL	21,300 S.F.
TOTAL BUILDING	29,240 S.F.



RESPONSE 16d-14

R-17 - Food Services

Food Services Plan for Central New York Academy Charter School

1. Overview

Central New York Academy Charter School (CNYACS) will provide comprehensive food services to ensure students have access to nutritious meals, which are essential for their academic success and overall well-being. The school will look to establish the same nutritional strategies and practices that have been established by the Syracuse City School District. The school will participate in the Federal School Lunch Program and School Breakfast Program, ensuring compliance with all federal guidelines and providing meals at no cost to all students through the Community Eligibility Provision (CEP).

2. Participation in Federal Programs

CNYACS will participate in the following federal programs:

- **National School Lunch Program (NSLP)**
- **School Breakfast Program (SBP)**
- **Fresh Fruit and Vegetable Program (FFVP)**

These programs will allow the school to provide nutritious meals to all students, ensuring they receive balanced diets necessary for their growth and academic performance (https://www.syracusecityschools.com/districtpage.cfm?pageid=511).

3. Community Eligibility Provision (CEP)

CNYACS will adopt the Community Eligibility Provision (CEP), which allows all students to receive free breakfast and lunch regardless of their household income. This provision eliminates the need for individual meal applications and ensures that no student goes hungry during the school day (https://www.syracusecityschools.com/districtpage.cfm?pageid=511).

4. Daily Meal Services

CNYACS will provide the following daily meal services:

- **Breakfast**: Available to all students, including a "Breakfast After the Bell" option for late arrivals.
- **Lunch**: Balanced meals meeting the Healthy, Hunger-Free Kids Act of 2010 standards.
- **After School Snacks**: Available for students participating in after-school programs.

Menus will include a variety of fresh fruits, vegetables, whole-grain products, and low-fat dairy options. The school will also ensure that meal options are appealing and diverse to encourage healthy eating habits .

5. Allergy and Dietary Restriction Management

CNYACS will implement a comprehensive plan to manage food allergies and dietary restrictions:

- **Documentation and Tracking**: Confidential tracking of individual student allergies.
- **Menu Accommodations**: Adjustments to menus to avoid allergens.
- **Coordination**: Collaboration with the school nurse, dietitian, and other relevant staff to ensure safety.
- **Training**: Training staff on recognizing and responding to allergic reactions, including the use of epinephrine auto-injectors.
- **Hygiene Practices**: Enforcing proper hygiene before and after meals to prevent cross-contamination.

6. Wellness Policy and Promotion

CNYACS will adopt a wellness policy that promotes overall student health, incorporating:

- **Nutrition Education**: Integrating nutrition education into the curriculum to promote lifelong healthy eating habits.
- **Physical Activity**: Encouraging physical activity through regular exercise programs and partnerships with organizations like the American Heart Association.
- **Community Involvement**: Establishing wellness committees that include parents, staff, and community members to support and implement wellness initiatives.

7. Hunger Prevention Programs

To address food insecurity, CNYACS will participate in hunger prevention programs such as:

- **Weekend Food Packs**: Providing food packs to students in need through partnerships with local organizations like Blessings in a Backpack and the Food Bank of Central New York.
- **Gratitude Meal Kits**: Delivering meal kits during school holidays to ensure students have access to nutritious food even when school is not in session.

8. Communication and Coordination

CNYACS will communicate the requirement for parents to submit household income eligibility forms to ensure continued funding and participation in meal programs. The school will also coordinate closely with the SCSD Food and Nutrition Services to align with district policies and utilize existing resources and infrastructure effectively.

9. Supplemental and Emergency Meal Services

CNYACS will ensure that meal services are available on days when the charter school is in session but district schools are not. This includes planning for emergency situations to ensure no interruption in meal provision for students.

By adopting these comprehensive food service plans, CNYACS aims to support the nutritional needs of its students, thereby enhancing their academic performance and overall health. This approach aligns with the best practices established by the Syracuse City School District and complies with all relevant federal and state regulations.

RESPONSE 17-3

R-18 - Health Services

Health Services Plan for Central New York Academy Charter School

1. Overview

Central New York Academy Charter School (CNYACS) will provide comprehensive health services to support the physical and mental well-being of its students. This plan includes provisions for a full-time school nurse, medical space and equipment, systematic immunization records management, and medication administration procedures, in line with New York State Education Department (NYSED) (https://www.nysed.gov/student-support-services/school-health-services) guidelines.

2. School Nurse and Health Aides

CNYACS will employ a licensed registered nurse to manage the health services within the school. This nurse will be responsible for:

- Providing care for health issues and injuries occurring during school hours.
- Conducting health screenings and monitoring student health records.
- Coordinating with health aides who will assist with clerical tasks and basic first aid.

3. Medical Space and Equipment

CNYACS will establish a dedicated health office equipped with necessary medical supplies and equipment, including:

- Examination tables
- First aid supplies
- Vision and hearing screening tools
- Automated External Defibrillator (AED)
- Secure storage for medications

The health office will ensure privacy and confidentiality for students receiving medical care.

4. Immunization and Health Records Management

CNYACS will implement procedures for the proper collection and storage of immunization and medical records:

- **Initial Collection**: Upon enrollment, parents/guardians will be required to submit immunization records and any relevant medical information.
- **Ongoing Monitoring**: The school nurse will regularly review and update health records to ensure compliance with state immunization requirements.

- **Confidentiality**: All health records will be stored securely and accessed only by authorized personnel.

5. Immunization Compliance

In compliance with New York State Public Health Law Section 2164, CNYACS will:

- Ensure all students meet immunization requirements for school attendance.
- Provide a 14-day grace period for documentation submission, with a 30-day grace period for out-of-state or international transfers demonstrating good faith effort.

6. Health Screenings

CNYACS will conduct mandated health screenings as required by NYSED:

- **Vision Screening**: For distance and near vision acuity, and color perception within six months of school admission, and at specified grade levels.
- **Hearing Screening**: For all new students and at mandated grade levels.
- **Scoliosis Screening**: For girls in grades 5 and 7, and boys in grade 9.
- **Physical Examinations**: For new students and at mandated grade levels, including athletes and students needing working papers.

7. Medication Administration

CNYACS will establish procedures for the administration of medication in compliance with applicable laws:

- **Parent/Guardian Authorization**: Written consent from parents/guardians and a prescription from a licensed healthcare provider will be required.
- **Secure Storage**: Medications will be stored securely in the health office.
- **Trained Personnel**: The school nurse will administer medications and train designated staff in proper procedures.

8. COVID-19 and Respiratory Illness Guidelines

Following updated guidance from the CDC and NYS Department of Health, CNYACS will:

- Enforce stay-home policies for students and staff with respiratory symptoms until they meet return criteria.
- Distribute at-home COVID-19 tests and provide instructions for their use.
- Promote preventive measures such as mask-wearing, hygiene practices, and physical distancing when necessary.

9. Sudden Cardiac Arrest (SCA) Prevention

In compliance with the Dominic Murray Sudden Cardiac Arrest Prevention Act, CNYACS will:

- Provide information on SCA risks, signs, and symptoms to students, parents, and staff.
- Ensure availability of CPR and AED-trained personnel during school hours and at athletic events.
- Require health history documentation for student athletes before each sports season.

10. Mental Health Services

CNYACS will integrate mental health education and support services, including:

- Access to mental health resources and crisis intervention.
- Collaboration with local mental health agencies for additional support.
- Implementation of trauma-informed care practices.

By adhering to these comprehensive health service provisions, CNYACS aims to create a safe and healthy learning environment for all students, supporting their overall well-being and academic success.

R-19 – Transportation

Transportation Plan for Central New York Academy Charter School

1. Overview of Transportation Services

Central New York Academy Charter School (CNYACS) will align its transportation services with the established policies of the Syracuse City School District (SCSD) and Education Law § 3635. (https://www.p12.nysed.gov/schoolbus/education_law/html/Education_Law_3635-1e.html).This ensures that students have safe and reliable transportation to and from school, supporting their educational achievement.

2. Eligibility and Distance Criteria

CNYACS will follow SCSD's eligibility criteria for student transportation:

- **Grades K-8**: Students residing more than one mile from the school are eligible for busing.

These criteria align with SCSD policies and ensure consistency in service provision (https://www.syracusecityschools.com/districtpage.cfm?pageid=508).

3. Transportation Providers

CNYACS will contract with **First Student** and **Centro**, mirroring SCSD's current transportation partners, to manage daily student transport. This partnership will leverage the expertise and infrastructure of established providers, ensuring dependable service for students (https://www.syracusecityschools.com/districtpage.cfm?pageid=508).

4. Safety and Monitoring

CNYACS will implement robust safety measures, including:

- Employing highly trained bus drivers and monitors.
- Providing real-time bus tracking for parents via the Stop Finder App.
- Training students on bus safety protocols at the beginning of the school year, including the universal crossing signal for safe street crossing (https://www.syracusecityschools.com/districtpage.cfm?pageid=508).
- Establishing faculty support strategies for safe and effective removal from buses in the morning and placement on the buses for students at the end of the school day.

5. Special Needs Transportation

For students requiring special transportation due to disabilities, CNYACS will offer curb-to-curb service. Parents or guardians must be present at the pickup and drop-off points. Additionally, the school will ensure compliance with Individualized Education Programs (IEPs) to meet all

specific transportation needs (https://www.syracusecityschools.com/districtpage.cfm?pageid=508).

6. Consistent Pickup and Drop-off Locations

Students must have a consistent pickup and drop-off location for each day of the school week. If a long-term change is necessary, such as moving to a new home, parents must report the new address to the school immediately to adjust transportation arrangements accordingly (https://www.syracusecityschools.com/districtpage.cfm?pageid=508).

7. Communication and Coordination

To ensure smooth communication regarding transportation requests:

- Parents must submit a written request for transportation services to the school district by April 1st each year, in accordance with Education Law § 3635 (https://www.nysenate.gov/legislation/laws/EDN/3635).
- CNYACS will remind parents of this deadline during the admissions process and ensure it is clearly communicated in the admissions materials and on the school website.
- The school will coordinate with SCSD to manage and update transportation needs throughout the school year.

8. Supplemental Transportation Arrangements

CNYACS will provide additional transportation on days when the charter school is in session, but district schools are not. This will involve arranging special services with First Student or Centro to ensure there are no interruptions in student transport. These arrangements will be communicated to parents well in advance.

9. Policies for Bus Conduct

CNYACS will adopt SCSD's policies for student conduct on buses, which include:

- Being at the bus stop 10 minutes early.
- Respecting property and personal rights.
- Remaining seated and keeping limbs inside the bus.
- Prohibiting eating, drinking, and disruptive behavior on the bus.
- Enforcing immediate suspension for serious infractions, such as possessing sharp instruments or displaying inappropriate behavior (https://www.syracusecityschools.com/districtpage.cfm?pageid=508).

By adhering to these comprehensive transportation guidelines by the Syracuse City School District and Education Law § 3635, Central New York Academy Charter School aims to provide safe, reliable, and efficient transportation for all its students, aligning with the standards set by the Syracuse City School District.

Response-20 - Insurance

Insurance Coverage for Central New York Academy Charter School (CNYACS)

This response outlines the various types of insurance coverage the Central New York Academy Charter School will carry, including liability, property, personal injury, and vehicle insurance. The premiums are detailed in the proposal budget to ensure comprehensive coverage for the school's operations.

Insured: Central New York Academy Charter School

Insurance Provider: Austin & Co., Inc.

Types and Amounts of Insurance Coverage:

1. **General Liability Insurance**
    - Coverage: $1,000,000 per occurrence
    - Annual Aggregate: $3,000,000
    - Premium: $17,000
    - Coverage includes liability for bodily injury, property damage, personal injury, and advertising injury.
2. **Property Insurance**
    - Building Coverage: $1,000,000 (Replacement Cost & Agreed Value, No Coinsurance Provision)
    - Business Personal Property (BPP) Coverage: $1,000,000
    - Property Deductible: $10,000
    - Premium: $6,000
    - Business Income with Extra Expense included.
3. **Automobile Insurance**
    - Hired & Non-Owned Liability: $1,000,000
    - Hired Physical Damage Deductible: $1,000
    - Premium: $1,000
4. **Crime Insurance**
    - Employee Dishonesty (including ERISA): $1,000,000
    - Forgery or Alteration: $1,000,000
    - Theft, Disappearance, and Destruction: $25,000 (Inside/Outside the Premises)
    - Computer Fraud and Funds Transfer Fraud: $1,000,000
    - Premium: Included
5. **Cyber Liability Insurance**
    - Coverage: $1,000,000
    - Premium: $8,000
6. **Directors & Officers / Educators Legal Liability (ELL)**
    - Coverage: $1,000,000 per occurrence
    - Annual Aggregate: $3,000,000
    - Premium: Included

7. **Excess Liability Insurance**
    - Coverage: $10,000,000 per occurrence
    - Annual Aggregate: $10,000,000
    - Premium: $5,000
8. **Workers' Compensation & Employers' Liability**
    - Estimated Payroll: $1,700,000
    - Premium: $7,700
    - Classes Covered: School - Professional & Clerical (Class 8868) and School - All Other (Class 9101)
9. **Fiduciary Liability**
    - Coverage: $1,000,000
    - Premium: Included
10. **Student Accident Insurance**
    - Accident Medical Expense and Accident Dental Expense: $50,000
    - Catastrophic Student Accident: $3,000,000
    - Premium: $400
11. **Employment Practices Liability Insurance (EPLI)**
    - Included within General Liability coverage.

Total Annual Estimated Premium: $54,500

Note: The total annual premium is an estimate and subject to carrier applications and underwriting review. The coverages listed are comprehensive and typical for a charter school. Please see below for actual documentation received from Austin & Co.

AUSTIN Insurance Professionals & CO., INC.

Insurance Summary - Year 1

(Central New York Academy Charter School is working with Austin & Co., Inc. to seek insurance coverage. The coverages below are comprehensive and typical of a charter school. Total Annual Premium is an INDICATION ONLY and is subject to carrier applications and underwriting review.)

For: Central New York Academy Charter School		Date Prepared: 05/23/24	
	Coverage	Year 1 Limits	Year 1 Premium
	Property – Choice Form		
	Building	0	
	Business Personal Property (BPP) including Improvements & Betterments, Computer Hardware & Software	250,000	$4,000
	Replacement Cost & Agreed Value		
	Earthquake & Flood		
	Property Deductible:	*5,000*	
	Earthquake/Flood Deductible:	*25,000*	
	Equipment Breakdown	Included	Included
1	**Business Income with Extra Expense**	1,000,000	Included
	No Coinsurance Provision		
	Crime		
	Employee Dishonesty including ERISA	100,000	Included
	Forgery	25,000	
	Money & Securities:		
	Inside the Premises	50,000	
	Outside the Premises	25,000	
	Automobile		
	Hired & Non-Owned Liability	1,000,000	$1,000
	Hired Physical Damage *Ded.: $1,000*	ACV	
	Excess Crime		
	Employee Theft	1,000,000	$6,000
	ERISA	500,000	
	Computer Fraud	1,000,000	
	Funds Transfer Fraud	1,000,000	
2	**Cyber Liability**		
	Aggregate Limit	1,000,000	Included
	Retention:	10,000	
	Excess Fiduciary Liability		
	Aggregate Limit	3,000,000	Included
	Directors & Officers		
	Including Educators Legal Liability	1,000,000	$8,000
	Internet Liability	Included	
	Workplace Violence	100,000 Sublimit	
	Employment Practices Liability	1,000,000	
	Third Party Liability	Included	
3	**Retention:*	*35,000*	
	Fiduciary Liability	1,000,000	
	**Retention:*	*0*	
	Defense Costs are Outside the Limits		
	**Applies to Both Indemnity & Defense Costs*		

RESPONSE 20-3

AUSTIN Insurance Professionals & CO., INC.

Insurance Summary - Year 1

(Central New York Academy Charter School is working with Austin & Co., Inc. to seek insurance coverage. The coverages below are comprehensive and typical of a charter school. Total Annual Premium is an INDICATION ONLY and is subject to carrier applications and underwriting review.)

For: Central New York Academy Charter School		Date Prepared: 05/23/24	
	Coverage	Year 1 Limits	Year 1 Premium
	General Liability		
	Any One Occurrence	1,000,000	$17,000
	Annual Aggregate	3,000,000	
	Abuse & Molestation Coverage	Included	
	Employee Benefits Liability	Included	
	Pandemic Exclusion	Yes	
	Student Enrollment:	*180*	
4	**Excess Liability**		
	Any One Occurrence	10,000,000	$5,000
	Annual Aggregate	10,000,000	
	Abuse & Molestation Coverage	Included	
	Pandemic Exclusion	Yes	
	Excess Directors & Officers/ ELL		
	Including Educators Legal Liability and Employment Practices Liability	10,000,000	$5,000
	Workers' Compensation & Employers' Liability		$7,700
	Estimated Payroll:		
	Class 8868: School - Professional & Clerical	*$1,700,000*	
5	Class 9101: School - All Other (Maintenance, Security, Etc...)	*$0*	
	Experience Modification:	*N/A*	
	Workers' Compensation Is Subject to Audit		
	Student Accident		
	Accident Medical Expense	50,000	$400
	Accident Dental Expense	Included	
6	*Deductible:*	*0*	
	Type of Coverage	Full Excess	
	Catastrophic Student Accident		
	Accident Medical Expense	3,000,000	$400
	Accident Dental Expense	Included	
7	*Deductible:*	*50,000*	
	Type of Coverage	Full Excess	
	Total Annual Estimated Premium		**$54,500**

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

RESPONSE 20-4

R-21ad Fiscal Soundness

Budget Narrative

Budget Narrative for Central New York Academy Charter School with CSP Funding

Overview

Central New York Academy Charter School has developed a comprehensive budget plan that spans five years, integrating the Charter School Program (CSP) grant to ensure financial stability and effective implementation of the academic program. The budget is divided into three main components: the startup budget plan, the first-year operational budget and cash flow, and the five-year budget plan. This narrative will detail the assumptions, revenue sources, and strategies to mitigate financial risks, ensuring a fiscally sound foundation for the school.

Startup Budget Plan

The startup budget plan covers the pre-opening period from July 1, 2026, to June 30, 2027. This phase focuses on essential preparations, including hiring staff, purchasing equipment, and securing facilities. The CSP grant is crucial during this period, providing the necessary funds to cover initial expenses before the school generates revenue from student enrollment. However, we understand the timing for receipt of the CSP funds could be unpredictable. Therefore, we will seek to secure bridge funding through a loan or line of credit, once notified of approval.

Key Assumptions and Expenses:

- **Staffing and Training:** Hiring key administrative and teaching staff and providing them with initial training.
- **Facility Preparation:** Securing and outfitting the school facility to meet educational standards.
- **Marketing and Outreach:** Conducting marketing campaigns to attract students and engage the community.

The startup budget relies heavily on the CSP grant (or leveraged bridge funding) to fund these initial expenses, which will transition to recurring revenue streams as the school becomes operational.

First-Year Operational Budget and Cash Flow

The first year of operation, spanning from July 1, 2025, to June 30, 2026, is crucial for establishing the school's financial stability. The budget projects revenues primarily from state and local funding based on student enrollment, supplemented by federal grants and fundraising activities.

Revenue Assumptions:

- **Enrollment:** The budget assumes an initial enrollment of 180 students, with funding calculated based on per-pupil allocations. Recent trends are showing a decline in public school enrollment, while charter school enrollment has been increasing in this area. Competition for enrollment at CNY Academy will come from 5 other charter schools in this area serving similar grade levels. Currently each of these schools has waiting lists, which indicates that demand continues to exceed the supply.
- **Grants and Donations:** The school will utilize several fundraising strategies to supplement public funding and support various programs and activities:
    - An annual fundraiser event that will involve bringing the community together in support of the school, through ticket sales and sponsorships, while providing an opportunity to showcase student achievements and school activities.
    - Capital campaigns to raise funds for major renovations or construction projects such as playgrounds or athletic facilities.
    - Naming Rights campaigns to recognize individuals or organizations who contribute to the development of a school space such as a library, science lab or computer lab.

      All fundraising activities would be approved by the board and must align with the school's mission and purpose. The school would also be the primary beneficiary of any fundraising activities.

    - In addition, the school would continually seek Grants from local and national foundations, who support education as part of their grantmaking initiatives.

  We might also discuss the possibility of forming a separate entity "CNY Academy Foundation" who's primary task would be fundraising for the school.

Expense Assumptions:

- **Salaries and Benefits:** Compensation for teachers, administrative staff, and support personnel. Assumptions were based on reports of average salaries currently being paid by school districts in Onondaga County which include Syracuse and surrounding suburban districts. We feel the salary projections are competitive for this area.
- **Instructional Materials:** Purchase of textbooks, technology, and other educational resources.
- **Operational Costs:** Utilities, maintenance, insurance and other recurring expenses.

The cash flow projection ensures that expenses are aligned with revenue receipts, anticipating potential delays in funding disbursements and incorporating contingency plans.

Five-Year Budget Plan

The five-year budget plan (2026-27 through 2030-31) outlines the school's long-term financial strategy, emphasizing growth and sustainability. This plan considers gradual increases in enrollment and corresponding revenue growth, with a focus on achieving financial independence from soft money sources or financial obligations, by the end of the period.

Key Elements:

- **Enrollment Growth:** The budget projects steady enrollment growth, reaching 540 students by the fifth year. Any attrition will be back filled from waiting list throughout the year as appropriate.
- **Revenue Diversification:** Beyond state and local funding, the school will develop diverse revenue streams, including grants, partnerships, and fundraising initiatives.
- **Expense Management:** Efficient management of operational costs, with investments in instructional quality and facility improvements.

Transition from Soft Money: The reliance on CSP, other grants, loans or line of credit, will diminish as the school stabilizes its revenue base. By the third year, most expenses currently funded by soft money will be covered by recurring revenue streams.

Financial Safeguards and Backstop Strategies

Given the uncertainty of economic conditions and potential shifts in enrollment patterns, the school will implement several safeguards to ensure financial stability:

- **Revenue Diversification:** Proactively seeking multiple revenue sources to reduce dependency on any single funding stream.
- **Cash Flow Management:** Monitoring cash flow closely to address timing issues with revenue receipts. Managing spending practices to build unrestricted fund balance and establishing restricted reserves to cover temporary shortfalls in specific cost areas.
- **Contingency Planning:** Developing contingency plans for potential financial challenges, including cost reduction measures and emergency funding options.

The Central New York Academy Charter School's budget plan is designed to be fiscally sound, providing a solid financial foundation to support its academic mission. Through careful planning, strategic use of resources, and proactive financial management, the school is well-prepared to navigate the challenges of its startup phase and achieve long-term sustainability.

Budget Narrative

Budget Narrative for Central New York Academy Charter School without CSP Funding

Overview

Central New York Academy Charter School has developed a comprehensive budget plan spanning five years, ensuring financial stability and effective implementation of the academic program without relying on the Charter School Program (CSP) grant. The budget is divided into three main components: the startup budget plan, the first-year operational budget and cash flow, and the five-year budget plan. This narrative will detail the assumptions, revenue sources, and strategies to mitigate financial risks, ensuring a fiscally sound foundation for the school.

Startup Budget Plan

The startup budget plan covers the pre-opening period from July 1, 2025, to June 30, 2026. This phase focuses on essential preparations, including hiring staff, purchasing equipment, and securing facilities. Without the CSP grant, the school will pursue alternative funding sources such as bank loans, private/corporate donations, grants from local/national foundations, and fundraising activities. We would also research any other State or Federal grants that may be available for charter schools. The targeted goal for alternative funding, at a minimum, would match the proposed CSP funding and be allocated in the same manner as our budget plan with CSP funding.

Key Assumptions and Expenses:

- **Staffing and Training:** Hiring key administrative and teaching staff and providing them with initial training.
- **Facility Preparation:** Securing and outfitting the school facility to meet educational standards.
- **Marketing and Outreach:** Conducting marketing campaigns to attract students and engage the community.

As noted above, the startup budget relies on alternative funding sources acquired through aggressive fundraising efforts and local community support to cover these initial expenses.

First-Year Operational Budget and Cash Flow

The first year of operation, spanning from July 1, 2026, to June 30, 2027, is crucial for establishing the school's financial stability. The budget projects revenues primarily from state and local funding based on student enrollment, supplemented by federal grants and continued fundraising activities.

Revenue Assumptions:

- **Enrollment:** The budget assumes an initial enrollment of 180 students, with funding calculated based on per-pupil allocations. Recent trends are showing a decline in public school enrollment, while charter school enrollment has been increasing in this area. Competition for enrollment at CNY Academy will come from 5 other charter schools in this area serving similar grade levels. Currently each of these schools has waiting lists, which indicates that demand continues to exceed the supply.
- **Grants and Donations:** The school will utilize several fundraising strategies to supplement public funding and support various programs and activities:
    - An annual fundraiser event that will involve bringing the community together in support of the school, through ticket sales and sponsorships, while providing an opportunity to showcase student achievements and school activities.
    - Capital campaigns to raise funds for major renovations or construction projects such as playgrounds or athletic facilities.

- Naming Rights campaigns to recognize individuals or organizations who contribute to the development of a school space such as a library, science lab or computer lab.
- In addition, the school would continually seek Grants from local and national foundations, who support education as part of their grantmaking initiatives.

Expense Assumptions:

- **Salaries and Benefits:** Compensation for teachers, administrative staff, and support personnel.
- **Instructional Materials:** Purchase of textbooks, technology, and other educational resources.
- **Operational Costs:** Utilities, maintenance, and other recurring expenses.

The cash flow projection ensures that expenses are aligned with revenue receipts, anticipating potential delays in funding disbursements and incorporating contingency plans.

Five-Year Budget Plan

The five-year budget plan (2026-27 through 2030-31) outlines the school's long-term financial strategy, emphasizing growth and sustainability. This plan considers gradual increases in enrollment and corresponding revenue growth, with a focus on achieving financial independence from soft money sources by the end of the period.

Key Elements:

- **Enrollment Growth:** The budget projects steady enrollment growth, reaching 540 students by the fifth year.
- **Revenue Diversification:** Beyond state and local funding, the school will develop diverse revenue streams, including grants, partnerships, and fundraising initiatives.
- **Expense Management:** Efficient management of operational costs, with investments in instructional quality and facility improvements.

Transition from Soft Money: The reliance on local grants and donations will diminish as the school stabilizes its revenue base. By the third year, most expenses currently funded by soft money will be covered by recurring revenue streams.

Financial Safeguards and Backstop Strategies

Given the uncertainty of economic conditions and potential shifts in enrollment patterns, the school has implemented several safeguards to ensure financial stability:

- **Revenue Diversification:** Proactively seeking multiple revenue sources to reduce dependency on any single funding stream.

- **Cash Flow Management:** Monitoring cash flow closely to address timing issues with revenue receipts, maintaining a reserve fund to cover short-term shortfalls.
- **Contingency Planning:** Developing contingency plans for potential financial challenges, including cost reduction measures and emergency funding options.

Impact of Not Having CSP Funding

While the absence of CSP funding poses challenges, the budget remains sound due to the following reasons:

- **Increased Fundraising Efforts:** The school will intensify fundraising campaigns to secure necessary startup funds.
- **Community Engagement:** Leveraging local community support to fill the funding gap left by the CSP grant.
- **Financial Prudence:** Implementing strict financial controls and prioritizing essential expenditures to maintain fiscal health.

The Central New York Academy Charter School's budget plan, even without the CSP grant, is designed to be fiscally sound, providing a solid financial foundation to support its academic mission. Through careful planning, strategic use of alternative funding sources, and proactive financial management, the school is well-prepared to navigate the challenges of its startup phase and achieve long-term sustainability. In preparation for such a circumstance, The Central New York Academy Charter School has identified contingency plans. These plans include:

Fundraising Strategies for Central New York Academy Charter School

To ensure financial stability and cover the initial startup costs in the absence of the CSP grant, Central New York Academy Charter School has developed a comprehensive fundraising strategy. This strategy focuses on leveraging various funding sources and engaging the community to support the school's mission and financial needs.

1. ***Local Community Fundraising***

Objective: Engage the local community to build support and raise funds.

- **Community Events:** Organize events such as fun runs, bake sales, and car washes to engage the community and raise awareness about the school.
- **Crowdfunding Campaigns:** Launch online crowdfunding campaigns on platforms like GoFundMe or Kickstarter to reach a broader audience and solicit donations.
- **Partnerships with Local Businesses:** Partner with local businesses for sponsorship opportunities, where businesses can contribute financially or in-kind in exchange for recognition and promotion.

2. ***Private Donations and Grants***

Objective: Secure significant contributions from individuals, foundations, and organizations.

- **Major Donor Program:** Identify and approach potential major donors who have a vested interest in education and community development. Offer naming rights or other forms of recognition to encourage large donations.
- **Foundation Grants:** Apply for grants from local and national foundations that support education, community development, and youth programs. Some examples include the Gates Foundation, Walton Family Foundation, and local community foundations.
- **Alumni Network:** If applicable, engage alumni from the community to contribute to the school's startup funds and ongoing operations.

3. ***School Fundraising Initiatives***

Objective: Involve students, parents, and staff in fundraising efforts to foster a sense of ownership and community.

- **Annual Fundraising Drive:** Conduct an annual fundraising drive, encouraging parents, staff, and community members to contribute. Provide incentives for participation, such as recognition events or school-branded merchandise.
- **Parent-Teacher Association (PTA) Fundraisers:** Work with the PTA to organize fundraisers, such as silent auctions, gala dinners, and talent shows, to raise funds and build community spirit.

4. ***Grant Writing and Applications***

Objective: Secure targeted funding for specific programs and needs.

- **Dedicated Grant Writer:** Hire or designate a staff member to write and submit grant applications. This person will research potential grant opportunities and tailor applications to meet the specific requirements of each grantor.
- **Collaborations with Other Schools:** Collaborate with other charter schools or educational organizations to apply for joint grants that support multiple institutions, thereby increasing the chances of receiving funding.

5. ***Corporate Sponsorships and Partnerships***

Objective: Establish mutually beneficial relationships with corporations.

- **Corporate Sponsorship Packages:** Develop sponsorship packages that outline the benefits of supporting the school, such as brand visibility at events, naming rights for school facilities, and opportunities for employee engagement.
- **Employee Giving Programs:** Partner with local companies to encourage employee giving programs, where employees can contribute through payroll deductions, and employers may match donations.

6. ***Online and Social Media Fundraising***

Objective: Utilize digital platforms to reach a wider audience and facilitate donations.

- **Social Media Campaigns:** Leverage social media platforms like Facebook, Instagram, and Twitter to share the school's story, promote fundraising events, and encourage donations.
- **Email Campaigns:** Use email marketing to reach out to potential donors with compelling narratives about the school's mission and needs, including easy-to-use links for making online donations.

Implementation and Monitoring

To ensure the effectiveness of these fundraising strategies, the school will:

- **Set Clear Goals:** Establish clear fundraising goals and timelines for each initiative.
- **Track Progress:** Use fundraising software to track donations, manage donor relationships, and measure the success of each campaign.
- **Engage Stakeholders:** Involve the school's board, staff, and volunteers in fundraising efforts to maximize reach and impact.
- **Communicate Results:** Regularly communicate progress and successes to donors and the community, maintaining transparency and building trust.

By employing these diverse and targeted fundraising strategies, Central New York Academy Charter School aims to secure the necessary funds to support its startup phase and ensure long-term financial sustainability without reliance on the CSP grant. However, Central New York Academy Charter School has developed strategies for dire circumstances:

Emergency Funding Options for Central New York Academy Charter School

To ensure financial stability in the face of unforeseen challenges or delays in revenue receipts, Central New York Academy Charter School has identified several emergency funding options. These options provide a financial safety net to address short-term cash flow issues and maintain smooth operations.

1. ***Establishing a Reserve Fund***

Objective: Create a financial buffer to cover unexpected expenses or revenue shortfalls.

- **Initial Contributions:** Allocate a portion of the startup funds and early donations to establish the reserve fund.
- **Annual Contributions:** Set aside a percentage of the annual budget surplus to grow the reserve fund over time.
- **Access Protocol:** Develop clear guidelines for accessing the reserve fund, ensuring it is used only for genuine emergencies.

2. ***Short-Term Loans and Lines of Credit***

Objective: Secure access to quick, flexible funding to cover immediate cash flow needs.

- **Bank Loans:** Establish a relationship with a local bank to obtain a short-term loan or line of credit that can be drawn upon when needed.
- **Credit Unions:** Explore options with local credit unions, which may offer more favorable terms and interest rates.
- **Repayment Plan:** Ensure a clear repayment plan is in place to manage the loan or credit line responsibly and minimize interest costs.

3. ***Emergency Grants and Relief Funds***

Objective: Access funding specifically designated for emergency situations.

- **Foundation Grants:** Identify foundations that offer emergency grants for schools facing unexpected financial challenges. Some foundations have rapid response funds for crises.
- **Government Programs:** Apply for emergency relief funds from state or federal programs designed to assist schools in times of need, such as disaster relief funds or emergency operational grants.

4. ***Fundraising Appeals and Campaigns***

Objective: Quickly mobilize community support to raise funds during a financial emergency.

- **Urgent Appeals:** Launch urgent fundraising appeals to parents, alumni, and the local community, explaining the immediate need and how their contributions can help.
- **Matching Gift Campaigns:** Encourage donors by securing matching gift commitments from major donors or local businesses, doubling the impact of individual contributions.
- **Online Fundraising:** Use crowdfunding platforms and social media campaigns to reach a broad audience quickly and generate emergency funds.

5. ***Cost Reduction and Deferral Strategies***

Objective: Temporarily reduce or defer expenses to manage cash flow during a financial crisis.

- **Non-Essential Spending:** Identify and temporarily halt non-essential expenditures, focusing only on critical operational costs.
- **Vendor Negotiations:** Negotiate with vendors to defer payments or extend payment terms, providing temporary relief from immediate financial obligations.
- **Staff Adjustments:** Implement temporary measures such as hiring freezes, salary deferrals, or reduced work hours, ensuring these actions are communicated clearly and implemented fairly.

*6. **Partnerships and Collaborative Funding***

Objective: Leverage partnerships with other organizations to share resources and reduce costs.

- **School Collaborations:** Partner with other charter schools or local educational institutions to share resources, such as facilities or transportation services, reducing individual costs.
- **Community Organizations:** Collaborate with local non-profits or community organizations that may offer emergency financial support or in-kind donations during a crisis.

Implementation and Monitoring

To effectively manage and utilize these emergency funding options, the school will:

- **Develop a Contingency Plan:** Create a comprehensive contingency plan that outlines the specific steps and actions to be taken in the event of a financial emergency.
- **Monitor Financial Health:** Regularly monitor the school's financial health through detailed budgeting and cash flow analysis, identifying potential risks early.
- **Maintain Transparency:** Communicate openly with stakeholders, including staff, parents, and donors, about the school's financial status and any measures being taken to address emergencies.
- **Review and Update:** Periodically review and update the emergency funding plan to reflect changing circumstances and ensure readiness for any future financial challenges.

By establishing these emergency funding options and implementing proactive financial management practices, Central New York Academy Charter School aims to maintain financial stability and ensure uninterrupted delivery of its academic programs, even in the face of unexpected financial challenges. Additional financial practices would ensure the school's financial status by implementing these measures:

Cost Reduction Measures for Central New York Academy Charter School

To ensure financial stability and sustainability, Central New York Academy Charter School has identified several cost reduction measures. These measures are designed to manage expenses efficiently, particularly during financial challenges or emergencies, without compromising the quality of education and services provided to students.

*1. **Operational Efficiency***

Objective: Streamline operations to reduce overhead costs.

- **Energy Efficiency:** Implement energy-saving practices and technologies (e.g., LED lighting, programmable thermostats) to reduce utility bills.
- **Supply Management:** Bulk purchase supplies to take advantage of volume discounts and centralize procurement to avoid duplication and excess.

- **Facility Maintenance:** Conduct regular maintenance to prevent costly repairs and extend the lifespan of equipment and facilities.

2. ***Staffing Adjustments***

Objective: Optimize staffing levels and costs while maintaining educational quality.

- **Hiring Freeze:** Implement a temporary hiring freeze for non-essential positions during financial downturns.
- **Attrition Management:** Utilize natural attrition (e.g., retirements, resignations) to reduce staff levels without layoffs.
- **Part-Time and Temporary Staff:** Use part-time, temporary, or contract staff for short-term needs instead of full-time hires.
- **Cross-Training:** Cross-train staff to handle multiple roles, increasing flexibility and reducing the need for additional hires.

3. ***Program and Service Evaluation***

Objective: Assess and prioritize programs and services to focus on those with the highest impact.

- **Program Review:** Regularly review academic and extracurricular programs to ensure they align with the school's mission and goals. Consolidate or eliminate underutilized or low-impact programs.
- **Shared Services:** Collaborate with other schools or organizations to share services such as transportation, special education, or professional development, reducing individual costs.

4. ***Technology Utilization***

Objective: Leverage technology to reduce costs and improve efficiency.

- **Digital Resources:** Use digital textbooks and resources to reduce the cost of physical books and materials.
- **Online Training:** Provide professional development through online platforms, reducing travel and accommodation expenses.
- **Automation:** Implement software solutions for administrative tasks (e.g., payroll, attendance) to reduce labor costs and improve accuracy.

5. ***Vendor and Contract Management***

Objective: Negotiate better terms and manage vendor relationships to reduce expenses.

- **Competitive Bidding:** Regularly solicit competitive bids for significant contracts to ensure the best pricing.

- **Contract Renegotiation:** Negotiate with existing vendors for better rates or extended payment terms, particularly during financial difficulties.
- **Vendor Consolidation:** Reduce the number of vendors to achieve volume discounts and streamline procurement processes.

*6. **Administrative Cost Controls***

Objective: Reduce administrative expenses without affecting classroom activities.

- **Budget Monitoring:** Implement strict budget monitoring and control procedures to identify and address inefficiencies promptly.
- **Travel and Expenses:** Limit travel and other discretionary expenses, encouraging virtual meetings and local professional development opportunities.
- **Paperless Office:** Move towards a paperless office to save on printing, paper, and storage costs.

*7. **Facility and Resource Optimization***

Objective: Make efficient use of facilities and resources to reduce costs.

- **Space Utilization:** Optimize the use of school space, possibly leasing out unused spaces to generate additional income.
- **Resource Sharing:** Encourage sharing of resources and equipment among classrooms and departments to minimize the need for new purchases.
- **Maintenance Scheduling:** Implement a proactive maintenance schedule to avoid costly emergency repairs and extend the lifespan of facilities and equipment.

Implementation and Monitoring

To ensure the effectiveness of these cost reduction measures, the school will:

- **Set Clear Objectives:** Define specific cost reduction targets and timelines for each measure.
- **Engage Stakeholders:** Involve staff, teachers, and the community in identifying cost-saving opportunities and implementing measures.
- **Monitor Progress:** Regularly review financial reports and track the impact of cost reduction measures, making adjustments as necessary.
- **Maintain Quality:** Ensure that cost reduction efforts do not compromise the quality of education and services provided to students.

By adopting these cost reduction measures, Central New York Academy Charter School can manage its expenses more effectively, ensuring financial health and sustainability even in challenging economic conditions.

Financial Planning

Financial Planning Process:

Annual Budget Development Process – Please note that this process still needs to be ratified

1. Participants Involved:

- Board of Trustees: The Board, including the Finance Committee, provides oversight and final approval of the budget.
- School Leadership: The Principal, along with key administrative staff, identifies the needs and priorities.
- Finance Director: Responsible for drafting the budget, managing financial data, and ensuring alignment with financial policies.
- Teachers and Staff: Provide input on programmatic needs and resources required for effective teaching and learning.

2. Identification and Weighing of Needs:

- Needs Assessment: Conduct a comprehensive needs assessment involving staff surveys, student performance data, and community feedback.
- Priority Setting: Prioritize needs based on their impact on student learning and alignment with the school's mission.
- Resource Allocation: Allocate resources based on priority needs, ensuring essential services and programs are funded adequately.

3. Timeline for Budget Creation and Approval:

- September-October: Initial needs assessment and priority setting by school leadership and staff.
- November-December: Draft budget preparation by the Finance Director, incorporating input from various stakeholders.
- January: Review and revisions by the Finance Committee.
- February: Presentation of the draft budget to the Board of Trustees for initial feedback.
- March: Final adjustments and preparation of the revised budget.
- April: Final budget approval by the Board of Trustees.
- May-June: Communication of the approved budget to all stakeholders and preparation for implementation.

4. Monitoring and Modifying Budgets:

- Monthly Monitoring: Regular monitoring of budget vs. actual expenditures by the Finance Director.
- Quarterly Reviews: Quarterly financial reports reviewed by the Finance Committee and presented to the Board.

- Adjustments: Modify the budget as needed based on actual performance, with Board approval for significant changes.
- Annual Review: Comprehensive review at the end of the fiscal year to inform the next year's budget planning.

Fiscal Audits

1. Annual Independent Fiscal Audits:

- Engagement of CPA Firm: The school will engage a certified public accountant or accounting firm licensed in New York State to conduct an independent audit.
- Audit Scope: The audit will cover all financial transactions, internal controls, and compliance with applicable laws and regulations.
- Audit Timeline:
    - July-August: Preparation of financial statements and records for the audit.
    - September-October: Conducting the audit by the CPA firm.
    - November: Review of the draft audit report by the Finance Committee.
    - December: Presentation of the final audit report to the Board of Trustees.
- Audit Reporting: The final audit report will be submitted to the SUNY Charter Schools Institute and made available to the public as required.

2. Compliance and Assurance:

- Fiscal Controls: Implement robust internal controls to ensure accurate financial reporting and prevent fraud.
- Transparency: Maintain transparency in financial operations by regularly updating stakeholders on the school's financial status.
- Corrective Actions: Address any findings or recommendations from the audit promptly to improve financial practices.

These financial planning and audit processes are designed to ensure fiscal responsibility, transparency, and effective management of resources at Central New York Academy Charter School, aligning with SUNY's rigorous standards and expectations.

Dissolution Procedures

In the event of closure and dissolution, the proposed school is committed to following established procedures outlined in the SUNY Closure Plan as well as additional measures to ensure a smooth and orderly transition for all stakeholders involved. These procedures are designed to minimize disruptions and mitigate any adverse impacts resulting from the closure of the school.

The following outlines the procedures that the school would follow in the event of closure and dissolution:

1.Notification and Communication: The school will promptly notify all stakeholders, including students, parents, staff, regulatory authorities, and the community, of the decision to close and the timeline for implementation. Clear and transparent communication will be maintained throughout the closure process to provide updates, address concerns, and facilitate a collaborative transition.

2.Student and Staff Transition Planning: The school will develop a comprehensive transition plan to support students and staff during the closure process. This plan will include guidance on transferring academic records, facilitating enrollment in alternative educational programs, and providing career counseling and job placement assistance for staff affected by the closure.

3. Financial and Operational Wind-Down: The school will take steps to wind down its financial and operational activities in an orderly manner. This may involve liquidating assets, settling outstanding debts and liabilities, and terminating contracts and agreements in accordance with applicable legal requirements.

4. Disposition of Assets and Resources: The school will develop a plan for the disposition of assets and resources, including real property, equipment, and instructional materials. This plan will prioritize the equitable distribution of assets and ensure compliance with regulatory requirements governing the use and transfer of public funds.

5. Compliance with Regulatory Requirements: The school will adhere to all applicable regulatory requirements governing the closure and dissolution of educational institutions, including those outlined in the SUNY Closure Plan and the appended Assurances Regarding the Provision of Fiscal Audits and Dissolution. This includes providing access to financial records, cooperating with auditors and regulatory agencies, and fulfilling reporting obligations as necessary.

6. Post-Closure Monitoring and Oversight: Following the closure of the school, the governing body or designated entity will continue to monitor and oversee the completion of remaining closure-related activities, such as finalizing financial audits, resolving outstanding legal matters, and fulfilling any remaining obligations to stakeholders.

By following these procedures and incorporating elements of the SUNY Closure Plan and the appended assurances, the proposed school aims to ensure a responsible and transparent approach to closure and dissolution that protects the interests of students, staff, and the broader community while upholding its commitments to fiscal integrity and accountability.

SUNY Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL BUDGETS AND CASH FLOWS

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
5) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
6) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
7) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
8) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
9) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 230601

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
630918	Abraham Wing School	14,508	14,414
570101	Addison Central School District	13,483	13,998
410401	Adirondack Central School District	13,609	14,242
080101	Afton Central School District	13,338	14,425
142101	Akron Central School District	12,238	12,666
010100	Albany City School District	17,297	18,150
450101	Albion Central School District	11,437	11,342
140101	Alden Central School District	11,278	11,552
180202	Alexander Central School District	13,225	13,582
220202	Alexandria Central School District	13,883	14,211
020101	Alfred-Almond Central School District	13,454	13,846
040302	Allegany-Limestone Central School District	11,601	11,884
460102	Altmar-Parish-Williamstown Central School District	13,897	14,775
580303	Amagansett Union Free School District	63,430	66,779
140201	Amherst Central School District	11,866	12,177
580106	Amityville Union Free School District	20,322	21,330
270100	Amsterdam City School District	11,428	12,108
120102	Andes Central School District	20,369	22,921
020601	Andover Central School District	13,869	14,696
660405	Ardsley Union Free School District	23,390	23,877
640101	Argyle Central School District	13,591	13,900
571901	Arkport Central School District	11,921	12,379
131601	Arlington Central School District	13,767	14,268
670201	Attica Central School District	10,506	10,650
050100	Auburn Enlarged City School District	12,014	12,550
090201	AuSable Valley Central School District	15,292	15,650
491302	Averill Park Central School District	11,727	11,937
570201	Avoca Central School District	15,491	15,733
240101	Avon Central School District	12,710	13,016
580101	Babylon Union Free School District	19,015	19,591
080201	Bainbridge-Guilford Central School District	13,059	13,600
280210	Baldwin Union Free School District	17,405	18,119
420901	Baldwinsville Central School District	13,687	14,369
521301	Ballston Spa Central School District	13,810	14,259
401301	Barker Central School District	13,698	13,902
180300	Batavia City School District	14,183	14,862
570302	Bath Central School District	10,455	11,010
580501	Bay Shore Union Free School District	18,584	19,322
580505	Bayport-Blue Point Union Free School District	19,427	19,845
130200	Beacon City School District	14,127	14,549
231301	Beaver River Central School District	11,448	11,902
660102	Bedford Central School District	23,269	23,781
090301	Beekmantown Central School District	14,511	15,200
020801	Belfast Central School District	14,257	15,543
220909	Belleville Henderson Central School District	9,807	8,999
280207	Bellmore Union Free School District	21,708	21,851
280253	Bellmore-Merrick Central High School District	15,793	16,643
061001	Bemus Point Central School District	14,350	15,050
490101	Berlin Central School District	15,059	15,762
010201	Berne-Knox-Westerlo Central School District	16,417	17,445
010306	Bethlehem Central School District	13,877	14,248
280521	Bethpage Union Free School District	19,074	19,547
030200	Binghamton City School District	12,716	13,159
661905	Blind Brook-Rye Union Free School District	21,332	21,863
430501	Bloomfield Central School District	12,412	12,784
022902	Bolivar-Richburg Central School District	13,492	13,619
630101	Bolton Central School District	23,321	22,841
151801	Boquet Valley Central School District	16,118	16,179

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
570401	Bradford Central School District	14,482	14,595
510101	Brasher Falls Central School District	13,401	14,212
580512	Brentwood Union Free School District	17,336	18,655
480601	Brewster Central School District	18,579	19,194
661402	Briarcliff Manor Union Free School District	24,366	25,099
580909	Bridgehampton Union Free School District	77,128	80,321
260101	Brighton Central School District	14,868	15,314
171102	Broadalbin-Perth Central School District	10,318	10,743
261801	Brockport Central School District	12,643	12,925
062301	Brocton Central School District	15,187	15,576
660303	Bronxville Union Free School District	22,599	22,773
250109	Brookfield Central School District	15,370	16,195
490202	Brunswick Central School District	12,816	12,966
161601	Brushton-Moira Central School District	14,380	15,092
140600	Buffalo City School District	13,966	14,614
520101	Burnt Hills-Ballston Lake Central School District	12,031	12,266
661201	Byram Hills Central School District	22,205	22,745
180701	Byron-Bergen Central School District	12,815	13,311
190301	Cairo-Durham Central School District	11,469	11,719
240201	Caledonia-Mumford Central School District	11,829	11,887
641610	Cambridge Central School District	14,254	14,485
410601	Camden Central School District	10,529	10,411
570603	Campbell-Savona Central School District	10,128	9,870
270301	Canajoharie Central School District	12,596	12,689
430300	Canandaigua City School District	12,078	12,155
021102	Canaseraga Central School District	13,884	14,238
250901	Canastota Central School District	11,955	12,186
600301	Candor Central School District	14,867	15,234
571502	Canisteo-Greenwood Central School District	16,137	16,471
510201	Canton Central School District	14,138	14,877
280411	Carle Place Union Free School District	21,973	22,208
480102	Carmel Central School District	17,378	17,628
222201	Carthage Central School District	9,585	11,256
060401	Cassadaga Valley Central School District	14,998	15,554
050401	Cato-Meridian Central School District	12,490	12,836
190401	Catskill Central School District	16,209	16,925
042302	Cattaraugus-Little Valley Central School District	13,840	14,485
250201	Cazenovia Central School District	12,544	13,008
580233	Center Moriches Union Free School District	17,208	17,889
580513	Central Islip Union Free School District	23,314	23,773
460801	Central Square Central School District	11,269	11,626
212101	Central Valley Central School District at Ilion-Mohawk	10,419	10,874
661004	Chappaqua Central School District	20,759	20,890
120401	Charlotte Valley Central School District	14,135	14,582
160801	Chateaugay Central School District	12,794	12,850
101001	Chatham Central School District	14,311	14,730
060503	Chautauqua Lake Central School District	14,720	14,983
090601	Chazy Union Free School District	12,944	13,182
140701	Cheektowaga Central School District	11,807	12,087
140709	Cheektowaga-Sloan Union Free School District	13,109	13,396
030101	Chenango Forks Central School District	12,269	12,367
030701	Chenango Valley Central School District	12,523	13,055
472202	Cherry Valley-Springfield Central School District	15,158	15,980
440201	Chester Union Free School District	17,038	18,711
251601	Chittenango Central School District	13,375	13,879
261501	Churchville-Chili Central School District	11,762	11,856
110101	Cincinnatus Central School District	14,259	14,531
140801	Clarence Central School District	11,924	12,255

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
500101	Clarkstown Central School District	16,094	16,651
140703	Cleveland Hill Union Free School District	13,021	13,429
510401	Clifton-Fine Central School District	18,641	19,336
411101	Clinton Central School District	13,827	14,130
650301	Clyde-Savannah Central School District	17,096	17,628
060701	Clymer Central School District	16,472	16,709
541102	Cobleskill-Richmondville Central School District	13,615	14,328
010500	Cohoes City School District	14,664	15,120
580402	Cold Spring Harbor Central School District	21,234	21,646
510501	Colton-Pierrepont Central School District	21,630	22,735
580410	Commack Union Free School District	16,226	16,129
580203	Comsewogue Union Free School District	15,780	16,294
580507	Connetquot Central School District	18,484	18,928
471701	Cooperstown Central School District	14,060	14,790
230201	Copenhagen Central School District	11,278	11,643
580105	Copiague Union Free School District	18,229	19,284
520401	Corinth Central School District	11,929	12,685
571000	Corning City School District	12,843	12,874
440301	Cornwall Central School District	13,242	13,748
110200	Cortland City School District	12,043	12,767
190501	Coxsackie-Athens Central School District	13,661	13,897
660202	Croton-Harmon Union Free School District	17,200	17,728
150203	Crown Point Central School District	18,940	19,974
022302	Cuba-Rushford Central School District	14,136	14,788
241001	Dansville Central School District	13,400	13,797
580107	Deer Park Union Free School District	16,635	16,871
120501	Delhi Central School District	15,600	15,984
140707	Depew Union Free School District	11,538	11,888
031301	Deposit Central School District	15,029	15,448
250301	DeRuyter Central School District	13,217	13,898
660403	Dobbs Ferry Union Free School District	22,177	22,769
211003	Dolgeville Central School District	11,045	10,863
130502	Dover Union Free School District	13,390	13,943
120301	Downsville Central School District	19,931	20,796
610301	Dryden Central School District	13,026	13,696
530101	Duanesburg Central School District	10,253	10,888
680801	Dundee Central School District	10,374	10,351
060800	Dunkirk City School District	15,391	16,176
140301	East Aurora Union Free School District	12,126	12,691
490301	East Greenbush Central School District	13,818	14,484
580301	East Hampton Union Free School District	25,462	26,175
260801	East Irondequoit Central School District	13,981	14,391
580503	East Islip Union Free School District	15,228	15,312
280203	East Meadow Union Free School District	17,471	18,034
580234	East Moriches Union Free School District	17,956	18,211
580917	East Quogue Union Free School District	23,025	23,739
500402	East Ramapo Central School District	17,234	16,446
261313	East Rochester Union Free School District	14,647	15,126
280219	East Rockaway Union Free School District	20,051	20,524
420401	East Syracuse-Minoa Central School District	16,309	16,813
280402	East Williston Union Free School District	22,710	22,871
660301	Eastchester Union Free School District	20,204	20,794
580912	Eastport-South Manor Central School District	14,193	15,013
141201	Eden Central School District	12,097	12,520
660406	Edgemont Union Free School District	20,605	21,135
520601	Edinburg Common School District	23,504	22,195
470501	Edmeston Central School District	13,638	14,226
513102	Edwards-Knox Central School District	12,406	13,338

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
180901	Elba Central School District	14,281	14,877
590801	Eldred Central School District	13,146	12,264
622002	Ellenville Central School District	18,905	19,550
040901	Ellicottville Central School District	13,525	14,454
070600	Elmira City School District	12,981	13,017
070902	Elmira Heights Central School District	11,844	12,735
280216	Elmont Union Free School District	16,052	16,551
660409	Elmsford Union Free School District	25,552	26,451
580401	Elwood Union Free School District	16,077	16,452
420601	Fabius-Pompey Central School District	13,818	14,344
261301	Fairport Central School District	12,280	12,752
061101	Falconer Central School District	11,542	11,986
590501	Fallsburg Central School District	21,341	22,764
280522	Farmingdale Union Free School District	19,621	20,433
421001	Fayetteville-Manlius Central School District	13,346	13,976
022001	Fillmore Central School District	10,869	11,420
580514	Fire Island Union Free School District	113,268	111,241
581004	Fishers Island Union Free School District	0	0
280222	Floral Park-Bellerose Union Free School District	16,503	16,858
442115	Florida Union Free School District	16,108	16,651
270601	Fonda-Fultonville Central School District	11,407	11,511
061503	Forestville Central School District	13,180	13,853
640502	Fort Ann Central School District	15,126	15,203
640601	Fort Edward Union Free School District	17,594	20,413
270701	Fort Plain Central School District	13,045	13,044
210402	Frankfort-Schuyler Central School District	11,208	11,770
120701	Franklin Central School District	15,481	15,911
280217	Franklin Square Union Free School District	15,685	16,430
041101	Franklinville Central School District	12,903	12,813
062201	Fredonia Central School District	14,046	14,445
280209	Freeport Union Free School District	17,921	18,373
060301	Frewsburg Central School District	11,698	12,419
021601	Friendship Central School District	14,796	14,937
141604	Frontier Central School District	10,150	10,570
460500	Fulton City School District	13,336	14,140
520701	Galway Central School District	11,157	11,622
650902	Gananda Central School District	11,679	12,532
280218	Garden City Union Free School District	19,064	19,546
480404	Garrison Union Free School District	22,065	21,560
260401	Gates-Chili Central School District	13,011	13,114
220401	General Brown Central School District	10,462	11,049
020702	Genesee Valley Central School District	13,725	14,396
240401	Geneseo Central School District	13,914	14,377
430700	Geneva City School District	15,910	16,112
100902	Germantown Central School District	16,242	16,435
470202	Gilbertsville-Mount Upton Central School District	14,333	14,977
540801	Gilboa-Conesville Central School District	15,860	16,079
280100	Glen Cove City School District	21,520	22,370
630300	Glens Falls City School District	13,380	13,624
170500	Gloversville Enlarged City School District	11,409	11,938
440601	Goshen Central School District	17,870	18,765
511101	Gouverneur Central School District	12,164	12,315
042801	Gowanda Central School District	12,664	13,209
141501	Grand Island Central School District	11,940	12,261
640701	Granville Central School District	11,769	12,228
280407	Great Neck Union Free School District	24,027	24,731
260501	Greece Central School District	12,813	13,465
010701	Green Island Union Free School District	15,554	16,562

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
660407	Greenburgh Central 7 School District	23,424	23,818
080601	Greene Central School District	12,719	13,254
581010	Greenport Union Free School District	21,466	21,953
190701	Greenville Central School District	15,274	15,934
640801	Greenwich Central School District	13,928	14,379
442111	Greenwood Lake Union Free School District	19,851	19,885
610501	Groton Central School District	13,104	13,021
010802	Guilderland Central School District	13,858	14,204
630801	Hadley-Luzerne Central School District	15,824	16,254
480401	Haldane Central School District	15,811	15,174
580405	Half Hollow Hills Central School District	16,418	16,842
141601	Hamburg Central School District	12,324	13,129
250701	Hamilton Central School District	15,230	15,748
511201	Hammond Central School District	15,749	16,699
572901	Hammondsport Central School District	17,510	18,009
580905	Hampton Bays Union Free School District	18,424	19,108
120906	Hancock Central School District	14,039	14,273
460701	Hannibal Central School District	11,420	11,827
580406	Harborfields Central School District	15,708	16,453
030501	Harpursville Central School District	9,923	10,181
660501	Harrison Central School District	25,595	26,207
230301	Harrisville Central School District	15,961	16,773
641001	Hartford Central School District	11,798	11,472
660404	Hastings-On-Hudson Union Free School District	23,686	24,295
580506	Hauppauge Union Free School District	19,302	19,980
280201	Hempstead Union Free School District	24,505	26,196
660203	Hendrick Hudson Central School District	19,996	20,600
210601	Herkimer Central School District	11,537	12,278
511301	Hermon Dekalb Central School District	15,303	15,947
280409	Herricks Union Free School District	18,373	18,702
512404	Heuvelton Central School District	11,482	12,184
280214	Hewlett-Woodmere Union Free School District	24,389	24,550
280517	Hicksville Union Free School District	17,554	18,470
620803	Highland Central School District	14,955	15,350
440901	Highland Falls-Fort Montgomery Central School District	17,287	18,587
261101	Hilton Central School District	11,931	12,298
041401	Hinsdale Central School District	12,139	12,727
141701	Holland Central School District	12,704	12,926
412201	Holland Patent Central School District	12,922	13,618
450704	Holley Central School District	11,011	11,471
110701	Homer Central School District	13,115	13,647
431401	Honeoye Central School District	13,434	13,699
260901	Honeoye Falls-Lima Central School District	11,879	12,473
491401	Hoosic Valley Central School District	12,453	13,005
490501	Hoosick Falls Central School District	14,425	14,970
571800	Hornell City School District	10,107	9,524
070901	Horseheads Central School District	13,016	13,607
101300	Hudson City School District	15,882	16,420
641301	Hudson Falls Central School District	10,969	11,263
190901	Hunter-Tannersville Central School District	17,254	17,744
580403	Huntington Union Free School District	19,495	20,078
130801	Hyde Park Central School District	14,300	14,839
101401	Ichabod Crane Central School District	13,076	13,253
200401	Indian Lake Central School District	24,475	24,595
220301	Indian River Central School District	8,425	8,400
200501	Inlet Common School District	0	0
141301	Iroquois Central School District	14,012	15,182
660402	Irvington Union Free School District	23,064	23,712

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
280231	Island Park Union Free School District	30,496	29,380
280226	Island Trees Union Free School District	17,031	17,493
580502	Islip Union Free School District	16,621	17,071
610600	Ithaca City School District	16,086	16,535
061700	Jamestown City School District	12,240	12,750
420411	Jamesville-Dewitt Central School District	12,986	13,430
572702	Jasper-Troupsburg Central School District	10,673	9,424
540901	Jefferson Central School District	14,299	14,907
280515	Jericho Union Free School District	25,613	26,281
630601	Johnsburg Central School District	19,097	19,828
031502	Johnson City Central School District	14,170	14,900
170600	Johnstown City School District	9,678	9,620
420501	Jordan-Elbridge Central School District	14,484	15,930
660101	Katonah-Lewisboro Union Free School District	21,199	21,540
150601	Keene Central School District	24,890	26,575
450607	Kendall Central School District	13,656	13,835
142601	Kenmore-Town of Tonawanda Union Free School District	11,143	11,968
241101	Keshequa Central School District	13,501	14,262
580805	Kings Park Central School District	15,314	15,610
620600	Kingston City School District	17,811	18,563
441202	Kiryas Joel Village Union Free School District	47,592	47,088
141800	Lackawanna City School District	13,355	14,179
221401	Lafargeville Central School District	11,679	12,035
420807	Lafayette Central School District	19,604	20,031
630701	Lake George Central School District	14,107	14,258
151102	Lake Placid Central School District	16,551	16,988
200601	Lake Pleasant Central School District	28,865	29,396
141401	Lake Shore Central School District	12,946	13,315
662401	Lakeland Central School District	16,385	16,944
141901	Lancaster Central School District	10,740	11,054
610801	Lansing Central School District	14,058	14,889
490601	Lansingburgh Central School District	12,613	13,621
470801	Laurens Central School District	11,871	12,251
280215	Lawrence Union Free School District	19,566	19,372
181001	Le Roy Central School District	13,123	13,628
670401	Letchworth Central School District	12,475	12,870
280205	Levittown Union Free School District	18,400	18,656
400301	Lewiston-Porter Central School District	13,842	14,356
590901	Liberty Central School District	20,666	20,984
580104	Lindenhurst Union Free School District	15,691	16,135
511602	Lisbon Central School District	16,247	17,336
210800	Little Falls City School District	14,527	15,909
421501	Liverpool Central School District	14,609	14,982
591302	Livingston Manor Central School District	18,772	19,639
240801	Livonia Central School District	13,261	14,204
400400	Lockport City School District	12,352	13,235
280503	Locust Valley Central School District	25,005	25,318
280300	Long Beach City School District	23,742	24,051
200701	Long Lake Central School District	43,783	45,736
580212	Longwood Central School District	16,613	17,193
230901	Lowville Academy and Central School District	11,100	11,330
221301	Lyme Central School District	15,605	16,285
280220	Lynbrook Union Free School District	19,673	20,137
421504	Lyncourt Union Free School District	20,816	22,200
451001	Lyndonville Central School District	12,897	12,803
650501	Lyons Central School District	13,774	14,092
251101	Madison Central School District	13,036	13,736
511901	Madrid-Waddington Central School District	13,666	14,184

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
480101	Mahopac Central School District	15,429	15,812
031101	Maine-Endwell Central School District	12,307	12,201
161501	Malone Central School District	12,835	13,668
280212	Malverne Union Free School District	22,087	22,513
660701	Mamaroneck Union Free School District	20,436	20,929
431101	Manchester-Shortsville Central School District	13,329	14,157
280406	Manhasset Union Free School District	22,228	22,468
110901	Marathon Central School District	14,538	14,692
421101	Marcellus Central School District	12,176	12,549
430901	Marcus Whitman Central School District	14,696	15,168
121401	Margaretville Central School District	16,719	18,028
650701	Marion Central School District	13,409	14,006
621001	Marlboro Central School District	18,368	19,088
140702	Maryvale Union Free School District	12,863	13,487
280523	Massapequa Union Free School District	17,941	18,190
512001	Massena Central School District	11,605	11,795
581012	Mattituck-Cutchogue Union Free School District	17,381	17,482
170801	Mayfield Central School District	11,633	11,873
110304	McGraw Central School District	15,873	17,040
521200	Mechanicville City School District	14,005	14,652
450801	Medina Central School District	11,829	12,061
010615	Menands Union Free School District	16,935	17,541
280225	Merrick Union Free School District	19,860	20,027
460901	Mexico Academy and Central School District	13,841	14,417
580211	Middle Country Central School District	15,728	15,899
541001	Middleburgh Central School District	13,755	14,302
441000	Middletown Enlarged City School District	16,816	18,072
471101	Milford Central School District	15,303	15,566
132201	Millbrook Central School District	14,088	13,958
580208	Miller Place Union Free School District	14,280	14,163
280410	Mineola Union Free School District	27,241	29,317
150801	Minerva Central School District	26,331	27,076
441101	Minisink Valley Central School District	13,395	13,743
530515	Mohonasen Central School District	10,995	11,426
441201	Monroe-Woodbury Central School District	16,117	16,787
580306	Montauk Union Free School District	35,371	35,371
591401	Monticello Central School District	16,694	17,313
051301	Moravia Central School District	12,255	12,607
150901	Moriah Central School District	14,528	14,871
471201	Morris Central School District	11,798	11,769
512101	Morristown Central School District	14,307	13,629
250401	Morrisville-Eaton Central School District	14,097	14,345
212001	Mount Markham Central School District	13,231	13,174
240901	Mount Morris Central School District	15,520	16,546
660801	Mount Pleasant Central School District	20,270	21,111
580207	Mount Sinai Union Free School District	16,701	16,975
660900	Mount Vernon City School District	18,589	19,022
500108	Nanuet Union Free School District	19,154	20,033
431201	Naples Central School District	14,923	15,456
411501	New Hartford Central School District	12,563	12,945
280405	New Hyde Park-Garden City Park Union Free School Distric	16,763	18,211
101601	New Lebanon Central School District	17,118	17,830
621101	New Paltz Central School District	17,004	17,754
661100	New Rochelle City School District	18,595	19,210
581015	New Suffolk Common School District	18,495	16,166
300000	New York City Department of Education	18,340	19,044
411504	New York Mills Union Free School District	14,057	14,425
650101	Newark Central School District	13,312	13,987

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
600402	Newark Valley Central School District	12,060	12,557
441600	Newburgh Enlarged City School District	18,149	18,908
151001	Newcomb Central School District	44,320	43,655
400601	Newfane Central School District	11,787	12,037
610901	Newfield Central School District	12,782	13,059
400800	Niagara Falls City School District	12,691	13,138
400701	Niagara-Wheatfield Central School District	12,059	12,411
530301	Niskayuna Central School District	13,877	14,482
580103	North Babylon Union Free School District	16,899	17,354
280204	North Bellmore Union Free School District	17,416	17,655
142201	North Collins Central School District	15,290	15,750
010623	North Colonie Central School District	13,235	13,832
490801	North Greenbush Common School District	17,451	19,542
280229	North Merrick Union Free School District	19,801	20,344
500201	North Rockland Central School District	18,645	18,542
651501	North Rose-Wolcott Central School District	14,020	14,016
661301	North Salem Central School District	22,007	22,564
280501	North Shore Central School District	26,500	26,561
420303	North Syracuse Central School District	13,189	13,620
400900	North Tonawanda City School District	12,142	11,945
630202	North Warren Central School District	16,566	18,716
090501	Northeastern Clinton Central School District	13,658	14,088
090901	Northern Adirondack Central School District	14,780	15,317
580404	Northport-East Northport Union Free School District	19,576	19,893
170901	Northville Central School District	16,742	17,646
081200	Norwich City School District	11,315	12,341
512201	Norwood-Norfolk Central School District	13,121	13,293
500304	Nyack Union Free School District	20,548	20,636
181101	Oakfield-Alabama Central School District	13,727	14,595
280211	Oceanside Union Free School District	16,329	16,554
550101	Odessa-Montour Central School District	11,644	10,910
512300	Ogdensburg City School District	14,939	15,937
042400	Olean City School District	13,076	13,623
251400	Oneida City School District	13,312	14,024
471400	Oneonta City School District	14,182	14,440
421201	Onondaga Central School District	14,786	14,921
621201	Onteora Central School District	20,596	20,915
271201	Oppenheim-Ephratah-St. Johnsville Central School District	13,185	13,403
142301	Orchard Park Central School District	12,567	12,876
412901	Oriskany Central School District	13,279	13,700
661401	Ossining Union Free School District	21,185	22,492
461300	Oswego City School District	13,558	14,279
081401	Otselic Valley Central School District at Georgetown-South	16,062	16,785
600601	Owego-Apalachin Central School District	13,864	14,625
211701	Owen D. Young Central School District	13,599	13,894
081501	Oxford Academy and Central School District	13,670	14,170
280506	Oyster Bay-East Norwich Central School District	25,087	25,408
581002	Oysterponds Union Free School District	36,838	37,729
650901	Palmyra-Macedon Central School District	11,844	12,055
061601	Panama Central School District	13,050	13,016
512501	Parishville-Hopkinton Central School District	13,015	13,072
580224	Patchogue-Medford Union Free School District	15,532	16,225
181201	Pavilion Central School District	13,338	13,534
131201	Pawling Central School District	17,315	17,980
500308	Pearl River Union Free School District	17,457	17,857
661500	Peekskill City School District	19,292	20,056
661601	Pelham Union Free School District	17,441	17,844
181302	Pembroke Central School District	14,292	14,864

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
261201	Penfield Central School District	14,208	14,721
680601	Penn Yan Central School District	12,888	13,237
671201	Perry Central School District	13,883	14,313
091101	Peru Central School District	14,333	14,270
431301	Phelps-Clifton Springs Central School District	13,460	13,597
462001	Phoenix Central School District	13,230	13,336
440401	Pine Bush Central School District	13,392	13,612
131301	Pine Plains Central School District	16,980	17,511
060601	Pine Valley Central School District	18,916	21,969
043501	Pioneer Central School District	11,715	12,095
261401	Pittsford Central School District	15,137	15,626
280518	Plainedge Union Free School District	17,041	17,457
280504	Plainview-Old Bethpage Central School District	19,684	20,428
091200	Plattsburgh City School District	15,604	16,262
660809	Pleasantville Union Free School District	17,595	18,001
660802	Pocantico Hills Central School District	41,070	44,573
211103	Poland Central School District	13,082	13,516
051101	Port Byron Central School District	12,392	12,753
661904	Port Chester-Rye Union Free School District	16,661	17,942
580206	Port Jefferson Union Free School District	23,536	23,602
441800	Port Jervis City School District	13,564	13,649
280404	Port Washington Union Free School District	23,895	24,786
042901	Portville Central School District	12,327	12,650
512902	Potsdam Central School District	14,232	14,781
131500	Poughkeepsie City School District	15,993	17,097
572301	Prattsburgh Central School District	12,965	14,131
461801	Pulaski (Academy) Central School District	14,245	14,808
641401	Putnam Central School District	24,562	24,346
480503	Putnam Valley Central School District	18,487	18,690
630902	Queensbury Union Free School District	10,905	11,229
580903	Quogue Union Free School District	52,520	51,785
043001	Randolph Central School District	13,591	13,696
010402	Ravena-Coeymans-Selkirk Central School District	14,284	14,577
651503	Red Creek Central School District	12,958	13,478
131701	Red Hook Central School District	15,490	16,054
411701	Remsen Central School District	19,024	19,772
580901	Remsenburg-Speonk Union Free School District	40,932	42,377
491200	Rensselaer City School District	11,361	11,630
131801	Rhinebeck Central School District	18,618	19,164
472001	Richfield Springs Central School District	12,377	12,793
062401	Ripley Central School District	14,040	14,310
580602	Riverhead Central School District	20,107	21,746
261600	Rochester City School District	14,316	14,088
280221	Rockville Centre Union Free School District	21,044	21,669
580209	Rocky Point Union Free School District	15,495	15,947
411800	Rome City School District	14,583	15,273
560603	Romulus Central School District	17,119	17,299
620901	Rondout Valley Central School District	19,344	20,093
280208	Roosevelt Union Free School District	18,964	19,914
591301	Roscoe Central School District	19,803	20,514
280403	Roslyn Union Free School District	22,785	23,236
121502	Roxbury Central School District	19,551	20,374
401201	Royalton-Hartland Central School District	11,206	11,464
261701	Rush-Henrietta Central School District	14,589	15,117
661800	Rye City School District	22,644	23,067
661901	Rye Neck Union Free School District	19,848	20,134
580205	Sachem Central School District	15,181	15,793
221001	Sackets Harbor Central School District	11,892	12,560

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
580305	Sag Harbor Union Free School District	31,073	32,589
580910	Sagaponack Common School District	17,336	16,934
161801	Saint Regis Falls Central School District	17,247	18,861
043200	Salamanca City School District	3,150	3,159
641501	Salem Central School District	16,437	17,359
161201	Salmon River Central School District	16,080	16,527
461901	Sandy Creek Central School District	15,304	16,476
091402	Saranac Central School District	13,923	14,451
161401	Saranac Lake Central School District	16,404	16,998
521800	Saratoga Springs City School District	12,472	12,615
621601	Saugerties Central School District	14,479	14,657
411603	Sauquoit Valley Central School District	14,129	14,508
580504	Sayville Union Free School District	18,007	18,437
662001	Scarsdale Union Free School District	24,704	25,371
530501	Schalmont Central School District	14,896	14,862
530600	Schenectady City School District	14,302	15,027
470901	Schenevus Central School District	14,505	15,001
491501	Schodack Central School District	14,750	15,629
541201	Schoharie Central School District	13,931	14,467
151401	Schroon Lake Central School District	20,697	21,945
521701	Schuylerville Central School District	12,786	12,941
022401	Scio Central School District	12,218	12,467
530202	Scotia-Glenville Central School District	13,540	13,673
280206	Seaford Union Free School District	17,804	18,270
560701	Seneca Falls Central School District	12,802	13,158
280252	Sewanhaka Central High School District	14,545	15,147
541401	Sharon Springs Central School District	16,703	18,393
580701	Shelter Island Union Free School District	29,390	30,042
520302	Shenendehowa Central School District	13,387	13,769
082001	Sherburne-Earlville Central School District	12,490	12,780
062601	Sherman Central School District	12,554	13,115
580601	Shoreham-Wading River Central School District	18,075	18,263
121601	Sidney Central School District	12,367	12,810
061501	Silver Creek Central School District	14,689	15,500
421601	Skaneateles Central School District	13,635	14,208
580801	Smithtown Central School District	16,162	16,524
651201	Sodus Central School District	13,390	13,501
420702	Solvay Union Free School District	13,196	13,585
662101	Somers Central School District	19,134	19,584
010601	South Colonie Central School District	14,280	14,860
580235	South Country Central School District	18,715	18,762
521401	South Glens Falls Central School District	12,249	12,858
580413	South Huntington Union Free School District	18,705	19,418
220101	South Jefferson Central School District	11,296	11,926
121702	South Kortright Central School District	14,111	13,970
231101	South Lewis Central School District	14,885	15,440
500301	South Orangetown Central School District	17,609	18,132
560501	South Seneca Central School District	15,265	15,816
580906	Southampton Union Free School District	26,429	26,855
050701	Southern Cayuga Central School District	15,112	15,815
581005	Southold Union Free School District	19,972	20,423
060201	Southwestern Central School District	13,463	14,074
131602	Spackenkill Union Free School District	18,647	18,787
261001	Spencerport Central School District	12,882	13,226
600801	Spencer-Van Etten Central School District	13,450	13,708
580304	Springs Union Free School District	25,307	25,021
141101	Springville-Griffith Institute Central School District	13,373	13,655
121701	Stamford Central School District	14,495	15,062

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
401001	Starpoint Central School District	12,030	12,553
522001	Stillwater Central School District	10,709	11,435
251501	Stockbridge Valley Central School District	11,879	12,044
500401	Suffern Central School District	18,349	18,986
591502	Sullivan West Central School District	16,052	15,336
030601	Susquehanna Valley Central School District	14,849	15,401
140207	Sweet Home Central School District	14,494	15,224
280502	Syosset Central School District	22,190	22,891
421800	Syracuse City School District	14,128	14,601
100501	Taconic Hills Central School District	16,791	17,622
660401	Tarrytown Union Free School District	18,993	19,455
220701	Thousand Islands Central School District	12,947	13,317
580201	Three Village Central School District	18,646	19,114
151501	Ticonderoga Central School District	16,159	16,451
600903	Tioga Central School District	12,137	12,936
142500	Tonawanda City School District	11,825	12,283
211901	Town of Webb Union Free School District	22,219	23,659
591201	Tri-Valley Central School District	21,869	22,376
491700	Troy City School District	17,346	18,066
611001	Trumansburg Central School District	13,146	13,956
580913	Tuckahoe Common School District	33,661	33,749
660302	Tuckahoe Union Free School District	23,628	24,486
421902	Tully Central School District	11,413	11,529
160101	Tupper Lake Central School District	13,700	14,006
441903	Tuxedo Union Free School District	16,975	17,523
081003	Unadilla Valley Central School District	14,463	15,212
471601	Unatego Central School District	12,799	13,342
051901	Union Springs Central School District	13,169	14,095
280202	Uniondale Union Free School District	23,868	24,737
031501	Union-Endicott Central School District	13,137	13,551
412300	Utica City School District	11,883	12,535
660805	Valhalla Union Free School District	22,037	22,394
441301	Valley Central School District	13,787	14,213
280213	Valley Stream 13 Union Free School District	17,344	17,748
280224	Valley Stream 24 Union Free School District	22,627	23,881
280230	Valley Stream 30 Union Free School District	19,798	20,774
280251	Valley Stream Central High School District	16,576	17,242
412000	Vernon-Verona-Sherrill Central School District	12,131	12,822
031601	Vestal Central School District	14,194	14,792
431701	Victor Central School District	12,403	13,160
011003	Voorheesville Central School District	14,509	15,021
580302	Wainscott Common School District	0	0
621801	Wallkill Central School District	13,334	13,523
121901	Walton Central School District	12,128	12,948
280223	Wantagh Union Free School District	15,279	15,666
132101	Wappingers Central School District	13,591	14,060
631201	Warrensburg Central School District	16,695	16,852
671501	Warsaw Central School District	14,491	15,205
442101	Warwick Valley Central School District	13,908	14,265
440102	Washingtonville Central School District	15,848	16,957
522101	Waterford-Halfmoon Union Free School District	18,969	21,192
561006	Waterloo Central School District	13,189	13,773
222000	Watertown City School District	10,914	11,200
411902	Waterville Central School District	13,217	14,014
011200	Watervliet City School District	11,508	12,189
550301	Watkins Glen Central School District	12,578	13,218
600101	Waverly Central School District	11,454	11,777
573002	Wayland-Cohocton Central School District	12,382	12,798

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2023-24 Basic Tuition*	Final 2024-25 Basic Tuition*
650801	Wayne Central School District	11,428	11,499
261901	Webster Central School District	13,401	13,871
131101	Webutuck Central School District	16,337	16,281
050301	Weedsport Central School District	13,226	12,996
200901	Wells Central School District	23,806	23,577
022601	Wellsville Central School District	14,423	15,052
580102	West Babylon Union Free School District	17,570	18,243
210302	West Canada Valley Central School District	13,916	14,423
420101	West Genesee Central School District	12,652	13,256
280227	West Hempstead Union Free School District	18,215	18,871
260803	West Irondequoit Central School District	13,017	13,674
580509	West Islip Union Free School District	16,035	16,582
142801	West Seneca Central School District	12,157	12,643
040204	West Valley Central School District	15,168	15,063
280401	Westbury Union Free School District	22,378	23,389
062901	Westfield Academy and Central School District	13,050	13,016
580902	Westhampton Beach Union Free School District	20,058	20,335
420701	Westhill Central School District	12,980	13,711
412801	Westmoreland Central School District	12,137	12,610
262001	Wheatland-Chili Central School District	18,604	19,367
170301	Wheelerville Union Free School District	17,400	17,136
662200	White Plains City School District	22,183	23,084
641701	Whitehall Central School District	14,031	14,449
412902	Whitesboro Central School District	12,500	13,105
022101	Whitesville Central School District	11,569	11,948
031401	Whitney Point Central School District	15,007	15,493
580232	William Floyd Union Free School District	16,396	17,019
651402	Williamson Central School District	14,433	14,870
140203	Williamsville Central School District	12,701	12,702
151701	Willsboro Central School District	17,666	18,055
401501	Wilson Central School District	12,487	12,847
191401	Windham-Ashland-Jewett Central School District	21,016	21,703
031701	Windsor Central School District	13,211	14,157
472506	Worcester Central School District	13,958	14,273
580109	Wyandanch Union Free School District	19,368	20,017
490804	Wynantskill Union Free School District	14,616	15,097
671002	Wyoming Central School District	20,994	24,351
662300	Yonkers City School District	17,635	18,310
241701	York Central School District	16,862	18,756
662402	Yorktown Central School District	18,023	18,659

SUNY Charter Schools Institute
The State University of New York

2025 New School Proposal
Budget(s) & Cash Flow(s) Template

Central New York Academy Charter School

Contact Name:	Vincent Love
Contact Title:	Lead Applicant
Contact Email:	[redacted]
Contact Phone:	
First Academic Year:	2026-27
Pre-Opening Period:	July 1, 2025 - June 30, 2026

CENTRAL NEW YORK ACADEMY CHARTER SCHOOL
2026-27 through 2030-31

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**AGE RANGE**
Kindergarten	Elementary School	60	60	60	60	60	5
1st Grade	Elementary School	60	60	60	60	60	6-7
2nd Grade	Elementary School	60	60	60	60	60	7-8
3rd Grade	Elementary School		60	60	60	60	8-9
4th Grade	Elementary School			60	60	60	9-10
5th Grade	*Middle School*				60	60	10-11
6th Grade	Middle School			60	60	60	11-12
7th Grade	Middle School				60	60	12-13
8th Grade	Middle School					60	13-14
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		180	240	360	480	540	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Kindergarten	Elementary School	3	3	3	3	3
1st Grade	Elementary School	3	3	3	3	3
2nd Grade	Elementary School	3	3	3	3	3
3rd Grade	Elementary School		3	3	3	3
4th Grade	Elementary School			3	3	3
5th Grade	Middle School				3	3
6th Grade	Middle School			3	3	3
7th Grade	Middle School				3	3
8th Grade	Middle School					3
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		9	12	18	24	27

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Kindergarten	Elementary School	20	20	20	20	20
1st Grade	Elementary School	20	20	20	20	20
2nd Grade	Elementary School	20	20	20	20	20
3rd Grade	Elementary School	0	20	20	20	20
4th Grade	Elementary School	0	0	20	20	20
5th Grade	Middle School	0	0	0	20	20
6th Grade	Middle School	0	0	20	20	20
7th Grade	Middle School	0	0	0	20	20
8th Grade	Middle School	0	0	0	0	20
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	180	240	300	300	300
Total Middle School Enrollment	-	-	60	180	240
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**180**	**240**	**360**	**480**	**540**
Change in Net Enrollment from Prior Year (Count)	180	60	120	120	60
Change in Net Enrollment from Prior Year (Percent)	100.0%	33.3%	50.0%	33.3%	12.5%
Anticipated rate of attrition (Percent)	5.0%	5.0%	5.0%	5.0%	5.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	180	240	360	480	540
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING SCHOOL DISTRICT	Syracuse City School District	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 612,500,000	$ 612,500,000	$ 612,500,000	$ 612,500,000	$ 612,500,000
ENROLLMENT (*Charter School*)		180	240	360	480	540
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		https://www.syracusecityschools.com/tfiles/folder10823/2025-26%20Proposed%20Budget%20Presentation.pdf				

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

CENTRAL NEW YORK ACADEMY CHARTER SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2026-27	2027-28	2028-29	2029-30	2030-31
	Grades	K-2	K-3	K-4, 6	K-7	K-8
	Enrollment	180	240	360	480	540

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE					Description of Assumptions
Executive Management	0.0	0.0	0.0	0.0	0.0	Handled by the CMO
Instructional Management	1.0	1.0	2.0	2.0	2.0	1 Principal year 1 Assistant principal added year 3
Deans, Directors & Coordinators	1.0	1.0	1.0	1.0	1.0	Instructional Coach
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0	Handled by the CMO
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0	Director of Operations
Administrative Staff	4.0	4.0	4.0	4.0	4.0	Secretary, Data Owner, Tech Manager, Parent Coordinator
TOTAL ADMINISTRATIVE STAFF	7.0	7.0	8.0	8.0	8.0	
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	9.0	12.0	18.0	24.0	27.0	3 Lead teacher per grade level
Teachers - SPED	3.0	4.0	6.0	8.0	9.0	1 SPED Teacher per grade level
Substitute Teachers	1.0	1.0	1.0	2.0	2.0	
Teaching Assistants	6.0	8.0	12.0	16.0	18.0	2 Per Grade level
Specialty Teachers	5.0	5.0	6.0	10.0	10.0	Art, Music, Spanish, PE, Dance Teachers
Aides	1.0	1.0	2.0	2.0	2.0	
Therapists & Counselors	2.0	2.0	2.0	2.0	2.0	Social Worker and School Counselor
Other	0.0	0.0	0.0	0.0	0.0	
TOTAL INSTRUCTIONAL	27.0	33.0	47.0	64.0	70.0	
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	0.0	0.0	0.0	0.0	0.0	
Librarian	0.0	0.0	0.0	0.0	0.0	
Custodian	1.0	1.0	2.0	2.0	2.0	
Security	0.0	0.0	0.0	0.0	0.0	
Other	0.0	0.0	0.0	0.0	0.0	
TOTAL NON-INSTRUCTIONAL	1.0	1.0	2.0	2.0	2.0	
TOTAL PERSONNEL SERVICE FTE	35.0	41.0	57.0	74.0	80.0	

CENTRAL NEW YORK ACADEMY CHARTER SCHOOL

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2026-27	2027-28	2028-29	2029-30	2030-31
	Grades	K-2	K-3	K-4, 6	K-7	K-8
	Enrollment	180.00	240.00	360.00	480.00	540.00

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

	WAGES						Description of Assumptions
ADMINISTRATIVE PERSONNEL WAGES	**Salary/Incr %**	0.00%	3.00%	3.00%	3.00%	3.00%	
Executive Management	$ -	$ -	$ -	$ -	$ -	$ -	
Instructional Management	$ 120,000	$ 120,000	$ 123,600	$ 247,308	$ 254,727	$ 262,369	Per Glassdoor
Deans, Directors & Coordinators	$ 63,000	$ 63,000	$ 64,890	$ 66,837	$ 68,842	$ 70,907	Per Glassdoor
CFO / Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ 72,000	$ 72,000	$ 74,160	$ 76,385	$ 78,676	$ 81,037	Per Glassdoor
Administrative Staff	$ 58,500	$ 234,000	$ 241,020	$ 248,251	$ 255,698	$ 263,369	Average of above positions
TOTAL ADMINISTRATIVE STAFF		$ 489,000	$ 503,670	$ 638,780	$ 657,944	$ 677,682	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 52,500	$ 472,500	$ 644,175	$ 978,500	$ 1,322,855	$ 1,520,041	Per Salary.com
Teachers - SPED	$ 52,500	$ 157,500	$ 214,725	$ 326,167	$ 440,952	$ 506,680	Per Salary.com
Substitute Teachers	$ 45,000	$ 45,000	$ 46,350	$ 47,741	$ 94,173	$ 96,998	Per Salary.com
Teaching Assistants	$ 38,000	$ 228,000	$ 310,840	$ 472,165	$ 638,330	$ 733,480	Per Salary.com
Specialty Teachers	$ 52,500	$ 262,500	$ 270,375	$ 330,986	$ 550,916	$ 567,443	Per Salary.com
Aides	$ 30,000	$ 30,000	$ 30,900	$ 61,827	$ 63,682	$ 65,592	Per Salary.com
Therapists & Counselors	$ 53,500	$ 107,000	$ 110,210	$ 113,516	$ 116,922	$ 120,429	Per Salary.com
Other	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL INSTRUCTIONAL		$ 1,302,500	$ 1,627,575	$ 2,330,902	$ 3,227,829	$ 3,610,664	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	
Librarian	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian	$ 39,000	$ 39,000	$ 40,170	$ 80,375	$ 82,786	$ 85,270	Per Glassdoor
Security	$ -	$ -	$ -	$ -	$ -	$ -	
Other	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL NON-INSTRUCTIONAL		$ 39,000	$ 40,170	$ 80,375	$ 82,786	$ 85,270	
TOTAL PERSONNEL SERVICE WAGES		$ 1,830,500	$ 2,171,415	$ 3,050,057	$ 3,968,559	$ 4,373,616	

CENTRAL NEW YORK ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2025 - June 30, 2026

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	**550,250**	
Total Expenses	**356,195**	
Net Income	**194,055**	

	START-UP PERIOD	
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other	-	
TOTAL REVENUE FROM STATE SOURCES	-	
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation	500,000	CSP Grant
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	**500,000**	
LOCAL and OTHER REVENUE		
Contributions and Donations	-	
Fundraising	50,000	Board Fundraising
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	250	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	**50,250**	
TOTAL REVENUE	**550,250**	

CENTRAL NEW YORK ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2025 - June 30, 2026

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

	START-UP PERIOD	DESCRIPTION OF ASSUMPTIONS
Total Revenue	**550,250**	
Total Expenses	**356,195**	
Net Income	**194,055**	

EXPENSES

	FTE No. of Positions	START-UP PERIOD	DESCRIPTION OF ASSUMPTIONS
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	-	-	
Instructional Management	0.50	60,000	Principal Hired January
Deans, Directors & Coordinators	0.50	31,500	Instructional Coach Hired in January
CFO / Director of Finance	-	-	
Operation / Business Manager	0.50	36,000	DOO Hired in January
Administrative Staff	2.00	37,500	Hired January
TOTAL ADMINISTRATIVE STAFF	**3.50**	165,000	Hired January
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	**3.50**	**165,000**	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		17,325	FICA,SUI,DIS 10.5% of payroll
Fringe / Employee Benefits		18,150	Health Dental Vision ETC 11% of payroll
Retirement / Pension		6,600	Retirement contribution of 4%
TOTAL PAYROLL TAXES AND BENEFITS		**42,075**	
TOTAL PERSONNEL SERVICE COSTS	**3.50**	**207,075**	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		7,200	Legal fees for start up
Management Company Fee		44,020	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		3,000	Payroll processing fee
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		10,000	Membership fees NYS Charter Assoc and various dues
TOTAL CONTRACTED SERVICES		**64,220**	

CENTRAL NEW YORK ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2025 - June 30, 2026

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	**550,250**	
Total Expenses	**356,195**	
Net Income	**194,055**	

	START-UP PERIOD	
SCHOOL OPERATIONS		
Board Expenses	5,000	Board Professional Development
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	50,000	
Telephone	-	
Technology	4,500	Laptops etc for staff
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	1,800	Various office supplies
Staff Development	-	
Staff Recruitment	9,600	
Student Recruitment / Marketing	12,000	
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	**82,900**	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	2,000	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	**2,000**	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	**356,195**	
NET INCOME	**194,055**	

PRE-OPENING CASH FLOW 1-YEAR

CENTRAL NEW YORK ACADEMY CHARTER SCHOOL

*NOTE:
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
July 1, 2025 - June 30, 2026

Total Revenue	-	-	-	-	-	-	500,000	10,050	10,050	10,050	10,050	10,050	550,250
Total Expenses	-	-	-	-	-	-	94,613	46,317	66,317	66,317	41,317	41,317	356,195
Net Income	-	-	-	-	-	-	405,388	(36,267)	(56,267)	(56,267)	(31,267)	(31,267)	194,055
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	405,388	369,121	312,855	256,588	225,322	-
Net Income	-	-	-	-	-	-	405,388	369,121	312,855	256,588	225,322	194,055	194,055

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation		-	-	-	-		500,000		-	-	-	-	500,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	500,000	-	-	-	-	-	500,000
LOCAL and OTHER REVENUE													
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-
Fundraising							-	10,000	10,000	10,000	10,000	10,000	50,000
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	50	50	50	50	50	250
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	10,050	10,050	10,050	10,050	10,050	50,250
TOTAL REVENUE	-	-	-	-	-	-	500,000	10,050	10,050	10,050	10,050	10,050	550,250

PRE-OPENING CASH FLOW 1-YEAR

CENTRAL NEW YORK ACADEMY CHARTER SCHOOL

*NOTE:
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
July 1, 2025 - June 30, 2026

Total Revenue	-	-	-	-	-	-	500,000	10,050	10,050	10,050	10,050	10,050	550,250
Total Expenses	-	-	-	-	-	-	94,613	46,317	66,317	66,317	41,317	41,317	356,195
Net Income	-	-	-	-	-	-	405,388	(36,267)	(56,267)	(56,267)	(31,267)	(31,267)	194,055
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	405,388	369,121	312,855	256,588	225,322	-
Net Income	-	-	-	-	-	-	405,388	369,121	312,855	256,588	225,322	194,055	194,055

	FTE No. of Positions	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS														
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	0.50	-	-	-	-	-	-	10,000	10,000	10,000	10,000	10,000	10,000	60,000
Deans, Directors & Coordinators	0.50	-	-	-	-	-	-	5,250	5,250	5,250	5,250	5,250	5,250	31,500
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	0.50	-	-	-	-	-	-	6,000	6,000	6,000	6,000	6,000	6,000	36,000
Administrative Staff	2.00	-	-	-	-	-	-	6,250	6,250	6,250	6,250	6,250	6,250	37,500
TOTAL ADMINISTRATIVE STAFF	3.50	-	-	-	-	-	-	27,500	27,500	27,500	27,500	27,500	27,500	165,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	3.50	-	-	-	-	-	-	27,500	27,500	27,500	27,500	27,500	27,500	165,000
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	2,888	2,888	2,888	2,888	2,888	2,888	17,325
Fringe / Employee Benefits		-	-	-	-	-	-	3,025	3,025	3,025	3,025	3,025	3,025	18,150
Retirement / Pension		-	-	-	-	-	-	1,100	1,100	1,100	1,100	1,100	1,100	6,600
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	7,013	7,013	7,013	7,013	7,013	7,013	42,075
TOTAL PERSONNEL SERVICE COSTS	3.50	-	-	-	-	-	-	34,513	34,513	34,513	34,513	34,513	34,513	207,075
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-
Legal								1,200	1,200	1,200	1,200	1,200	1,200	7,200
Management Company Fee		-	-	-	-	-	-	40,000	804	804	804	804	804	44,020
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	500	500	500	500	500	500	3,000
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting			-	-	-	-	-	10,000	-	-	-	-	-	10,000
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	51,700	2,504	2,504	2,504	2,504	2,504	64,220

PRE-OPENING CASH FLOW 1-YEAR

CENTRAL NEW YORK ACADEMY CHARTER SCHOOL

***NOTE:**
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
July 1, 2025 - June 30, 2026

Total Revenue	-	-	-	-	-	-	**500,000**	**10,050**	**10,050**	**10,050**	**10,050**	**10,050**	**550,250**
Total Expenses	-	-	-	-	-	-	**94,613**	**46,317**	**66,317**	**66,317**	**41,317**	**41,317**	**356,195**
Net Income	-	-	-	-	-	-	**405,388**	**(36,267)**	**(56,267)**	**(56,267)**	**(31,267)**	**(31,267)**	**194,055**
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	**405,388**	**369,121**	**312,855**	**256,588**	**225,322**	-
Net Income	-	-	-	-	-	-	**405,388**	**369,121**	**312,855**	**256,588**	**225,322**	**194,055**	**194,055**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses		-	-	-	-	-	-	5,000	-	-	-	-	5,000
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture			-	-	-	-	-	-	25,000	25,000	-	-	50,000
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	4,500	-	-	-	-	-	4,500
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	300	300	300	300	300	300	1,800
Staff Development		-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-			1,600	1,600	1,600	1,600	1,600	1,600	9,600
Student Recruitment / Marketing							2,000	2,000	2,000	2,000	2,000	2,000	12,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	8,400	8,900	28,900	28,900	3,900	3,900	82,900
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	400	400	400	400	400	2,000
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	400	400	400	400	400	2,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**-**	**-**	**-**	**-**	**-**	**-**	**94,613**	**46,317**	**66,317**	**66,317**	**41,317**	**41,317**	356,195
NET INCOME	**-**	**-**	**-**	**-**	**-**	**-**	**405,388**	**(36,267)**	**(56,267)**	**(56,267)**	**(31,267)**	**(31,267)**	**194,055**

PRE-OPENING CASH FLOW 1-YEAR	CENTRAL NEW YORK ACADEMY CHARTER SCHOOL												
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2025 - June 30, 2026												
Total Revenue	-	-	-	-	-	-	500,000	10,050	10,050	10,050	10,050	10,050	550,250
Total Expenses	-	-	-	-	-	-	94,613	46,317	66,317	66,317	41,317	41,317	356,195
Net Income	-	-	-	-	-	-	405,388	(36,267)	(56,267)	(56,267)	(31,267)	(31,267)	194,055
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	405,388	369,121	312,855	256,588	225,322	-
Net Income	-	-	-	-	-	-	405,388	369,121	312,855	256,588	225,322	194,055	194,055

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-	405,388	(36,267)	(56,267)	(56,267)	(31,267)	(31,267)	194,055
Beginning Cash Balance	-	-	-	-	-	-	-	405,388	369,121	312,855	256,588	225,322	-
ENDING CASH BALANCE	-	-	-	-	-	-	405,388	369,121	312,855	256,588	225,322	194,055	194,055

YEAR 1 BUDGET AND ASSUMPTION			CENTRAL NEW YORK ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2026 - JUNE 30, 2027						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue			**3,364,316**	**443,410**	**-**	**250,000**	**3,000**	**4,060,726**	
Total Expenses			**2,628,830**	**849,007**	**-**	**-**	**627,763**	**4,105,600**	
Net Income			**735,486**	**(405,597)**	**-**	**250,000**	**(624,763)**	**(44,874)**	
Budgeted Student Enrollment			**180**	**-**				**180**	
			PROGRAM SERVICES			**SUPPORT SERVICES**			
			REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue		Basic Tuition (2024-25)							
PRIMARY School District:	Syracuse City School District	14,601	2,628,180					2,628,180	
Other District 1:		-	-					-	
Other District 2:		-	-					-	
Other District 3:		-	-					-	
Other District 4:		-	-					-	
Other District 5:		-	-					-	
Other District 6:		-	-					-	
Other District 7:		-	-					-	
Other District 8:		-	-					-	
Other District 9:		-	-					-	
Other District 10:		-	-					-	
Other District 11:		-	-					-	
Other District 12:		-	-					-	
Other District 13:		-	-					-	
Other District 14:		-	-					-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-					-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	14,601	2,628,180					2,628,180	
Special Education Revenue				320,000				320,000	Based on District SPED population 22 % at an add'l rate of $8k
NYC DoE Rental Assistance			-	-	-	-	-	-	
Grants									
Stimulus			-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			2,628,180	320,000	-	-	-	2,948,180	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs			-	39,460	-			39,460	Based on CSD per student average
Title I			90,318	26,975	-			117,293	Based on CSD per student average
Title Funding - Other			16,363	4,887	-			21,250	Based on CSD per student average
School Food Service (Free Lunch)			103,320	44,280	-			147,600	
Grants									
Charter School Program (CSP) Planning & Implementation			500,000	-	-	-	-	500,000	
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			710,001	115,602	-	-	-	825,603	
LOCAL and OTHER REVENUE									
Contributions and Donations			-	-	-	100,000	-	100,000	Contributions from foundations
Fundraising			-		-	150,000	-	150,000	Board Fundraising
Erate Reimbursement			14,493	4,330	-	-	-	18,823	Based on CSD per student average
Earnings on Investments			-	-	-	-	-	-	
Interest Income			-	-	-		3,000	3,000	Interest bearing bank accounts
Food Service (Income from meals)			-	-	-	-	-	-	
Text Book			11,642	3,478	-	-	-	15,120	Based on CSD per student average
OTHER				-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			26,135	7,808	-	250,000	3,000	286,943	
TOTAL REVENUE			**3,364,316**	**443,410**	**-**	**250,000**	**3,000**	**4,060,726**	

YEAR 1 BUDGET AND ASSUMPTION		CENTRAL NEW YORK ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2026 - JUNE 30, 2027						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue		**3,364,316**	**443,410**	**-**	**250,000**	**3,000**	**4,060,726**	
Total Expenses		**2,628,830**	**849,007**	**-**	**-**	**627,763**	**4,105,600**	
Net Income		**735,486**	**(405,597)**	**-**	**250,000**	**(624,763)**	**(44,874)**	
Budgeted Student Enrollment		**180**	**-**				**180**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions							
Executive Management	-	-	-	-	-	-	-	Handled by the CMO
Instructional Management	1.00	92,400	27,600	-	-	-	120,000	1 Principal year 1 Assistant principal added year 3
Deans, Directors & Coordinators	1.00	48,510	14,490	-	-	-	63,000	Instructional Coach
CFO / Director of Finance	-			-	-	-	-	Handled by the CMO
Operation / Business Manager	1.00	55,440	16,560	-	-	-	72,000	Director of Operations
Administrative Staff	4.00	180,180	53,820	-	-	-	234,000	Secretary, Data Owner, Tech Manager, Parent Coordinator
TOTAL ADMINISTRATIVE STAFF	7.00	376,530	112,470	-	-	-	489,000	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	9.00	472,500	-	-	-	-	472,500	3 Lead teacher per grade level
Teachers - SPED	3.00	-	157,500	-	-	-	157,500	1 SPED Teacher per grade level
Substitute Teachers	1.00	45,000	-	-	-	-	45,000	
Teaching Assistants	6.00	175,560	52,440	-	-	-	228,000	2 Per Grade level
Specialty Teachers	5.00	202,125	60,375	-	-	-	262,500	Art, Music, Spanish, PE, Dance Teachers
Aides	1.00	23,100	6,900	-	-	-	30,000	
Therapists & Counselors	2.00	82,390	24,610	-	-	-	107,000	Social Worker and School Counselor
Other	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	27.00	1,000,675	301,825	-	-	-	1,302,500	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	
Custodian	1.00	30,030	8,970	-	-	-	39,000	
Security	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	1.00	30,030	8,970	-	-	-	39,000	
SUBTOTAL PERSONNEL SERVICE COSTS	35.00	1,407,235.00	423,265	-	-	-	1,830,500	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		147,760	44,443	-	-	-	192,203	FICA,SUI,DIS 10.5% of payroll
Fringe / Employee Benefits		154,796	46,559	-	-	-	201,355	Health Dental Vision ETC 11% of payroll
Retirement / Pension		56,289	16,931	-	-	-	73,220	Retirement contribution of 4%
TOTAL PAYROLL TAXES AND BENEFITS		358,845	107,933	-	-	-	466,778	
TOTAL PERSONNEL SERVICE COSTS	35.00	1,766,080	531,198	-	-	-	2,297,278	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	24,000	24,000	
Legal		-	-	-	-	12,500	12,500	
Management Company Fee		-	-	-	-	383,263	383,263	CMO fee 13% of per pupil revenues
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	-	
Payroll Services		-	-	-	-	12,000	12,000	$500 per payroll
Special Ed Services		-	-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		-	-	-	-	60,000	60,000	Security Guard Services
TOTAL CONTRACTED SERVICES		-	-	-	-	491,763	491,763	

YEAR 1 BUDGET AND ASSUMPTION	CENTRAL NEW YORK ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2026 - JUNE 30, 2027						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**3,364,316**	**443,410**	**-**	**250,000**	**3,000**	**4,060,726**	
Total Expenses	**2,628,830**	**849,007**	**-**	**-**	**627,763**	**4,105,600**	
Net Income	**735,486**	**(405,597)**	**-**	**250,000**	**(624,763)**	**(44,874)**	
Budgeted Student Enrollment	**180**	**-**				**180**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	Covered by CMO
Classroom / Teaching Supplies & Materials	38,500	11,500	-	-	6,000	56,000	
Special Ed Supplies & Materials	-	-	-	-	-	-	
Textbooks / Workbooks	30,800	9,200	-	-	-	40,000	
Supplies & Materials other	34,640	7,360	-	-	-	42,000	
Equipment / Furniture	38,500	11,500	-	-	-	50,000	Classroom furniture
Telephone	36,575	10,925	-	-	-	47,500	
Technology	84,700	25,300	-	-	-	110,000	
Student Testing & Assessment	24,640	7,360	-	-	-	32,000	
Field Trips	3,080	920	-	-	-	4,000	
Transportation (student)	-	-	-	-	-	-	Supplied by district
Student Services - other	15,400	4,600	-	-	-	20,000	Uniform Expense
Office Expense	23,725	7,087	-	-	-	30,812	
Staff Development	-	-	-	-	-	-	Managed By CMO
Staff Recruitment	-	-	-	-	-	-	Managed By CMO
Student Recruitment / Marketing	-	-	-	-	-	-	Managed By CMO
School Meals / Lunch	103,320	44,280	-	-	-	147,600	$820 Per Student
Travel (Staff)	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	Managed By CMO
Other	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	433,880	140,032	-	-	6,000	579,912	
FACILITY OPERATION & MAINTENANCE							
Insurance	38,695	15,805	-	-	-	54,500	
Janitorial	35,000	15,000	-	-	-	50,000	
Building and Land Rent / Lease / Facility Finance Interest	260,675	106,472	-	-	-	367,147	
Repairs & Maintenance	80,640	34,560	-	-	-	115,200	$640 per student
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	30,000	30,000	Cameras, monitors etc.
Utilities	13,860	5,940	-	-	-	19,800	$110 per child
TOTAL FACILITY OPERATION & MAINTENANCE	428,870	177,777	-	-	30,000	636,647	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	100,000	100,000	
TOTAL EXPENSES	**2,628,830**	**849,007**	**-**	**-**	**627,763**	**4,105,600**	
NET INCOME	**735,486**	**(405,597)**	**-**	**250,000**	**(624,763)**	**(44,874)**	

YEAR 1 BUDGET AND ASSUMPTION	CENTRAL NEW YORK ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2026 - JUNE 30, 2027						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**3,364,316**	**443,410**	**-**	**250,000**	**3,000**	**4,060,726**	
Total Expenses	**2,628,830**	**849,007**	**-**	**-**	**627,763**	**4,105,600**	
Net Income	**735,486**	**(405,597)**	**-**	**250,000**	**(624,763)**	**(44,874)**	
Budgeted Student Enrollment	**180**	**-**				**180**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: Syracuse City School District	180					180	
Other District 1:	-					-	
Other District 2:	-					-	
Other District 3:	-					-	
Other District 4:	-					-	
Other District 5:	-					-	
Other District 6:	-					-	
Other District 7:	-					-	
Other District 8:	-					-	
Other District 9:	-					-	
Other District 10:	-					-	
Other District 11:	-					-	
Other District 12:	-					-	
Other District 13:	-					-	
Other District 14:	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	**180**					**180**	
REVENUE PER PUPIL	**18,691**					**22,560**	
EXPENSES PER PUPIL	**14,605**					**22,809**	

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

CENTRAL NEW YORK ACADEMY CHARTER SCHOOL
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2026 - JUNE 30, 2027

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	843,310	32,132	634,831	64,602	634,832	36,892	590,245	36,892	534,833	36,893	539,833	75,431	4,060,726
Total Expenses	505,102	374,689	365,235	353,624	274,224	338,002	287,749	349,670	273,126	358,626	281,127	344,426	4,105,600
Net Income	338,208	(342,557)	269,596	(289,022)	360,608	(301,110)	302,496	(312,778)	261,707	(321,733)	258,706	(268,995)	(44,874)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	193,985	532,193	189,636	459,232	170,210	530,818	229,708	532,204	219,426	481,133	159,400	418,106	193,985
Ending Cash Balance	532,193	189,636	459,232	170,210	530,818	229,708	532,204	219,426	481,133	159,400	418,106	149,111	149,111

*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**

		Basic Tuition (2024-25)	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE															
REVENUES FROM STATE SOURCES															
Per Pupil Revenue															
PRIMARY School District:	Syracuse City School District	14,601	438,030	-	438,030	-	438,030	-	438,030	-	438,030	-	438,030	-	2,628,180
Other District 1:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 2:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 3:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 4:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 5:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 6:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 7:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 8:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 9:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 10:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 11:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 12:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 13:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 14:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue	(Weighted Avg.)	14,601	438,030	-	438,030	-	438,030	-	438,030	-	438,030	-	438,030	-	2,628,180
Special Education Revenue			53,333	-	53,333	-	53,333	-	53,333	-	53,334	-	53,334	-	320,000
NYC DoE Rental Assistance			-	-	-	-	-	-	-	-	-	-	-	-	-
Grants															
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			491,363	-	491,363	-	491,363	-	491,363	-	491,364	-	491,364	-	2,948,180
REVENUE FROM FEDERAL FUNDING															
IDEA Special Needs			6,577	-	6,576	-	6,577	-	6,576	-	6,577	-	6,577	-	39,460
Title I			-	-	-	23,459	-	-	46,913	-	-	-	-	46,921	117,293
Title Funding - Other			-	-	-	4,250	-	-	8,500	-	-	-	-	8,500	21,250
School Food Service (Free Lunch)			-	-	14,760	14,760	14,760	14,760	14,760	14,760	14,760	14,760	14,760	14,760	147,600
Grants															
Charter School Program (CSP) Planning & Implementation			300,000	-	100,000	-	100,000	-	-	-	-	-	-	-	500,000
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			306,577	-	121,336	42,469	121,337	14,760	76,749	14,760	21,337	14,760	21,337	70,181	825,603
LOCAL and OTHER REVENUE															
Contributions and Donations			-	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	-	100,000
Fundraising			30,000	20,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	15,000	5,000	150,000
Erate Reimbursement			-	1,882	1,882	1,883	1,882	1,882	1,883	1,882	1,882	1,883	1,882	-	18,823
Earnings on Investments			-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income			250	250	250	250	250	250	250	250	250	250	250	250	3,000
Food Service (Income from meals)			-	-				-	-	-	-	-	-	-	-
Text Book			15,120	-	-	-	-	-	-	-	-	-	-	-	15,120
OTHER			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			45,370	32,132	22,132	22,133	22,132	22,132	22,133	22,132	22,132	22,133	27,132	5,250	286,943
TOTAL REVENUE			**843,310**	**32,132**	**634,831**	**64,602**	**634,832**	**36,892**	**590,245**	**36,892**	**534,833**	**36,893**	**539,833**	**75,431**	**4,060,726**

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	CENTRAL NEW YORK ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2026 - JUNE 30, 2027												
Total Revenue	**843,310**	**32,132**	**634,831**	**64,602**	**634,832**	**36,892**	**590,245**	**36,892**	**534,833**	**36,893**	**539,833**	**75,431**	**4,060,726**
Total Expenses	**505,102**	**374,689**	**365,235**	**353,624**	**274,224**	**338,002**	**287,749**	**349,670**	**273,126**	**358,626**	**281,127**	**344,426**	**4,105,600**
Net Income	**338,208**	**(342,557)**	**269,596**	**(289,022)**	**360,608**	**(301,110)**	**302,496**	**(312,778)**	**261,707**	**(321,733)**	**258,706**	**(268,995)**	**(44,874)**
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	**193,985**	**532,193**	**189,636**	**459,232**	**170,210**	**530,818**	**229,708**	**532,204**	**219,426**	**481,133**	**159,400**	**418,106**	**193,985**
Ending Cash Balance	**532,193**	**189,636**	**459,232**	**170,210**	**530,818**	**229,708**	**532,204**	**219,426**	**481,133**	**159,400**	**418,106**	**149,111**	**149,111**

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
Deans, Directors & Coordinators	1.00	5,250	5,250	5,250	5,250	5,350	5,250	5,250	5,250	5,250	5,250	5,250	5,150	63,000
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	72,000
Administrative Staff	4.00	19,500	19,500	19,500	19,500	19,500	19,500	19,500	19,500	19,500	19,500	19,500	19,500	234,000
TOTAL ADMINISTRATIVE STAFF	7.00	40,750	40,750	40,750	40,750	40,850	40,750	40,750	40,750	40,750	40,750	40,750	40,650	489,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	9.00	39,375	39,375	39,375	39,375	39,375	39,375	39,375	39,375	39,375	39,375	39,375	39,375	472,500
Teachers - SPED	3.00	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	157,500
Substitute Teachers	1.00	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
Teaching Assistants	6.00	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	19,000	228,000
Specialty Teachers	5.00	21,875	21,875	21,875	21,875	21,875	21,875	21,875	21,875	21,875	21,875	21,875	21,875	262,500
Aides	1.00	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Therapists & Counselors	2.00	8,916	8,916	8,916	8,916	8,917	8,917	8,917	8,917	8,917	8,917	8,917	8,917	107,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	27.00	108,541	108,541	108,541	108,541	108,542	108,542	108,542	108,542	108,542	108,542	108,542	108,542	1,302,500
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	1.00	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	39,000
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	39,000
SUBTOTAL PERSONNEL SERVICE COSTS	35.00	152,541	152,541	152,541	152,541	152,642	152,542	152,542	152,542	152,542	152,542	152,542	152,442	1,830,500
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		16,016	16,016	16,016	16,016	16,016	16,016	16,016	16,016	16,016	16,016	16,016	16,027	192,203
Fringe / Employee Benefits		16,779	16,779	16,779	16,779	16,779	16,779	16,779	16,779	16,779	16,779	16,780	16,785	201,355
Retirement / Pension		6,105	6,105	6,101	6,101	6,101	6,101	6,101	6,101	6,101	6,101	6,101	6,101	73,220
TOTAL PAYROLL TAXES AND BENEFITS		38,900	38,900	38,896	38,896	38,896	38,896	38,896	38,896	38,896	38,896	38,897	38,913	466,778
TOTAL PERSONNEL SERVICE COSTS	35.00	191,441	191,441	191,437	191,437	191,538	191,438	191,438	191,438	191,438	191,438	191,439	191,355	2,297,278
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	8,000	8,000	8,000	24,000
Legal		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,500	12,500
Management Company Fee		-	63,877		63,877	-	63,877	-	63,877	-	63,877	-	63,878	383,263
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch			-											-
Payroll Services		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	60,000
TOTAL CONTRACTED SERVICES		2,000	65,877	8,000	71,877	8,000	71,877	8,000	71,877	8,000	79,877	16,000	80,378	491,763

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	CENTRAL NEW YORK ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2026 - JUNE 30, 2027												
Total Revenue	**843,310**	**32,132**	**634,831**	**64,602**	**634,832**	**36,892**	**590,245**	**36,892**	**534,833**	**36,893**	**539,833**	**75,431**	**4,060,726**
Total Expenses	**505,102**	**374,689**	**365,235**	**353,624**	**274,224**	**338,002**	**287,749**	**349,670**	**273,126**	**358,626**	**281,127**	**344,426**	**4,105,600**
Net Income	**338,208**	**(342,557)**	**269,596**	**(289,022)**	**360,608**	**(301,110)**	**302,496**	**(312,778)**	**261,707**	**(321,733)**	**258,706**	**(268,995)**	**(44,874)**
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	**193,985**	**532,193**	**189,636**	**459,232**	**170,210**	**530,818**	**229,708**	**532,204**	**219,426**	**481,133**	**159,400**	**418,106**	**193,985**
Ending Cash Balance	**532,193**	**189,636**	**459,232**	**170,210**	**530,818**	**229,708**	**532,204**	**219,426**	**481,133**	**159,400**	**418,106**	**149,111**	**149,111**
	JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	14,000	14,000	14,000	1,555	1,555	1,555	1,556	1,556	1,556	1,556	1,555	1,556	56,000
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	20,000		20,000	-	-	-	-	-	-	-	-	-	40,000
Supplies & Materials other	21,000		21,000	-	-	-	-	-	-	-	-	-	42,000
Equipment / Furniture	25,000		25,000	-	-	-	-	-	-	-	-	-	50,000
Telephone	3,958	3,958	3,959	3,958	3,958	3,959	3,958	3,958	3,959	3,958	3,958	3,959	47,500
Technology	55,000	55,000	-	-	-	-	-	-	-	-	-		110,000
Student Testing & Assessment	10,666		10,666	-	-	-	-	10,668	-	-	-	-	32,000
Field Trips	-	-	-	-	-	-	-	1,000	1,000	1,000	1,000	-	4,000
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	4,000		4,000	4,000	2,000	2,000	2,000	2,000	-	-	-	-	20,000
Office Expense	2,567	2,568	2,568	2,567	2,568	2,568	2,567	2,568	2,568	2,567	2,568	2,568	30,812
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	14,760	14,760	14,760	14,760	14,760	14,760	14,760	14,760	14,760	14,760	147,600
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	156,191	75,526	115,953	26,840	24,841	24,842	24,841	36,510	23,843	23,841	23,841	22,843	579,912
FACILITY OPERATION & MAINTENANCE													
Insurance	13,625	-	-	13,625	-	-	13,625	-	-	13,625	-	-	54,500
Janitorial	-	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	50,000
Building and Land Rent / Lease / Facility Finance Interest	30,595	30,595	30,595	30,595	30,595	30,595	30,595	30,595	30,595	30,595	30,597	30,600	367,147
Repairs & Maintenance	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	115,200
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000
Utilities	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	19,800
TOTAL FACILITY OPERATION & MAINTENANCE	55,470	41,845	49,845	63,470	49,845	49,845	63,470	49,845	49,845	63,470	49,847	49,850	636,647
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	100,000	-	-	-	-	-	-	-	-	-	-		100,000
TOTAL EXPENSES	**505,102**	**374,689**	**365,235**	**353,624**	**274,224**	**338,002**	**287,749**	**349,670**	**273,126**	**358,626**	**281,127**	**344,426**	4,105,600
NET INCOME	**338,208**	**(342,557)**	**269,596**	**(289,022)**	**360,608**	**(301,110)**	**302,496**	**(312,778)**	**261,707**	**(321,733)**	**258,706**	**(268,995)**	**(44,874)**
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	**338,208**	**(342,557)**	**269,596**	**(289,022)**	**360,608**	**(301,110)**	**302,496**	**(312,778)**	**261,707**	**(321,733)**	**258,706**	**(268,995)**	**(44,874)**
Beginning Cash Balance	**193,985**	**532,193**	**189,636**	**459,232**	**170,210**	**530,818**	**229,708**	**532,204**	**219,426**	**481,133**	**159,400**	**418,106**	**193,985**
ENDING CASH BALANCE	**532,193**	**189,636**	**459,232**	**170,210**	**530,818**	**229,708**	**532,204**	**219,426**	**481,133**	**159,400**	**418,106**	**149,111**	**149,111**

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		CENTRAL NEW YORK ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
Total Revenue			**4,060,726**	**4,711,207**	**7,116,252**	**9,657,835**	**11,102,309**	
Total Expenses			**4,105,600**	**4,689,082**	**6,722,772**	**9,066,350**	**10,189,308**	
Net Income (Before Cash Flow Adjustments)			**(44,874)**	**22,125**	**393,480**	**591,485**	**913,002**	
Budgeted Student Enrollment			**180**	**240**	**360**	**480**	**540**	
			Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
REVENUE			**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES			**0.0%**	**3.0%**	**3.0%**	**3.0%**	**3.0%**	
Per Pupil Revenue		Basic Tuition (2024-25)						
PRIMARY School District:	Syracuse City School District	14,601	2,628,180	3,609,367	5,576,472	7,658,355	8,874,119	
Other District 1:		-	-	-	-	-	-	
Other District 2:		-	-	-	-	-	-	
Other District 3:		-	-	-	-	-	-	
Other District 4:		-	-	-	-	-	-	
Other District 5:		-	-	-	-	-	-	
Other District 6:		-	-	-	-	-	-	
Other District 7:		-	-	-	-	-	-	
Other District 8:		-	-	-	-	-	-	
Other District 9:		-	-	-	-	-	-	
Other District 10:		-	-	-	-	-	-	
Other District 11:		-	-	-	-	-	-	
Other District 12:		-	-	-	-	-	-	
Other District 13:		-	-	-	-	-	-	
Other District 14:		-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	14,601	2,628,180	3,609,367	5,576,472	7,658,355	8,874,119	
Special Education Revenue			320,000	424,000	633,600	844,800	950,400	Per SCSD student 22%, with SPED add'l $8K
NYC DoE Rental Assistance			-	-	-	-	-	
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			2,948,180	4,033,367	6,210,072	8,503,155	9,824,519	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			39,460	52,800	79,200	105,600	123,200	
Title I			117,293	156,480	234,720	312,960	352,080	Per CSD per student
Title Funding - Other			21,250	28,320	42,480	56,640	63,720	Per CSD per student
School Food Service (Free Lunch)			147,600	192,000	288,000	384,000	432,000	Fed rate $4.44/meal, 180 days sch yr, $800 per student
Grants								
Charter School Program (CSP) Planning & Implementation			500,000	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			825,603	429,600	644,400	859,200	971,000	
LOCAL and OTHER REVENUE								
Contributions and Donations			100,000	100,000	100,000	100,000	100,000	
Fundraising			150,000	100,000	100,000	100,000	100,000	
Erate Reimbursement			18,823	25,080	37,620	50,160	56,430	Per CSD per student
Earnings on Investments			-	-	-	-	-	
Interest Income			3,000	3,000	4,000	5,000	5,000	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			15,120	20,160	20,160	40,320	45,360	Per CSD per student
OTHER			-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			286,943	248,240	261,780	295,480	306,790	
TOTAL REVENUE			**4,060,726**	**4,711,207**	**7,116,252**	**9,657,835**	**11,102,309**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		CENTRAL NEW YORK ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
Total Revenue		**4,060,726**	**4,711,207**	**7,116,252**	**9,657,835**	**11,102,309**	
Total Expenses		**4,105,600**	**4,689,082**	**6,722,772**	**9,066,350**	**10,189,308**	
Net Income (Before Cash Flow Adjustments)		**(44,874)**	**22,125**	**393,480**	**591,485**	**913,002**	
Budgeted Student Enrollment		**180**	**240**	**360**	**480**	**540**	
		Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions						***NOTE:*** *For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management	-	-	-	-	-	-	Handled by the CMO
Instructional Management	1.00	120,000	123,600	247,308	254,727	262,369	1 Principal year 1 Assistant principal added year 3
Deans, Directors & Coordinators	1.00	63,000	64,890	66,837	68,842	70,907	Instructional Coach
CFO / Director of Finance	-	-	-	-	-	-	Handled by the CMO
Operation / Business Manager	1.00	72,000	74,160	76,385	78,676	81,037	Director of Operations
Administrative Staff	4.00	234,000	241,020	248,251	255,698	263,369	Secretary, Data Owner, Tech Manager, Parent Coordinator
TOTAL ADMINISTRATIVE STAFF	7.00	489,000	503,670	638,780	657,944	677,682	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	9.00	472,500	644,175	978,500	1,322,855	1,520,041	
Teachers - SPED	3.00	157,500	214,725	326,167	440,952	506,680	1 SPED Teacher per grade level
Substitute Teachers	1.00	45,000	46,350	47,741	94,173	96,998	
Teaching Assistants	6.00	228,000	310,840	472,165	638,330	733,480	2 Per Grade level
Specialty Teachers	5.00	262,500	270,375	330,986	550,916	567,443	Art, Music, Spanish, PE, Dance Teachers
Aides	1.00	30,000	30,900	61,827	63,682	65,592	
Therapists & Counselors	2.00	107,000	110,210	113,516	116,922	120,429	Social Worker and School Counselor
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	27.00	1,302,500	1,627,575	2,330,902	3,227,829	3,610,664	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	1.00	39,000	40,170	80,375	82,786	85,270	Increased to 2 in year 3
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	1.00	39,000	40,170	80,375	82,786	85,270	
SUBTOTAL PERSONNEL SERVICE COSTS	35.00	1,830,500	2,171,415	3,050,057	3,968,559	4,373,616	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		192,203	227,999	320,256	416,699	459,230	
Fringe / Employee Benefits		201,355	238,856	335,506	436,542	481,098	
Retirement / Pension		73,220	86,857	122,002	158,742	174,945	
TOTAL PAYROLL TAXES AND BENEFITS		466,778	553,711	777,765	1,011,983	1,115,272	
TOTAL PERSONNEL SERVICE COSTS	35.00	2,297,278	2,725,126	3,827,822	4,980,542	5,488,888	
CONTRACTED SERVICES							
Accounting / Audit		24,000	25,680	27,478	29,401	31,459	7% annual increase
Legal		12,500	13,375	14,311	15,313	16,385	7% annual increase
Management Company Fee		383,263	403,337	621,007	850,316	982,452	CMO fee 13% per pupil revenues yr1, 10% yr 2-5
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		12,000	12,840	13,739	14,701	15,730	7% annual increase
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		60,000	63,000	66,150	69,458	72,930	Security guard services
TOTAL CONTRACTED SERVICES		491,763	518,232	742,685	979,188	1,118,956	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	CENTRAL NEW YORK ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**4,060,726**	**4,711,207**	**7,116,252**	**9,657,835**	**11,102,309**	
Total Expenses	**4,105,600**	**4,689,082**	**6,722,772**	**9,066,350**	**10,189,308**	
Net Income (Before Cash Flow Adjustments)	**(44,874)**	**22,125**	**393,480**	**591,485**	**913,002**	
Budgeted Student Enrollment	**180**	**240**	**360**	**480**	**540**	
	Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	56,000	74,667	111,960	149,280	167,940	311 per student
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	40,000	53,280	79,920	106,560	119,880	222 per student
Supplies & Materials other	42,000	55,920	83,880	111,840	125,820	233 per student
Equipment / Furniture	50,000	10,000	10,000	10,000	10,000	
Telephone	47,500	63,360	95,040	126,720	142,560	264 per student
Technology	110,000	146,640	146,640	293,280	329,940	611 per student
Student Testing & Assessment	32,000	42,720	64,080	85,440	96,120	178 per student
Field Trips	4,000	5,240	7,920	10,560	11,880	22 per student
Transportation (student)	-	-	-	-	-	
Student Services - other	20,000	22,000	24,200	26,620	29,282	10% increase per year
Office Expense	30,812	33,893	37,283	41,011	45,112	10% increase per year
Staff Development	-	-	-	-	-	
Staff Recruitment	-	-	-	-	-	
Student Recruitment / Marketing	-	-	-	-	-	
School Meals / Lunch	147,600	192,000	288,000	384,000	432,000	800 per student
Travel (Staff)	-	-	-	-	-	
Fundraising	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	579,912	699,720	948,923	1,345,311	1,510,534	
FACILITY OPERATION & MAINTENANCE						
Insurance	54,500	57,225	60,086	63,091	66,245	5% increase per year
Janitorial	50,000	52,500	55,125	57,881	60,775	5% increase per year
Building and Land Rent / Lease / Facility Finance Interest	367,147	489,529	734,294	979,059	1,274,816	Increase of sq ft usage per enrollment
Repairs & Maintenance	115,200	120,960	127,008	133,358	140,026	5% increase per year
Equipment / Furniture	-	-	-	-	-	
Security	30,000	5,000	5,000	5,000	5,000	Security devices cameras, monitors, locks etc
Utilities	19,800	20,790	21,830	22,921	24,067	5% increase per year
TOTAL FACILITY OPERATION & MAINTENANCE	636,647	746,004	1,003,343	1,261,310	1,570,930	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	100,000	-	200,000	500,000	500,000	
TOTAL EXPENSES	**4,105,600**	**4,689,082**	**6,722,772**	**9,066,350**	**10,189,308**	
NET INCOME	**(44,874)**	**22,125**	**393,480**	**591,485**	**913,002**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS **NOTE:* *Projected Five Year Budget on this tab should be for the first five years of actual operations.*	CENTRAL NEW YORK ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2026-27 THROUGH 2030-31					DESCRIPTION OF ASSUMPTIONS **NOTE:* *State assumptions that are being made in the section provided below.*
Total Revenue	**4,060,726**	**4,711,207**	**7,116,252**	**9,657,835**	**11,102,309**	
Total Expenses	**4,105,600**	**4,689,082**	**6,722,772**	**9,066,350**	**10,189,308**	
Net Income (Before Cash Flow Adjustments)	**(44,874)**	**22,125**	**393,480**	**591,485**	**913,002**	
Budgeted Student Enrollment	**180**	**240**	**360**	**480**	**540**	
	Year 1 2026-27	**Year 2 2027-28**	**Year 3 2028-29**	**Year 4 2029-30**	**Year 5 2030-31**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: Syracuse City School District	180	240	360	480	540	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**180**	**240**	**360**	**480**	**540**	
REVENUE PER PUPIL	**22,560**	**19,630**	**19,767**	**20,120**	**20,560**	
EXPENSES PER PUPIL	**22,809**	**19,538**	**18,674**	**18,888**	**18,869**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	-	
NET INCOME	**(44,874)**	**22,125**	**393,480**	**591,485**	**913,002**	
Beginning Cash Balance	193,985	149,111	171,237	564,717	1,156,202	
ENDING CASH BALANCE	**149,111**	**171,237**	**564,717**	**1,156,202**	**2,069,203**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: Syracuse City School District							
A	**B**	**C**	**D** (B X C)	**E**	**F** (D + E)	**G**	**H** (F ÷ G)
Operational Year	**Enrollment (Number of Students)**	**Per Pupil Rate**	**Per Pupil Aid**	**Other District Revenue (SPED Funding, Food Service, Grants, Etc.)**	**Total Funding to Charter School From District**	*** Total General Fund Operating Budget for Syracuse City School District School District**	**Projected Impact (% of District's Total Budget)**
Year 1 (2026-27)	180	14,601	2,628,180	320,000	2,948,180	612,500,000	0.481%
Year 2 (2027-28)	240	15,039	3,609,367	424,000	4,033,367	612,500,000	0.659%
Year 3 (2028-29)	360	15,490	5,576,472	633,600	6,210,072	612,500,000	1.014%
Year 4 (2029-30)	480	15,955	7,658,355	844,800	8,503,155	612,500,000	1.388%
Year 5 (2030-31)	540	16,434	8,874,119	950,400	9,824,519	612,500,000	1.604%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	https://www.syracusecityschools.com/tfiles/folder10823/2025-26%20Proposed%20Budget%20Presentation.pdf
OTHER NOTES:	

Second Largest Enrollment District: N/A							
A	**B**	**C**	**D** (B X C)	**E**	**F** (D + E)	**G**	**H** (F ÷ G)
Operational Year	**Enrollment (Number of Students)**	**Per Pupil Rate**	**Per Pupil Aid**	**Other District Revenue (SPED Funding, Food Service, Grants, Etc.)**	**Total Funding to Charter School From District**	*** Total General Fund Operating Budget for Select from drop-down list → School District**	**Projected Impact (% of District's Total Budget)**
Year 1 (2026-27)	-	-	-	-	-	-	#DIV/0!
Year 2 (2027-28)	-	-	-	-	-	-	#DIV/0!
Year 3 (2028-29)	-	-	-	-	-	-	#DIV/0!
Year 4 (2029-30)	-	-	-	-	-	-	#DIV/0!
Year 5 (2030-31)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

R- 21f Letters of Commitment

This request is not applicable.

R-21g - Non-SUNY Financials

Request not applicable.

R-22 - Action Plan

Developing a comprehensive action plan is crucial for ensuring a successful startup of the proposed Central New York Academy Charter School (CNYACS) in Syracuse, NY. This plan outlines key pre-opening tasks, timelines, responsible parties, and potential challenges, demonstrating the founding group's readiness to meet the requirements set forth by the SUNY Charter Schools Institute.

Action Plan for Central New York Academy Charter School

Task	Start Date	Completion Date	Responsible Party	Potential Challenges & Mitigation Strategies
1. Secure Facility	March 1, 2025	January 30,2026	Vince Love, Errol Bedford	Work needed on facility in time for opening of school
a. Identify potential facility options	April 1, 2025	September 15, 2025	Facility Committee (led by Vince Love)	Limited availability of suitable properties; mitigate by engaging local real estate experts and leveraging community contacts.
b. Conduct site evaluations and inspections	September 2025	December 2025	Facility Committee	Potential structural issues; mitigate by hiring certified inspectors and assessing renovation costs.
c. Negotiate lease or purchase agreements	December, 2025	January, 2026	Legal Counsel, Jawaad Rasheed, (BLACC in-house counsel) & Facility Committee	Legal complexities; mitigate by involving experienced legal counsel familiar with educational facilities.
d. Obtain necessary zoning approvals and permits	December, 2025	February, 2026	Facility Committee & Local Authorities	Bureaucratic delays; mitigate by initiating early communication with local zoning boards

				and building relationships with key officials.
e. Plan and commence any required renovations	December 2025	February 2026	Facility Committee & Contractors	Construction delays; mitigate by selecting reputable contractors with experience in educational facilities and establishing clear timelines with penalties for delays.
2. Establish Organizational, Legal, and Financial Structures	December 2025	February 2026	Board of Trustees and CMO	Determining factors concerning the financial structure
a. Finalize incorporation and obtain 501(c)(3) status	December 2025	March, 2026	Legal Counsel & Board of Trustees	Processing delays; mitigate by ensuring all documentation is complete and accurately filed. SUNY considerations
b. Develop and approve governance policies and bylaws	January 2026	February 2026	CMO and Board of Trustees	Ensuring compliance with state laws; mitigate by consulting with charter school governance experts.
c. Establish financial management systems and internal controls	January, 2026	May, 2026	CMO & Finance Committee	Risk of financial mismanagement; mitigate by implementing robust accounting software and hiring experienced financial staff. Paylocity or Cariina?
d. Secure startup funding through grants and loans	December, 2025	August, 2026	Development Team (led by Errol Bedford)	Competitive grant landscape; mitigate by preparing compelling grant applications and

				diversifying funding sources.
3. Develop Academic Program	March 2025	May 2026	CMO and Academic Committee	Finetuning academic program, school schedule and pd programs
a. Design curriculum aligned with state standards	May 1, 2025	May, 2026	Academic Committee & Curriculum Specialists Reggie Stephens and CMO team	Ensuring alignment with state standards; mitigate by involving experienced educators and curriculum consultants.
b. Select and procure instructional materials and resources	September 2025	February 2026	CMO and Academic Committee	Budget constraints; mitigate by prioritizing essential materials and seeking bulk purchase discounts.
c. Develop student assessment and evaluation frameworks	September 2025	March 2026	CMO and Academic Committee	Aligning assessments with curriculum; mitigate by consulting with assessment experts and piloting tools.
4. Hire Personnel	January 2026	April 2026	CMO and Board of Trustees	Finding viable Teacher candidates could be an issue
a. Develop job descriptions and hiring criteria	December 2025	February 2026	CMO	Attracting qualified candidates; mitigate by offering competitive salaries and benefits.
b. Advertise positions and recruit candidates	December 1, 2025	May 2026	CMO (HR department)	Limited applicant pool; mitigate by utilizing multiple recruitment channels and professional networks.

c. Conduct interviews and background checks	January 1, 2026	May 2026	CMO, Principal, Board of Trustees	Delays in background checks; mitigate by using reputable agencies with quick turnaround times.
d. Extend offers and finalize employment contracts	February 1, 2026	March 31, 2026	CMO (HR Manager) & Legal Counsel and Board of Trustees	Negotiation challenges; mitigate by clearly outlining terms and expectations upfront.
5. Student Recruitment and Enrollment	December 2025	July 2026	CMO, Academic Committee	There could be a situation concerning student recruitment, but we anticipate hefty enrollment
a. Develop marketing materials and outreach plan	November 1, 2025	December 15, 2025	CMO Marketing Team	Community awareness; mitigate by engaging local media and community organizations.
b. Host informational sessions and open houses	January 1, 2026	June 30, 2026	CMO, Board of Trustees and Founding Members	Low attendance; mitigate by scheduling events at various times and locations to accommodate different schedules.
c. Accept applications and conduct lottery if necessary	April 1, 2026	April 30, 2026	Enrollment Coordinator	Oversubscription; mitigate by ensuring transparent lottery procedures and clear communication with families.
6. Staff Training and Professional Development	August 2026	August 2026	CMO, School Leadership Team	Possible hinderances in scheduling training and pd sessions
a. Develop professional development plan	April 1, 2026	April 30, 2026	CMO, Reading League and	Aligning training with school culture; mitigate by involving experienced

			Academic Committee	trainers familiar with the school's mission.
b. Conduct initial staff orientation and training sessions	Middle of August 2026	End of August 2026	Academic Committee & HLN Initiatives Inc.	Scheduling conflicts; mitigate by providing advance notice and flexible training options.
c. Implement ongoing professional development schedule	July 1, 2026	Ongoing	Academic Committee, Reading League, CMO	Maintaining engagement; mitigate by incorporating feedback and varying training methods.
7. Finalize Operational and Administrative Systems	May 2026	August 2026	CMO (Director of Operations)	Determining operations and software programs
a. Set up student information and data management systems	May 1, 2026	June 30, 2026	IT Department	Technical issues; mitigate by selecting user-friendly systems with robust support.
b. Establish transportation and food service arrangements	May 1, 2026	June 30, 2026	Operations Manager	Vendor reliability; mitigate by contracting
c. Order Supplies and Equipment	June 2026	August 2026	Operations Manager	Delays, Delays, Delays!
d. Set Up Classrooms and Offices	July 2026	August 2026	Facilities Team	Delays, Delays, Delays!
e. First day of school	September 2026		Everyone	Hopefully, none

Considerations for Potential Challenges

- **Procurement Delays**: Allow buffer time for delays in procuring materials and supplies.
- **Availability of Materials**: Establish contingency plans for critical materials and identify alternative suppliers.
- **Staff Recruitment**: Ensure a broad outreach to attract qualified candidates, anticipating potential difficulties in hiring.

- **Construction Delays**: Closely monitor construction progress and maintain regular communication with the construction firm.
- **Funding**: Diversify funding sources and apply for multiple grants to mitigate risks of funding shortfalls.

R-23a - Supplemental Narrative

We would like to inform the SUNY Charter School Institute that the Applicant Group, CMO team and other supporters of the Central New York Academy Charter School have had several meetings with the representatives of the [redacted] particularly [redacted] has expressed support for CNYACS but is waiting for a final decision from SUNY before making any concrete determination about the amount of support they will provide for the school. Provided below is an overview of the investment project has for the Syracuse, New York Community:

[redacted] **- The $100 billion investment by Micron in a mega-complex of computer chip plants in Central New York is expected to create 9,000 jobs over 20 years, significantly impacting the region&39;s economy. The increase of new residents and workers will likely put pressure on housing and infrastructure. While manufacturing remains important, the service sector, particularly in education and healthcare, is the region&39;s main source of job creation. The influx of new residents and the Micron plant will necessitate infrastructure improvements, including transportation, schools, and public services.**

Listed below are several newspaper articles and news media reports about Micron's engagement with the Syracuse community:

Governor Hochul Makes Transformative Investments in Central New York to Prepare Students for Jobs in Growing Technology Manufacturing Industry
Governor Kathy Hochul announced a $74 million investment in the Syracuse STEAM High School, with Micron committing $10 million over 10 years to support the school and other STEM-related K-12 programs. Additionally, New York State and Micron are investing $4 million in the New York Advanced Technology Framework to help school districts develop semiconductor and high-tech manufacturing curricula.

Micron Day Highlights Collaboration with Syracuse University
Syracuse University hosted the first Micron Day, showcasing the partnership between the university and Micron Technology. The event emphasized educational and career opportunities arising from Micron's investment in the region.

Micron's Community Investment Commitments
Micron has pledged $10 million over 10 years to support the Syracuse STEAM School and other STEM-related K-12 programs in the region. This commitment is part of a broader effort to invest in education and workforce development in Central New York.

Micron Community Investment Commitments
Micron announced a $500 million Green CHIPS Community Investment Fund, with $250 million from Micron and additional contributions from New York State and other partners. This fund focuses on workforce development, education, and community assets, including a $10 million investment over 10 years in the Syracuse STEAM School and other STEM-related K-12 programs.

R-23b - Supplemental Attachments

This response is not applicable.