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"	Schenectady Scholars Charter School		
Education Corporation Name (if different than proposed charter school name):	Schenectady Scholars Charter School		
		Ed. Corp Status:	New Ed Corp
Proposed Opening Date (Month/Year):	09/26	School District of Location (or NYC CSD):	Schenectady City School District

Proposed Grades to be Served and Enrollment		
Charter Year	**Grades**	**Enrollment**
Year 1	K-1	100
Year 2	K-2	160
Year 3	K-3	220
Year 4	K-4	280
Year 5	K-4	300

Proposed Affiliations (if applicable)	
Charter Management Organization ("CMO"):	
CMO Contact Info (Name, Phone):	
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:	George Borum				
Applicant is a (check all that apply):	☐ Parent	☐ Teacher	☑ School Administrator	☐ District Resident	☐ SUNY Ed Corp/Charter School
Organization Name (if applicable):					
Applicant M[redacted]					
Phone Num (direct line):				Email Address:	
Secondary A (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:		Phone #:		Email:	

Program Design
Provide the proposed school's mission statement in the space below. **(Maximum 200 words.)**
Provide the proposed school's key design elements. Provide a brief **(up to 50 words)** description of each key design element.

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.)**

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.

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

R-00b Applications associated with one or more current operating education corporations should

Non-replicators/stand alone applicants should submit a document indicating that this request is r

Request is not Applicable

ɪ complete the Statistical Overview

R-01ac-Community Need and Proposed School Impact

Provide a narrative analysis of the community and target population for the school including:

- *Describe the applicant's rationale for selecting community;*
- *Provide evidence demonstrating that the proposed school would provide an educational program aligning with the goals and needs of community*
- *Description of the community from which the proposed school intends to draw students*
- *A description of community demographics, including the demographic statistics of the student populations*
- *Performance of local schools in meeting the community's needs,*
- *How the proposed school would provide a needed alternative for the community,*

Schenectady Scholars Charter School plans to open a K-4 school in Schenectady, NY, in Fall 2026, offering families a high-quality educational option that prepares children for lifelong success. In the 2022-2023 school year, only 24% of Schenectady's 3rd through 8th graders demonstrated proficiency in reading, and just 17% met proficiency standards in math. Schenectady Scholars is committed to addressing these disparities and creating new opportunities for students, particularly those living in the neighborhoods of Hamilton Hill, Mount Pleasant, Vale, and Eastern Avenue.

We believe every child deserves access to an excellent education that fosters strong foundational skills, empowers them to take ownership of their learning, and supports their development as confident, well-rounded individuals. At Schenectady Scholars, we aim to create an inclusive environment that meets students where they are, nurturing academic growth while addressing their unique needs.

Our school will be guided by the voices of the Schenectady community, ensuring we tailor our approach to serve local families effectively. Schenectady Scholars will stand out as a beacon of excellence, equipping students to achieve their full potential and closing educational gaps that have persisted for too long.

Schenectady Demographics

The city of Schenectady, New York, has a population of 68,608 residents with a population density of 6,212.7 people per square mile. In 2024, the overall poverty rate in Schenectady is 21.2%. Poverty disproportionately affects certain racial and ethnic groups: approximately 31.7% of African Americans and 34.8% of Hispanics live below the poverty line, compared to 15.7% of White residents.

According to the *American Community* Survey data:

- The overall poverty rate in Schenectady is 19.4%.
- Child poverty is particularly alarming, with about 30.6% of children under 18 years old living in poverty.

Focusing on the neighborhoods Schenectady Scholars Charter School aims to serve—Hamilton Hill, Mount Pleasant, Vale, and Eastern Avenue—the child poverty levels are notably high:

Hamilton Hill: Approximately 43.9% of children live below the federal poverty line.

Vale: About 43.9% of children live below the federal poverty line, a rate higher than 91.3% of U.S. neighborhoods.

Mount Pleasant: An alarming 83.1% of children reside below the poverty line, a rate higher than 99.5% of U.S. neighborhoods.

Eastern Avenue: Approximately 40.5% of children live below the federal poverty line, a rate higher than 89.3% of U.S. neighborhoods.

These statistics highlight the urgent need for targeted educational initiatives like Schenectady Scholars Charter School to address the systemic challenges faced by children in these communities.

Education Demographic

The Schenectady City School District serves most families within the city, providing education to over 8,727 students across 16 public schools. This includes 12 elementary schools, 3 middle schools, and 1 high school. The district reflects the diverse backgrounds and unique needs of Schenectady's population.

Key demographics of the Schenectady City School District include:

- **42.4%** of students are eligible for free or reduced-price lunch.
- **5%** are English Language Learners (ELLs).
- **18%** are students with disabilities.
- **81%** of students come from disadvantaged backgrounds.

The district's diversity is further highlighted in Figure 1a.1, which outlines the racial demographics of its students, while Figure 1a.2 provides a breakdown of student enrollment by grade level.

This data underscores the district's critical role in meeting the needs of its diverse and dynamic student population.

Figure 1a.1 Student Racial Demographics	
Race	Percentage
Black	25%
Hispanic	24%
Asian	24%
White	16%
Multiracial	11%

1a.2 Student Enrollment Grade 2023-2024					
School Name	K	1st	2nd	3rd	4th
Jessie T. Zoller Elementary	67	74	68	59	74
Yates Elementary	47	42	48	45	48
Woodlawn Elementary	65	64	79	79	74
Van Corlaer Elementary	58	59	73	54	67
Pleasant Valley Elementary	63	57	51	62	58
Paige Elementary	60	68	75	59	73
Martin Luther King Elementary	77	57	52	53	60
Lincoln Elementary	43	45	62	55	41
Destine Prep Elementary	55	43	46	N/A	N/A
Keane Elementary	43	44	37	37	36
Howe Elementary	66	72	66	53	63
Hamilton Elementary	68	49	63	63	80
Total	712	674	720	619	674

School Performance

The academic performance of schools in the Schenectady City School District remains a significant challenge. Elementary schools in the district consistently rank lower compared to their peers across New York State. The district is ranked 995th out of 1,017 school districts statewide, placing it among the lowest-performing districts.

Figure 1a.3 presents a detailed analysis of the academic rankings of schools within the target neighborhoods, underscoring the critical need for enhanced educational opportunities to better meet the needs of the community. This data highlights the urgency for targeted interventions and innovative solutions to improve academic outcomes and provide students with the resources and support they deserve.

Figure 1a.3 Academic Rank of Schools in our Target Neighborhoods *Ranking are New York State Elementary	
School Name	Rank
Hamilton Elementary	Ranked 1,579th out of 2,445 Bottom 35%
Howe Elementary	Ranked 1,978th out of 2,445 Bottom 20%.
Keane Elementary	Ranked 1,978th out of 2,445 Bottom 20%
Lincoln Elementary	Ranked the 2,376th spot out of 2,445 Bottom 3%
Martin Luther King Elementary	Ranked 2,273rd out of 2,445, situating it in the Bottom 7%
Pleasant Valley Elementary	Ranked 2,377th out of 2,445 Bottom 3%
Destine Prep Elementary	N/A
Van Corlaer Elementary	Positioned at 2,302nd out of 2,445, placing it in the bottom 6%
Paige Elementary	Ranked 2,096th out of 2,445 Bottom 15%
Woodlawn Elementary	Positioned at 2,091st out of 2,445 Bottom 15%
Yates Elementary	Ranked 1,978th out of 2,445 Bottom 20%
Zoller Elementary	Ranked 1,579th out of 2,445 Bottom 35%

Students from the targeted neighborhoods often transition to Schenectady High School, which had a graduation rate of 76% in the 2022-2023 school year. This falls 11 percentage points below the statewide average graduation rate, highlighting significant disparities in academic outcomes.

Graduation rates for specific student groups reveal even greater challenges:

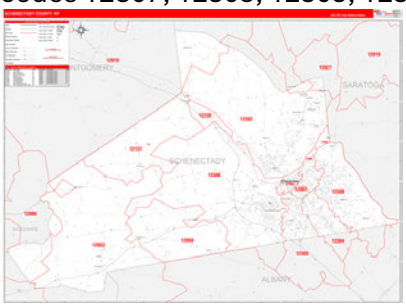
- **Black or African American Students**: For the 2019 cohort, the four-year graduation rate was 62%.
- **Hispanic or Latino Students**: The graduation rate for the same cohort was 66%.
- **White Students**: The graduation rate for White students in the 2019 cohort was significantly higher at 86%.
- **English Language Learners (ELLs)**: The graduation rate for ELLs in the 2015 cohort, who graduated by August 2019, was alarmingly low at 31%.

- **Students with Disabilities**: The graduation rate for students with disabilities in the 2015 cohort, who graduated by June 2019, was 46%. This is 16 percentage points lower than the statewide graduation rate of 62% for students with disabilities in the same cohort.

These statistics underscore the urgent need for targeted interventions to address educational inequities and improve graduation outcomes for all students at Schenectady High School, particularly for historically underserved groups.

Hamilton Hill, Vale, Mount Pleasant, & Eastern Avenue

During the evaluation of neighborhoods across Schenectady in need of high-quality, tuition-free education, it became evident to Schenectady Scholars, under the leadership of the proposed Principal, that the city's central neighborhoods face the greatest need for expanded educational opportunities. The target areas for Schenectady Scholars are Hamilton Hill, Vale, Eastern Avenue, and Mount Pleasant, encompassing residents within the zip codes 12307, 12308, 12305, 12304, and 12303. Figure 1a.4 illustrates a map of these target neighborhoods.



Hamilton Hill and Vale

Hamilton Hill and Vale are adjacent neighborhoods characterized by significant socioeconomic challenges. A substantial portion of properties are renter-occupied, with a vacancy rate of 10.6%—higher than the national average. These neighborhoods are part of Schenectady's Neighborhood Revitalization Strategy Area (NRSA), a designation highlighting efforts to address economic hardships. Key statistics include:

- 79% of residents classified as low to moderate income.
- A median household income of $19,536.
- Approximately 39% of families live below the federal poverty line.

Eastern Avenue

Similar to Hamilton Hill and Vale, Eastern Avenue also faces economic difficulties. A significant portion of its residents are classified as low to moderate income. While part of revitalization efforts, the neighborhood struggles with issues such as housing quality, poverty, and access to essential services.

Mount Pleasant

Mount Pleasant is another neighborhood identified for its economic challenges, including poverty and unemployment rates higher than both city and national averages. The area has been a focus of multiple revitalization initiatives aimed at reducing blight, improving housing conditions, and expanding economic opportunities for its residents.

These neighborhoods collectively demonstrate a critical need for enhanced educational opportunities, underscoring the importance of Schenectady Scholars in fostering equity and addressing systemic challenges faced by residents.

Poverty in Target Neighborhoods

The City of Schenectady faces significant socioeconomic challenges, particularly in its central neighborhoods, where poverty disproportionately affects children and families. Across the city, 30.6% of children under 18 live below the federal poverty line, reflecting a widespread need for targeted interventions. However, the rates in certain neighborhoods are even more alarming, highlighting the depth of economic hardship.

Hamilton Hill

In Hamilton Hill, 39% of families live below the federal poverty line, placing the neighborhood among the most economically distressed in the United States. This poverty rate is higher than 91.3% of U.S. neighborhoods, underscoring the systemic challenges faced by residents. The impact on children is particularly severe, with 40.5% of children living below the federal poverty line. These figures reflect a dire need for expanded access to essential resources, including high-quality education, housing support, and community programs.

Vale

The Vale neighborhood, adjacent to Hamilton Hill, shares similar economic struggles. Like Hamilton Hill, its residents experience high rates of poverty, limited access to affordable housing, and significant economic instability. Many families face barriers to employment, childcare, and healthcare, compounding the challenges in these communities.

Mount Pleasant

The economic situation in Mount Pleasant is even more dire, with 83.1% of children living below the federal poverty line. This is one of the highest rates of childhood poverty in the United States, exceeding 99.5% of neighborhoods nationwide. Families in Mount Pleasant are disproportionately affected by unemployment, housing instability, and food insecurity, which exacerbate the challenges faced by children in the area.

Eastern Avenue

The Eastern Avenue neighborhood also experiences substantial economic difficulties, with approximately 40.5% of children living below the federal poverty line. Like other target areas, Eastern Avenue struggles with a lack of affordable housing, limited access to educational opportunities, and systemic barriers that perpetuate poverty.

These neighborhoods highlight the intersection of poverty, limited access to quality education, and systemic inequities that undermine the potential of children and families. The high rates of childhood poverty in these areas emphasize the urgent need for transformative initiatives like Schenectady Scholars to break the cycle of poverty. Investing in education, housing, and community services is critical to creating opportunities and fostering equity for the residents of Schenectady's most vulnerable neighborhoods.

Higher Education

Of Schenectady residents, 24.1% have college degrees. In our target neighborhoods, only 6.7% of residents in Hamilton Hill and Vale, 19% of residents in Eastern Avenue have earned a college degree. This is not compared to Schenectady County where 36.6% have college degrees and the United States with a college degree of 36.2%.

Living Conditions

The neighborhoods of Hamilton Hill, Vale, Eastern Avenue, and Mount Pleasant in Schenectady are diverse communities with unique challenges and opportunities. Hamilton and Vale are among the most economically challenged areas in the city. The neighborhoods are predominantly residential, with a significant proportion of older housing stock, much of which dates to pre-1939. Poverty is a pressing issue, with approximately 39% of families living below the federal poverty line. Childhood poverty rates in these neighborhoods are alarmingly high, at 43.9%, placing these areas among the most economically distressed in the U.S.

Eastern Avenue is a mixed-use neighborhood combining residential and commercial areas. While it is not economically disadvantaged as Hamilton Hill and Vale, it still faces challenges. Approximately 35% of the population lives below the poverty line, with a childhood poverty rate of 40.5%.

Mount Pleasant is characterized by its residential environment, with some community facilities that serve local needs. However, it is one of the most economically distressed neighborhoods in the city, with an 83.1% childhood poverty rate among the highest in the U.S.

Residents in these neighborhoods face a range of shared challenges. Economic hardships and poverty rates in these areas are significantly higher than city and national averages. Education attainment is below city and national averages, with many residents lacking high school diplomas or higher education degrees. Housing quality, aging housing stock and high vacancy rates contribute to substandard living conditions in many areas. Infrastructure limited access to modern infrastructure, public transportation, and recreational facilities further hampers the quality of life.

Addressing the Need

Schenectady Scholars will address critical academic and character development needs within the Schenectady community by offering a unique and inclusive school model tailored to meet the needs of all students. Our approach is designed to empower the scholars of Schenectady and elevate educational outcomes in neighborhoods that have faced systemic inequities for decades.

The neighborhoods of Hamilton Hill, Vale, Eastern Ave, and Mount Pleasant face profound socio-economic challenges, with some of the highest poverty rates in the region. For example, childhood poverty rates reach as high as 83% in Mount Pleasant, and educational attainment in these areas lags city, state, and national averages. The current perception of Montessori education as accessible only to affluent, predominantly white families leave many children from underserved communities without access to this innovative educational model. Schenectady Scholars aims to change that by bringing a blended Montessor-charter approach to the Capital District, making high-quality, personalized education available to all.

Schenectady Scholars is built on five foundational pillars that ensure we meet the academic and character development needs of every scholar:

1. **Data-Driven Instruction:** Every decision at Schenectady Scholars will be informed by robust data analysis. This approach will ensure that instruction is tailored to meet the needs of every child, driving academic excellence and growth.

2. **Montessori Method:** By fostering an environment that emphasizes critical thinking and personal responsibility, the Montessori approach will empower students to take ownership of their education. Blending Montessori principles with a modern charter school model allows us to create an innovative and adaptable learning environment.
3. **Authentic Relationship:** Strong connections between teachers, students, and families will be at the heart of our school culture. These relationships will foster trust, respect, and motivation, creating an environment where scholars feel safe, supported, and valued.
4. **Culturally Responsive Curriculum:** Our curriculum will reflect and celebrate the diverse cultures and identities of our scholars, ensuring that every child feels seen, heard, and valued. We aim to cultivate a sense of pride and belonging while building a deeper understanding of the world.
5. **Character Development:** We will prioritize the development of moral character alongside academic achievement. By teaching empathy, resilience, and integrity, we will help our scholars grow into compassionate and responsible citizens.

Schenectady Scholars will be the first urban Montessori charter school in the Capital District, challenging the misconception that Montessori education is only for affluent families. Our innovative approach blends the best elements of Montessori and charter school models to create an environment that values structure, creativity, and community. Unlike traditional "No Excuse Model" charter schools, we will focus on fostering joy, cultural identity, and individuality within a structural framework.

At Schenectady Scholars, we will extend the school day and year to provide more learning opportunities for our scholars. Each classroom will have two teachers, and all kindergarten teachers will have a lead Montessori teacher if possible. Every scholar will have an Individualized Learning (ILP) to track their progress, identify strengths, and address areas of improvement. We will also leverage data and Individualized Education Plan (IEPs) to differentiate instruction and ensure our most skilled teachers are placed where they are needed most.

Schenectady Scholars will serve as a hub for families, offering resources beyond education to support the broader community. Our school will be a "one-stop shop" for:

- Mental health support
- Financial guidance
- Academic resources

We will actively involve parents and families in shaping the school's vision by hosting planning meetings and engaging community organizations for input and support. Partnerships with the NAACP of Schenectady, Hamilton Hill Arts Center, faith-based organizations.

Schenectady Scholars is committed to being an educational safe haven for Black, Brown, and underserved children. We will create a nurturing environment where children can embrace their culture, develop their potential, and simply enjoy being children. Our goal is to inspire a new generation of scholars who are academically equipped, morally grounded, and ready to lead meaningful lives.

Schenectady Scholars will stand as a beacon of hope and opportunity for the city of Schenectady and its neighborhoods, proving that every child deserves an education that honors their potential and prepares them for a bright future.

B. Programmatic Impact

Describe the programmatic impact the proposed charter school would have on existing public and nonpublic schools in the same geographic area as the proposed school location. Responses should include:

- *A table listing the existing educational options and grades served available to the target population including all district, charter, and private schools in the geographic area, including whether these schools have open enrollment options for students and if so at which grade level;*
- *Information demonstrating a thorough analysis of existing educational options for the community and target population that considers ongoing demographic changes and trends and attempts to project their impact on enrollment at nearby public and nonpublic schools;*
- *Analysis of how the proposed school's enrollment plan would impact the academic programs, enrollment, and overall viability of the public and non-public schools; and*

The abundance of underperforming elementary schools, the limited availability of only one charter school, and the persistent cycle of generational poverty have created significant challenges for families in our target community. Parents often face difficult choices: enrolling their children in struggling schools, commuting to charter schools in Albany, or incurring the financial burden of private education.

Schenectady Scholars is committed to addressing these pressing issues by fulfilling our mission of providing equitable, tuition-free access to high-quality education. Grounded in the belief that every child deserves exceptional learning opportunities within their own community, Schenectady Scholars will establish a facility located in one of our target neighborhoods: Hamilton Hill, Vale, Eastern Avenue, or Mount Pleasant. Our school will be a cornerstone of educational excellence and a catalyst for community transformation.

Instructional Impact

Schenectady Scholars seeks to introduce innovative programs and instructional approaches that starkly contrast with those currently available in the targeted community. The neighborhoods of Hamilton Hile, Vale, Eastern Avenue, and Mount Pleasant face significant challenges stemming from underperforming schools, limited educational options, and persistent socioeconomic barriers. The current educational landscape largely reflects traditional public-school models that struggle to meet the diverse needs of the community's students.

Key Innovations & Approaches

Blended Montessori-Charter School Model

Current Landscape: The perception of Montessori education as exclusive to affluent families has left underserved communities without access to this student-centered approach. Additionally, charter schools in the region often follow rigid "No Excuse" models, which prioritize discipline over creativity and individual learning styles.

Schenectady Scholars Approach: Schenectady Scholars will be the first urban Montessori school in the Capital District. This innovative blend will take the best elements of both approaches:

- **Montessori:** Emphasizes critical thinking, self-directed learning, and responsibility
- **Charter School Practices:** Adds data-driven instruction, rigorous academic standards, and accountability measures.

Individualized Learning Plans (ILPs)

Current Landscape: Local schools often adopt a one size fits all approach to education, leaving students with varying needs particularly those with disabilities or learning gaps without adequate support.

Schenectady Scholars Approach: Each scholar will receive an Individualized Learning Plan (ILP) to:

- Identify strengths and areas for growth
- Track academic progress and personal development
- Align instruction with the unique needs of every student

Extended School Day & Year

Current Landscape: Traditional public schools operate on standard schedules, which can leave gaps in learning, especially for students from low-income families who may not have access to enrichment programs or tutoring outside of school hours.

Schenectady Scholars Approach:

- A longer school day to provide more instructional time.
- An extended school year to reduce summer learning loss
- Additional enrichment programs, including STEM-focused activities, arts, and character development workshops

STEM Focused Curriculum

Current Landscape: Few schools in the target neighborhoods, prioritize STEM education, limiting students' exposure to high demand career paths in technology, engineering, and sciences.

Schenectady Scholars Approach:

- Hands-on STEM projects and experiments
- Robotics and coding classes starting in early grades
- Partnerships with local STEM organizations for mentorship and real-world applications

Culturally Responsive Curriculum

Current Landscape: Local schools often fail to reflect the cultural diversity of the student population, which can lead to disengagement and a lack of connection to the material.

Schenectady Scholars Approach:

Our curriculum will celebrate and integrate the diverse cultures and identities of our scholars:

- Literature, history, and arts program that highlight the contributions of underrepresented communities
- Practices that affirm and validate students' lived experiences
- Community based projects that connect students to their neighborhoods

Transformative Approach to Discipline

At Schenectady Scholars, discipline will move away from the traditional punitive approaches commonly associated with some charter schools. Instead, we will adopt a restorative, Montessori-informed model that prioritizes socio-emotional learning, character development, and positive behavior management. This innovative approach aligns with our mission to provide a supportive and nurturing environment that fosters personal growth and academic success for every scholar.

Montessori Principles & Socio-Emotional Curriculum

Using the Montessori philosophy as a foundation, discipline at Schenectady Scholars will emphasize self-regulation, responsibility, and mutual respect. Students will learn to understand and manage their emotions, resolve conflicts constructively, and build meaningful relationships with their peers and teachers. By integrating socio-emotional learning into daily instruction, we will empower scholars to:

- Reflect on their actions and make amends when necessary
- Develop empathy and a deeper understanding of others' perspectives
- Build a strong sense of accountability and self-discipline

Core Values & Character Development

Discipline will also be rooted in our core values for character development, which focus on sharing:

Resilience: Teaching perseverance and the ability to overcome challenges

Integrity: Instilling honesty, fairness, and moral courage

Community: Promoting collaboration and a sense of belonging

Knowledge: Learning skills needed to be life-long learners

Compassion: Building capacity to learn from each interaction to be empathic

Confidence: Encouraging self-assurance and leadership to foster growth

Restorative Practices

Restorative practices will be a cornerstone of our discipline system, focusing on repairing relationships and addressing the root causes of behavioral issues. This approach will include:

- **Restorative Circles:** A structured dialogue where students can express their perspectives, take responsibility for their actions, and work toward solutions.
- **Conflict Mediation:** Facilitate discussions to resolve disputes in a fair and respectful manner
- **Accountability Agreement:** Personalized plans to help students reflect on their behavior and commit to positive changes

Data-Driven Behavior Management

Discipline decisions will be informed by data, allowing us to identify patterns and address systemic issues that contribute to negative outcomes. By tracking and analyzing behavior data, we can:

- Tailor interventions to meet individual student needs
- Monitor the effectiveness of restorative practices and adjust as needed
- Celebrate improvements and successes, reinforcing positive behavior

Safe & Reliable System

At Schenectady Scholars, we will create a safe and reliable system to manage behavior in a way that transforms outcomes for students. Our approach will emphasize:

- Building trust and mutual respect between students and staff
- Providing consistent and transparent communication with families
- Creating a school culture where every scholar feels safe, respected, and motivated to learn

By combining restorative practices, Montessori principles, socio-emotional learning, and data driven strategies, Schenectady Scholars will model a new standard for discipline, one that changes lives by addressing behaviors constructively and equipping students with the tools they need to succeed.

Impact on the District

Schenectady Scholars will continue to seek collaboration with the leaders of the currency school options as noted in R15-District Relations. Currently, there are 11 public elementary schools, 1 charter elementary school, and 7 private schools in Schenectady. As noted in 1a-Community Need, the current public-school options rank at the bottom of the New York State schools for academic performance. The private school options require parents to pay tuition. Figure 1a.2 illustrates enrollment totals for schools in the SCSD.

Figure 1a-2. Student Enrollment by Schenectady School			
School Name	Grades Served	Zip Codes	Total Enrolment
Hamilton Elementary	PK-5	12303	381
Howe Elementary	PK-5	12309	342
Kaene Elementary	PK-5	12304	265
Lincoln Elementary	PK-5	12304	280
Martin Luther King Elementary	PK-5	12307	350
Paige Elementary	PK-5	12304	400
Pleasant Elementary	PK-5	12303	337
Van Corlaer Elementary	PK-5	12306	397
Woodlawn Elementary	PK-5	12304	426
Yates Elementary	PK-5	12308	271
Zoller Elementary	PK-5	12308	429
Schenectady Non-Public and Charter Schools			
Destine Prep	K-3	12305	88
Annur Islamic School	PK-12	12304	160
Brown School	PK-8	12304	146

St. Madeleine Sophie	PK-6	12303	184
RiverRun Montessori	PK-6	12303	10
Fulton School	PK-5	12306	249
St. Kateri Tekawitha	PK-5	12309	194
Little Ones Montessori	PK-K	12308	60

Enrollment

Schenectady Scholars is not anticipated to have a significant impact on district enrollment numbers, as we aim to enroll only 0.8% of students currently attending district schools during our first charter term. While we welcome applications from all Schenectady residents, our marketing and community outreach efforts are strategically focused on the zip codes 12307, 12308, 12305, 12304, and 12303—areas with some of the highest student enrollment and greatest need for educational alternatives.

In our inaugural year, Schenectady Scholars plans to enroll 70 students I thought your enrollment chart said 50 K and 50 1st totaling 100, growing to 300 students by the end of our first charter term. Upon completing 4th grade, our scholars will transition to a district elementary school or finish their last year at Destine Prep before moving to 6th grade in the local school district. To ensure continuity and accessibility, we will backfill seats at every grade level, welcoming new scholars throughout the year as openings become available.

Public schools with declining enrollment may face challenges in maintaining existing programs due to funding reductions tied to per-pupil allocations. However, the introduction of a specialized charter school like Schenectady Scholars may spur innovation within SCSD, potentially leading to new initiatives or partnerships to enhance academic offerings and retain students.

As only the second charter school option in the city of Schenectady, we are confident in our ability to maintain full enrollment. Our approach includes robust academic and social-emotional support for scholars who join at varying grade levels and throughout the school year, ensuring a smooth transition and a strong foundation for success. Figure 1b.1 outlines Schenectady Scholars' enrollment targets for the first charter term, reflecting our commitment to serving the community with intentional growth and sustainable impact.

This structured growth plan ensures that Schenectady Scholars will address the demand for high-quality education while complementing the district's existing offerings, fostering a collaborative and positive relationship with local schools.

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2026-2027**	**2027-2028**	**2028-2029**	**2029-2030**	**2030-2031**	**AGE RANGE**
Kindergarten	Elementary School	50	60	60	60	60	4-5

1st Grade	Elementary School	50	50	60	60	60	5-6
2nd Grade	Elementary School		50	50	60	60	6-7
3rd Grade	Elementary School			50	50	60	7-8
4th Grade	Elementary School				50	60	8-9
Total		100	160	220	280	300	

C. Fiscal Impact

Complete the fiscal impact table in the budget template and include a copy with this response. Discuss the fiscal impact of the school on other public and non-public schools in the area including:

- *Enrollment expectations;*
- *Per pupil allocation assumptions;*
- *Dollar amount the proposed charter school anticipates receiving from each district in per-pupil funding;*
- *Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc);*
- *Projected budget for the school district of location (please note the source and year for this figure); and,*
- *Yearly projected impact as a percentage of each sending district's budget (for districts projected to send at least ten students).*

Schenectady Scholars plans to enroll 100 students in its first year of operation, with projected per-pupil aid revenue amounting to $1,502,7000. Total anticipated revenue from district funding in Year 1 is $1,502,700. By Year 5 (2030-2031), total revenue from the district is expected to grow to $5,868,300, reflecting our enrollment growth and a modest annual per-pupil funding increase of 3%. This projection aligns with historical trends, as the Schenectady City School District (SCSD) has increased its operating budget over the past four years (see *R-21e-Budget).*

Figure 1c-1 provides a detailed illustration of our revenue projections based on anticipated scholar enrollment throughout the first charter term.

The funding allocated to Schenectady Scholars represents a small fraction of the SCSD budget, accounting for less than 3% over the course of our first charter term. This minimal financial impact ensures that Schenectady Scholars will operate effectively without significantly affecting the district's financial stability, while providing families with an innovative and high-quality educational option.

Figure 1c-1 Fiscal Impact: Revenue based on Enrollment

Year	# of Enrolled Scholars	Per Pupil Rate	Per Pupil Total	Other District Revenue (SPED, FRL, Grants, etc.)	Total Funding from the District	Total Operating Budget for Schenectady School District	Projected Impact (%of District Budget)
2026-2027	100	$15,027	$1,502,700	$131,000	$1,633,700	$277,731,769	0.59%
2027-2028	160	$15,327	$2,452,320	$407,400	$2,859,320	$277,731,769	1.03%
2028-2029	220	$15,634	$3,439,480	$601,200	$4,040,680	$277,731,769	1.45%
2029-2030	280	$15,946	$4,464,880	$795,000	$5,259,800	$277,731,769	1.89%
2030-2031	300	$16,265	$4,879,500	$988,800	$5,868,300	$277,731,769	2.11%

**We will be fully enrolled in Year 4 (2029-2030). Our enrollment of 300 will be reached in the Year 5 (2030-2031) by increasing another 20 students.*

R-02ab-Mission

Provide the mission for the proposed charter school

Schenectady Scholars Charter School nurtures compassionate, knowledgeable, and confident learners, promoting both academic attainment and character success in a holistic, engaging atmosphere.

B. Key Design Elements

Provide a clear and concise of the proposed charter school's key design elements, which are those aspects of the school critical to its success. Provide an analysis of any research, evidence of effectiveness, or examples of existing programs, which support the selection of these elements. The response should include a brief discussion of how the school will determine if it is effectively executing its key design elements to address the specific needs identified in Request 1. If the key design elements for the proposed school differ from those submitted to the Institute as part of the most recent application, or application for renewal of an education corporation or one of its schools, please describe why any element changed.

Key Design Elements of Schenectady Scholars

Schenectady Scholars' success will be rooted in the integration of innovative and research backed key design elements. These elements address the specific needs of the underserved communities in Schenectady by fostering academic excellence, socio-emotional growth, and cultural relevance. Below is an overview of these elements, the rationale behind their selection, and how the school will measure their effectiveness.

1. **Data-Driven Instruction**

Schenectady Scholars will use continuous assessment and analysis of scholar performance data to inform instructional practices. This approach ensures personalized instruction that meets the unique needs of each scholar, identifying areas for intervention and acceleration.

Evidence of Effectiveness:

Research-Based: Studies have shown that data driven instruction improves student outcomes by identifying gaps and tailoring strategies to address (Hamilton et al., 2009).

Existing Models: High performing charter schools across the country utilize data driven instruction to achieve significant academic gains.

Evaluation of Effectiveness:

The school will monitor progress through:

- Regular analysis of formative and summative assessments
- Benchmark testing to track growth over time
- Data reviews during professional development sessions to align instructional goals with student outcomes.

2. **Montessori Method**

The Montessori approach emphasizes independence, self-discipline, and curiosity. By incorporating hands-on learning, mixed age classrooms, and scholar centered exploration, scholars will develop critical thinking skills and a strong sense of ownership over their education.

Evidence of Effectiveness:

Research Based: Studies have demonstrated that Montessori education leads to improved academic, social, and emotional outcomes, particularly in under-resourced communities (Lillard & Else-Quest, 2006).

Blended Model Success: The fusion of Montessori principles with structured charter school frameworks, has proven effective in urban environments, fostering both creativity and academic rigor.

Evaluation of Effectiveness:

- Effectiveness will be assessed by:
- Observing scholar engagement and independence during lessons
- Monitoring academic growth through Montessori aligned assessments and state standards
- Feedback from scholars, families, and teachers on the Montessori environment's impact

3. Authentic Relationships

Overview:

Strong trusting relationships between teachers, scholars, and families form the foundation of our school culture. These connections foster a sense of belonging and emotional safety, critical for academic success. At Schenectady Scholars, we aim to build trust,

Evidence of Effectiveness:

Research Based: Studies by Hamre and Pianta (2001) show that strong teacher-student relationships lead to academic performance and reduced behavioral issues.

Examples: Schools that prioritize relationship building, such as KIPP Public Charter Schools, report improved retention and satisfaction rates among scholars and families.

Implementation at Schenectady Scholars:

Advisory Program: Scholars will participate in daily advisory restorative to foster connections with peers and mentors.

Community Events: Regular events, such as family nights and parent-teacher conferences, will strengthen relationships.

Evaluation of Effectiveness:

- Annual surveys will gauge satisfaction among scholars, families, and staff
- Attendance and retention data will reflect engagement and connection
- Behavior incident reports will be analyzed to assess the impact of school culture.

4. Cultural Responsiveness

Schenectady Scholars will celebrate the diversity of its community by integrating culturally relevant materials and practices into the curriculum. Scholars will see their identities and histories reflected in what they learn, fostering a sense of pride and belonging.

Evidence of Effectiveness:

Research-Based: Geneva Gay (2010) emphasizes that culturally responsive teaching improves engagement, academic performance, and self-esteem for marginalized students.

Successful Examples: Schools like Ron Brown College Preparatory High School in Washington, D.C. have demonstrated how culturally relevant practices promote equity and inclusivity.

Implementation at Schenectady Scholars:

Curriculum Design: Lessons will incorporate literature, history, and case studies that reflect the contributions of diverse cultures.

Staff Training: Teachers will receive ongoing training in culturally responsive pedagogy.

Community Partnerships: Collaborations with local organizations, such as the NAACP of Schenectady, will enrich the curriculum.

Evaluation of Effectiveness:

- Scholar performance data across demographic groups will be analyzed for equity.
- Curriculum audits will ensure that materials are inclusive and representative.
- Scholar and family surveys will assess cultural relevance and satisfaction.

5. Character Development

Overview:

Schenectady Scholars will integrate character education into the daily experience of scholas, focusing on core values such as compassion, resilience, and integrity. These values will prepare scholars for academic success and responsible citizenship.

Evidence of Effectiveness:

Research-Based: Berkowitz and Bier (2005) show that character education improves both academic performance and behavior.

Existing Models: Programs like Character Counts have successfully integrated character development into school curriculums, yielding positive outcomes.

Implementation at Schenectady Scholars:

Core Values Curriculum: Weekly lessons will focus on themes such as empathy, perseverance, and leadership.

Service Learning: Scholars will participate in community service projects to apply values in real-world contexts.

Restorative Practices: Discipline will be framed as a learning opportunity, encouraging accountability and growth.

Evaluation of Effectiveness:

- Scholar behavior and disciplinary data will track improvements in socio-emotional skills.
- Participation in service learning and character-building activities will be monitored.
- Surveys will measure growth in scholars' self-perception and understanding of core values.

Conclusion

Schenectady Scholars' expanded key design elements provide a comprehensive framework for addressing the unique needs of the Schenectady community. Each element is supported by evidence-based practices and tailored to create an inclusive, academically rigorous, and emotionally supportive environment. By continuously, evaluating and refining these elements, Schenectady Scholars will ensure its effectiveness in fostering the success and well-being of every scholar.

R-03ad-Proposal History
A. Application Information

Indicate whether the applicant is a parent, teacher, administrator, and/or community resident as required by the Act or, if a board chair of an existing SUNY authorized education corporation, indicate "Education Corp./Charter School." Provide a brief biographical description for the applicant (s) including relevant background experience and educational background. Provide a description of the applicant's knowledge of and relationship to the community in which the proposed school would be located

Proposed Lead Founder and Principal, Schenectady Scholars Charter School

George Borum is a driven and accomplished educational leader with over 16 years of experience in primary education and school leadership. He brings a deep commitment to fostering academic excellence and equity in underserved communities.

Educational Background

Mr. Borum holds:

- A Bachelor of Arts in History with a Minor in Education from the University of Southern Maine (2006)
- A Master of Arts in Africana Studies from the University of Albany (2008).
- He is currently pursuing a Doctorate in Educational Administration at the University at Albany, further enhancing his expertise in school leadership and management

Early Career and Commitment to Social Justice

Mr. Borum's dedication to supporting underserved communities began early in his career. After completing his undergraduate studies, he worked at the Center for Law & Justice, where he honed his understanding of the intersection between education and social justice. This experience solidified his lifelong commitment to advocating for students and families in the Capital Region.

Career Henry Johnson Charter School

In 2008, Mr. Borum joined Henry Johnson Charter School (HJCS) as a 1st grade teaching assistant. His exceptional rapport with students and staff quickly distinguished him as a trusted and effective educator. Over the first four years, he supported lead teachers across K-4 classrooms, earning praise for his adaptability and dedication.

Recognized for his teaching acumen, he transitioned in the role of K-4 Social Studies Teacher, where he implemented engaging and rigorous lessons that reflected his passion for history and cultural education. His success in this role paved the way for his ascent into leadership.

Leadership Experience

Over the next 11 years at HJCS, Mr. Borum served in various leadership roles, including:

- Dean of Scholars
- Assistant Principal
- Principal for Behavior & Culture

During his tenure, he was instrumental in securing three successful five-year charter renewals, with the most recent renewal supporting the school's expansion. His contributions included:

- Strengthening school culture by implementing initiatives that foster respect, responsibility, and sense of community.
- Overseeing rigorous academic programs that improved scholar performance.
- Providing extensive professional development for staff, empowering them to excel in their roles.

Mr. Borum's ability to collaborate with families, staff, and community stakeholders cemented his reputation as a compassionate and results-oriented leader.

Vision for Schenectady Scholars Charter School

As the proposed Lead Founder and Principal of Schenectady Scholars Charter School, Mr. Borum is committed to establishing a high-performing school that blends traditional charter and Montessori approaches. His leadership philosophy is grounded in:

- Collaboration: Building authentic relationships with families, staff, and community partners.
- Cultural Responsiveness: Creating an inclusive environment that reflects and celebrates the diversity of the Schenectady community.
- Academic Excellence: Designing a curriculum that fosters critical thinking, independence, and a strong moral character

Supporting Materials

- Mr. Borum's resume is included in R-03f-Founding Team Resumes
- His contact information is listed in 3a-1 for further inquiries

George Borum's extensive experience, visionary leadership, and unwavering commitment to student success uniquely position him to lead Schenectady Scholars and inspire transformative change in the community.

Figure 3a.-1. Proposed Lead Founder Contact Information		
Address:	[redacted]	
Phone:		
Email:		

b. Proposal History

Describe how the applicant team ford and the relationship of its members to each other. Clearly describe the process that the founding group used to develop the proposal.

Discuss any assistance the founding group received from outside advisors (e.g. support organizations or consultants), even if these outside advisors are not active members of the founding group.

The lead applicant and founder of the proposed Schenectady Scholars Charter School is George Borum. With extensive experience in the Capital Region's independent charter school sector, Mr. Borum brings a wealth of firsthand knowledge about what it takes to build and lead a high-performing school. His expertise has enabled him to assemble a team of talented individuals who will serve as the founding board of trustees, overseeing Schenectady Scholars and ensuring its success.

Founding Team

Mr. Borum began the process of vetting individuals for the founding team in July 2024. Leveraging recommendations from community leaders and his own network, he carefully identified candidates who bring diverse skill sets and share a deep commitment to the mission of Schenectady Scholars. The founding team includes professionals with expertise in various fields, including:



The board members are respected professionals who reside in the Capital District and have a strong understanding of the unique challenges and opportunities in the targeted neighborhoods.

Selection Criteria

The founding team members were selected based on the following criteria:

1. **Commitment to the Mission:** A deep belief in the vision of Schenectady Scholars, including its Montessori principles, self-directed discipline model, and emphasis on high academic rigor.
2. **Awareness of Community Needs**: An understanding of the educational challenges in the target neighborhoods and a passion for improving outcomes for underserved children.
3. **High Capacity and Enthusiasm:** Professional skills and personal drive to support the founding and ongoing success of the school.

Between July and November 2024, Mr. Borum recruited and offered positions to thirteen professionals who exemplified these qualities. The founding team is expected to grow to no more than nine members to ensure a focused and collaborative effort. Beginning in December 2024, the team will meet monthly to:

- Define roles for the founding board
- Review and refine the charter application
- Promote Schenectady Scholars within the local community

School Design & Student

Mr. Borum's 16 years of experience in education have been deeply influenced by best practices from highly successful schools. He has extensively studied the characteristics of effective charter and Montessori schools and has applied these insights to the design of Schenectady Scholars. His research process included:

- **Reviewing Charter Reports:** Analyzing previous charter schools reports to understand the operational and instructional factors that contribute to success.
- **Learning from Successful Schools:** Hosting Zoom conversations with leaders from high-performing Montessori and charter schools to gain insights into their approaches.

Qualitative and Quantitative Analysis: Using a combination of qualitative feedback and quantitative data to inform the development of the school's educational model and operational structure.

Research-Informed Design

The school design reflects a synthesis of lessons learned from exemplary schools and aligns with Schenectady Scholars' vision of fostering academic excellence, self-discipline, and community engagement. Mr. Borum's dedication to studying and learning from proven models ensures that Schenectady Scholars is built on a foundation of evidence-based practices.

Figure 3b-1 lists the schools Mr. Borum studied during the planning and design phase, showcasing his commitment to developing a school that meets the specific needs of the Schenectady community.

Figure 3b-1 Schools Studies by George Borum

Number	School	City	Design Element Impacted
1.	Woodland Hill Montessori School	East Greenbush, New York	Instruction and Curriculum
2.	Destine Preparatory Charter School	Schenectady, New York	Instruction and Curriculum
3.	Baltimore Montessori Public Charter School	Baltimore, Maryland	Leadership Structure
4.	Choice Charter School	Bronx, New York	Culture and Discipline
5.	Roxbury Roots Montessori School	Roxbury, Massachusetts	Culture and Discipline
6.	Brighter Choice for Boys Charter School	Albany, New York	Instruction and Curriculum

Advisory Council

The proposed founding team has partnered with a group of distinguished professionals who will serve as Schenectady Scholars' Advisory Council. While these individuals are not part of the official founding team, they will play a critical role in providing expertise and guidance in key areas. The Advisory Council will operate on an ad hoc basis, offering support and insights as needed to ensure the success of Schenectady Scholars.

We value the diverse perspectives and specialized knowledge these advisors bring, and we will continue to collaborate with them throughout the development and operation of the school. Figure 3b.2 outlines the members of Schenectady Scholars' Advisory Council and their areas of expertise.

Figure 3b-2 Non-Board, Advisory Team		
Name	Current Organization	Expertise
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]

B. **List of Founding Team Members**

Provide a brief biography (approximately one paragraph including education background) for all founding team members. Founding team members include individuals who contributed to the development of the proposal and/or would play a role in the development of the proposed school.

Do not include proposed board members on this list (applicants will submit board member information as part of Request -14 Governance).

Founding Team members George Borum attended undergraduate University of Southern Maine. He completed his Master of Arts at University of Albany. Figure 3c.1 describes the non-board member who is part of the Schenectady Scholars Founding Team.

Figure 3c.1 Non-Board, Founding Team Member		
Name	Experience and Skills	Proposed Role at Schenectady Scholars
George Borum	Former Teacher, Assistant Principal, Dean of Students, Principal for Behavior & Culture	Founder/Principal

R-03e-Letters of Justification for Previously Denied Applications

If a charter entity has provided any formal documentation to explain a decision to not move an application for a substantially similar school forward (resulting in an applicant withdrawal, or denial of the application), attach the document (s) as part of this Response.

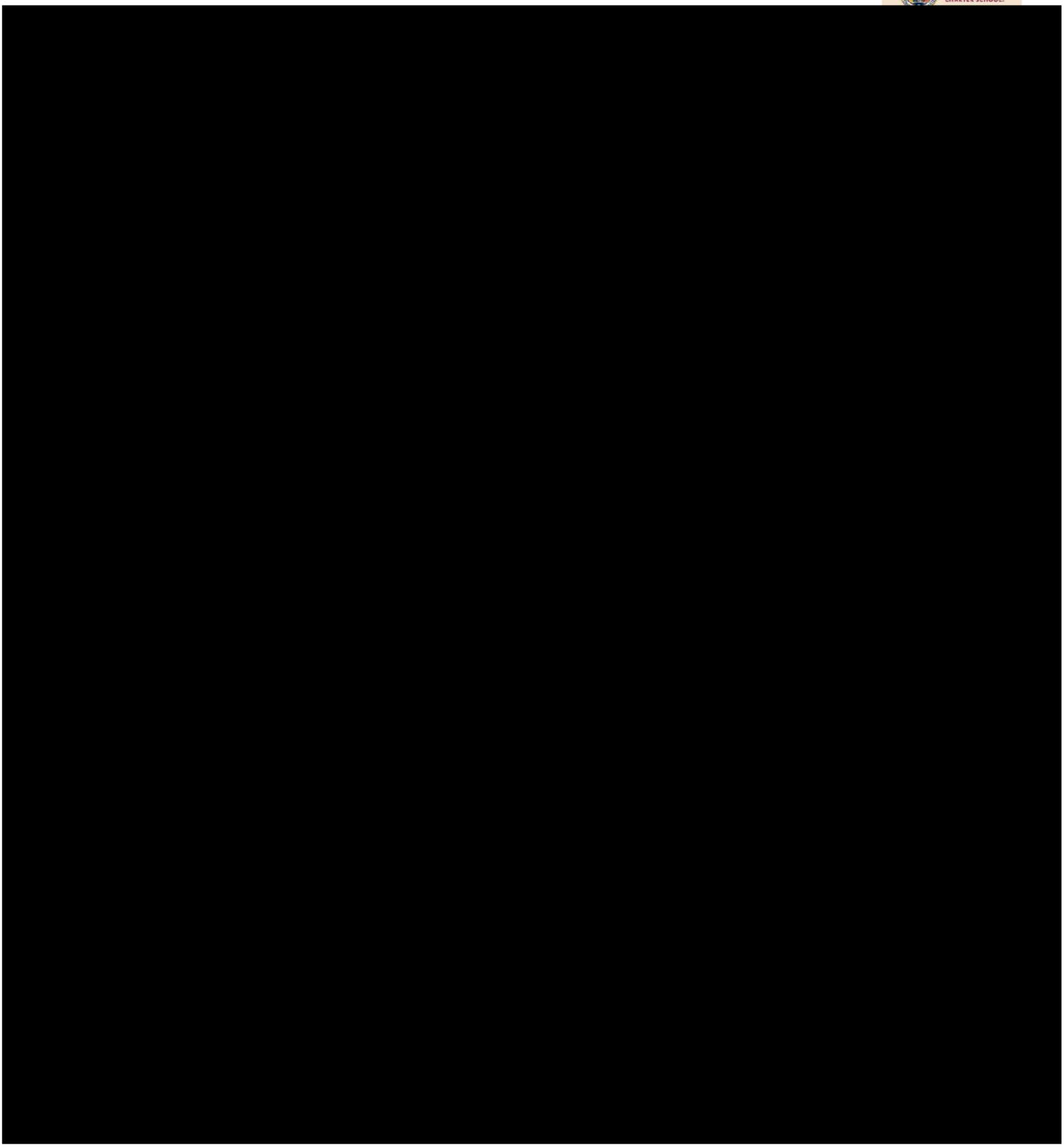
Request is not applicable

R-03f-Founding Team Resumes

Submit a current resume or biography for all founding team members (not including board members, as board member resumes are submitted in Response 14.

George A. Borum

[redacted]



R-03g-Disclosure of Disciplinary Status of Affiliated Charter School (s)
If any currently operating charter school within the proposed education corporation, associated with the proposed charter management organization, or associated with the lead applicant(s) or founding team members, has been or currently is in violation of the terms of its charter or has been or currently is on probationary status or any other disciplinary action

Request is not applicable

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

If any currently operating charter school within the proposed education corporation, associated with the proposed charter management organization, or associated with the lead applicant(s) or founding team members, has been or currently is in violation of the terms of its charter or has been or currently is on probationary status or any other disciplinary action

Request is not applicable

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

A. Description and Analysis of Community Outreach and Engagement

Provide a narrative description describing efforts taken to demonstrate the three criteria listed above, including:

- *The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;*
- *The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and,*
- *The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of the students*

Community Engagement and Outreach

The Schenectady Scholars Founding Team has actively engaged with stakeholders and residents in our proposed community through various outreach efforts. Since launching our community engagement in July 2024, we have maintained a consistent and multifaceted approach to gathering input. Our efforts have included hosting virtual focus groups, leveraging social media platforms, distributing mailers to over 300 households in our target neighborhood, handing out flyers and surveys, setting up informational tables at local libraries, and connecting with home childcare providers.

Schenectady Scholars has prioritized authentic community engagement to ensure the proposed educational model aligns with the needs of families and students in Schenectady. To achieve this, we have employed multiple strategies to solicit input, including:

- **Community Meetings & Public Events:** We attend local events, such as the Capital District Kwanzaa Celebration, Capital District Latinos Three Kings Celebration, and Children Expo to engage directly with families and community members. These settings provided an opportunity to introduce the school's mission and gather firsthand perspectives on what families seek in an educational institution.

- **Surveys & Questionnaire:** Surveys were distributed to parents, educators, and community members, both in person and online, to gather feedback on their priorities for a new charter school. These surveys explored topics such as preferred Montessori, support services, and academic rigor.

- **Stakeholder Meetings:** Small-group and individual discussions with parents, educators, and community leaders helped refine our vision based on lived experiences and localized needs. These meetings provided valuable qualitative data on educational needs and wants from the Schenectady community

- **Outreach to Black & Brown Educators:** Recognizing the importance of diverse leadership in education, we conducted targeted outreach to Black and Brown educators, engaging them in discussions about the effectiveness of various instructional approaches, including Montessori and traditional charter models.

- **Collaboration with Local Organizations and Institutions:** Meetings with leaders from the Albany Black Chamber of Commerce, Hamilton Hill Art Center, Schenectady Kiwanis, and NAACP of Schenectady provide insight into the broader community concerns and how our school can serve as a solution.

Feedback Received from Community Stakeholders

The feedback collected from community engagement efforts has been instrumental in shaping Schenectady Scholars' educational approach and programming. The key themes that emerged include:

- **Desire for a Strong Literacy & Math Foundation:** Parents emphasized the need for a structured and research back approach to early literacy and numeracy to address low performing reading and math scores in the area. In response, we are incorporating a phonics-based reading program that aligns with both Montessori and traditional charter approaches.

- **Need for Culturally Relevant Curriculum:** Many stakeholders express the importance of culturally responsive teaching, particularly for Black students. Families were concerned based on thinking Montessori schools were all white that the curriculum would be whitewashed. Our curriculum will reflect diverse perspectives and incorporate elements of Black educational history of Schenectady.

- **Interest in Small Class Sizes and Personalized Learning:** Families expressed a strong preference for individualized attention and a hands-on learning approach. This reinforced our commitment to maintaining small class sizes and using Montessori inspired strategies for self-directed learning in K-1 classrooms.

- **Desire for Strong Character Development and Social Emotional Learning:** Parents and educators highlighted the importance of building confidence, knowledge, and compassion in students. As a result, we have incorporated character development in the school's core values and instructional framework.

- **Positive Shift in Perception of the Montessori Method:** Many parents initially viewed Montessori as an approach exclusive to affluent white students in suburban or private school settings, believing it was not applicable for their children's educational experience. After conversations about how Montessori principles can be adapted to meet the needs of urban students particularly through hands-on, inquiry based learning and individualized instruction families become more receptive to the mode. Parents expressed excitement about the opportunities Montessori offers, particularly in fostering independence, curiosity, and academic growth.

Incorporates Community Input

The final proposal for Schenectady Charter School is deeply informed by community input, ensuring the programmatic design meets the expressed needs of students and families. The following directly reflect community feedback:

1. **Balanced Instructional Model:** The decision to blend Montessori principles with traditional charter school structures for K-1 was based on stakeholder input advocating for both self-directed learning and structured literacy/math instruction.

2. **Culturally Responsive Curriculum:** The curriculum includes culturally relevant teaching materials, historical perspectives, and a strong emphasis on representation, particularly for Black and Brown students.

3. **Early Literacy and Numeracy Focus:** Based on parental concerns about low reading and math performance, the school's academic model prioritizes foundational literacy and numeracy skills using proven instructional strategies.

4. **Commitment to Small Class Size:** Our initial enrollment model, limiting class sizes and ensuring personalized instruction, was informed by families' concerns about overcrowded classrooms and lack of individual attention.

5. **Character Development Framework:** The inclusion of our core values was shaped by feedback emphasizing the importance of holistic student development.

6. **Intentional Integration of Montessori Principles:** The conversations with families helped us refine our messaging and approach to Montessori, ensuring accessibility for all students. We will provide ongoing family workshops to deepen understanding and support the successful implementation of Montessori inspired strategies.

Through these efforts, Schenectady Scholars is positioned to serve as a responsive and community driven educational institution, meeting the needs of families and students in Schenectady. Figure 4a.1 details the forms of community outreach and engagement the Schenectady Scholars Founding team conducted.

Figure 4a-1 Types of Outreach Conducted by Schenectady Scholars Founding Team	
Outreach	**Description**
Focus Group	The Founding Team hosted an online focus group. We publicized the events through our Facebook page,
Social Media	The Founding Team made post on our school website, Facebook, and LinkedIn page.
Table	The Founding Team tabled at Phyllis Bornt Branch Library and Mount Pleasant Library in Schenectady. We tabled at Capital District Latinos Three Kings Celebration and Schenectady Kwanzaa Event.
Survey	The Founding team passed out surveys at local events and circulated online surveys through our social media platforms.
Flyer Drop Off	The Founding Team passed out flyers at local laundromats, barbershop, restaurants, and corner stores

During our outreach efforts, we have engaged with a diverse range of stakeholders who play a vital role in our work. These include parents, consultants, elected officials, educational organizations, youth centers, and community groups. Figure 4a.2 provides an overview of our meetings and outreach with larger audiences.

Figure 4a-2 Organizational Outreach Description			
Number	**Event**	**Date**	**Description**
1	Schenectady NAACP	November 14, 2024	Meet with the members during a General Meeting to discuss our plans to start a charter school in Schenectady.

2	[redacted]	December 11, 2024	Meet with the members during a General Meeting to discuss our plans to start a charter school in Schenectady.
3	[redacted]	November 12, 2024	Spoke during Public Comment to describe the efforts we were going to make to start Schenectady Scholars Charter School
4	[redacted]	February 24, 2025	Provide parents the opportunity to ask questions about kind of school they want to see in Schenectady
5	[redacted]	January 23, 2025	Spoke with professionals about the different ways we can collaborate in the future.
6	[redacted]	February 5, 2025	Meet with Superintendent [redacted] Board President [redacted] and two other board members about our plans and potential partnership with the district
7	[redacted]	February 20, 2025	Provide parents opportunity to meet the Founder and speak about concerns or questions
8	[redacted]	February 19, 2025	Provide parents opportunity to meet the Founder and speak about concerns or questions
9	[redacted]	February 17, 2025	Flyers were provided to local in-home daycares in Schenectady and Head Start Programs
10	[redacted]	February 25, 2025	Connect with the [redacted] about what ways we can infuse Black Montessori in our school moving forward.
11	[redacted]	November 7, 2025	Had a conversation around ways to connect with local black business in the Capital District
12	[redacted]	February 21, 2025	Spoke with a reporter about a article on Schenctady Scholars
13	[redacted]	February 27, 2025	Spoke with a news reporter about Schenectady Scholars
14	[redacted]	March 6, 2025	Spoke with a news reporter about Schenectady Scholars
15	[redacted]	December 4, 2025	Ways they could potential provide some guidance if and when we get authorized
16	[redacted]	December 2, 2025	Had a conversation with Executive Director about the benefits of joining when the school becomes authorized

17	[redacted]	December 7, 2025	Founder provided some input about ways Black Montessori programs can help in the future
18	[redacted]	February 28, 2025	Had a conversation about grants and funding when we became an official school.
19	[redacted]	January 11, 2025	Tabling at Three Kings Event
20	[redacted]	December 28, 2024	Tabling at Kwanzaa
21	[redacted]	January 2, 2025	Attending a neighborhood event to hear about the concerns
22	[redacted]	February 1, 2025	Panelist on Black History to talk about ways education can change the trajectory for Black and Brown students.

Figure 4a.3 details prominent leaders who have given Schenectady Scholar their verbal support

Figure 4a.3 Verbal Support from Community Stakeholders		
Number	**Stakeholder**	**Organization**
1	[redacted]	Choice Charter School
2	[redacted]	Empire State Fellow, New York State Department of Public Service
3	[redacted]	Assistant Principal, Schenectady City School District
4	[redacted]	Director of Innovation, Public Montessori in Action
5	[redacted]	Founder/CEO, StratHERgies LLC
6	[redacted]	Principal, Brighter Choice for Girls
7	[redacted]	Chief Program Officer, Black Wildflower Fund
8	[redacted]	Chief Executive Officer, Albany Black Chamber of Commerce
9	[redacted]	Reporter, WTEN/WXXA
10	[redacted]	Head of DEI Emma Willard School
11	[redacted]	Lead/Facilitator of LGBTQ+ National Association of Social Workers

12	[redacted]	Co-Founder & President/CEO Upstate New York Black Chamber of Commerce
13	[redacted]	Academic Advisor, Babson F.W. Olin Graduate School
14	[redacted]	Financial Coach, Wealth Phenom
15	[redacted]	Associate Director of College & Center for KIPP Capital Region
16	[redacted]	CEO of Skin Deep Naturals
17	[redacted]	Master Teacher, St. Catherine's Center for Children
18	[redacted]	Chief Datasmith, Datalyze
19	[redacted]	Black & Latino Achievers Director, Capital District YMCA
20	[redacted]	CEO/Principal Strategies, Titus Enterprises LLC
21	[redacted]	Executive Director, DC Wildflower Public Charter School
22	[redacted]	Co-Lead & Consultant, Community Foundation for the Greater Capital Region
23	[redacted]	Teacher, KIPP Capital Region Public Schools
24	[redacted]	Chief Operations Officer Upstate New York Black Chamber of Commerce
25	[redacted]	Director of State Programs, South Carolina Public Charter School District
26	[redacted]	Managing Partner, S&S Capital Consulting
27	[redacted]	Educational Consultant, E2Serve
28	[redacted]	School Counselor, Schenectady City School District
29	[redacted]	Founder & Chief Catalyst Officer, Head Heart Hands Consulting LLC
30	[redacted]	Founder, Destine Preparatory Charter School
31	[redacted]	Executive Director of DEI, Holyoke Public School District
32	[redacted]	Teacher, Hoosick Falls School District
33	[redacted]	Director of Academic Administration, Columbia University
34	[redacted]	Director of the Women's Leadership Initiative & Community Engagement, Albany Law School

35	[redacted]	Financial Empowerment Speaker and Trainer
36	[redacted]	Director DEI Guilderland Central School District

B. Description & Analysis of Community Support

Provide a narrative description of support for the proposal from community stakeholders or others including a candid analysis of both the depth of support and opposition to the school from stakeholders such as community members, civic organizations, and elected officials.

The Founding Team of Schenectady Scholars has been diligent and strategic in its approach to community outreach. As our engagement efforts expanded, so did our understanding of key stakeholders—extending beyond traditional education advocates to include professionals from various fields who have a vested interest in our work. These individuals have helped connect us with families and provided valuable insights based on their experiences with the Schenectady City School District (SCSD).

We have met with school leaders, bankers, clergy members, board members of local organizations, executive directors of community organizations, and elected officials. Many stakeholders expressed their willingness to support the school in various ways, including writing letters of endorsement, providing verbal support, or helping once the school is authorized. Additionally, many parents we spoke with were particularly interested in whether Schenectady Scholars would be able to accommodate children with Individualized Education Programs (IEPs).

Our Founder also had several positive conversations with members of the SCSD school board. We met with the SCSD Superintendent, Board President, Vice-Chair, and two other board members to discuss how we would position our messaging regarding SCSD. It is our mission to offer families the option of attending Schenectady Scholars while maintaining respect for the dedication and hard work of the district's teachers, staff, and administrators. In every conversation, we remain committed to this message—emphasizing choice for parents without diminishing the contributions of those serving in SCSD.

We recognize the complexities surrounding charter schools in the Capital District, particularly with the recent opening of a new charter school. Destine Prep played a key role in facilitating conversations with officials and families about the charter school landscape. During one discussion, an SCSD representative who opposes charters expressed concerns, stating, "We kick bad kids out of school all the time." While not everyone we spoke with fully supported charter schools, most were receptive to the idea of Schenectady Scholars—especially when framed as an additional educational option for Schenectady families.

Figure 4b.1 outlines members of the Schenectady community who support the establishment of Schenectady Scholars and have pledged their assistance. Each of these individuals has also submitted a letter of endorsement to formally express their commitment to our mission.

Figure 4b.1 Letter of Support for Schenectady Scholars		
Number	Name	Organization
1	[redacted]	Founder, Teacher Brother Teach
2	[redacted]	Founder, Montessori Matters

3	[redacted]	President, New York State Montessori Alliance
4	[redacted]	Choice Charter School

C. Description and Analysis of Student Demand

Provide a narrative description of student demand including an analysis of evidence indicating that families with age-appropriate students would consider enrolling them in the school. Explain how this evidence supports the school's ability to meet its proposed enrollment.

Schenectady Scholars Charter School is being designed to meet a critical educational need in Schenectady, NY, by offering a high-quality K-4 program with a unique blend of Montessori and traditional charter school methodologies. The demand for this school is evident through community engagement efforts, demographic trends, and parental interest in alternative educational options that better support student learning, particularly for Black and Brown students and other underserved populations.

Community and Parent Interest

To assess demand for Schenectady Scholars, our team has actively engaged with families in the community. Outreach efforts have included:

- **Conversations with Families:** Direct engagement with parents at local events, such as the Capital District Kwanzaa event, has revealed strong interest in a school that offers smaller class sizes, personalized learning approaches, and a focus on character development. Many families expressed dissatisfaction with existing school options and a desire for an innovative educational model that better aligns with their children's needs.
- **Surveys and Interest Forms:** We have collected over 100 completed surveys from families in Schenectady, demonstrating strong interest in Schenectady Scholars as a new school option. Survey responses indicate that families are seeking high-quality early childhood education, particularly programs that emphasize literacy, math, and individualized learning. Many parents cited concerns about the current public-school offerings and expressed interest in a school with smaller class sizes and a structured yet nurturing environment.
- **Schenectady's Educational Landscape:** Public schools in Schenectady have struggled with low-performing reading and math scores at the elementary level. Parents recognize the need for alternative approaches that emphasize individualized instruction and hands-on learning, as reflected in their feedback about Schenectady Scholars' model.

Demographic and Enrollment Data

Schenectady's population trends support the sustainability of our enrollment projections:

- **Growth in Age-Appropriate Population:** According to census data, the number of school-aged children in Schenectady remains steady, with a strong presence of families seeking early childhood and elementary education options.
- **Demand for School Choice:** Charter schools and private educational institutions in the region have consistent waitlists, indicating an unmet demand for high-quality elementary education. By introducing a new, innovative charter school, we anticipate capturing families who seek an alternative but have been unable to access existing options.

- **Support from Community Leaders and Stakeholders:** Educational professionals, civic leaders, and business owners in Schenectady have expressed interest in supporting the launch of Schenectady Scholars. This backing enhances the likelihood that families will trust and enroll their children in the school.

Ability to Meet Enrollment Targets

Schenectady Scholars will open with an initial Kindergarten enrollment of 50 students and 50 students for 1st grade, expanding each year by adding one grade level with an additional 50 students per grade. The current demand indicators suggest that these enrollment targets are realistic and achievable:

- **Over 100 Surveys Indicating Interest:** The significant number of surveys completed by local families reinforces the demand for Schenectady Scholars. Given that our opening enrollment target is 100 students (50 in Kindergarten and 50 in 1st grade), our current level of expressed interest suggests we are well-positioned to meet and potentially exceed our enrollment goal.
- **Existing Waitlists for Early Education Programs**: Many Schenectady-area preschools and daycare centers report long waitlists, suggesting that there is already a high demand for early education spaces. This demonstrates a built-in pool of students ready to transition into Kindergarten and 1st grade at Schenectady Scholars.
- **Positive Reception of Our School's Mission:** Parents have responded enthusiastically to our focus on literacy, math, and character development. The combination of Montessori principles and structured charter school methods resonates with families looking for a balanced, engaging approach to early childhood education.
- **Commitment to Continued Community Engagement:** Our team will continue to build awareness and establish relationships with families by hosting informational sessions, forming partnerships with local organizations, and maintaining an active presence in Schenectady's neighborhoods. These efforts will ensure a strong pipeline of interested families as we move closer to the school's opening.

R-04d-Evidence of Community Outreach

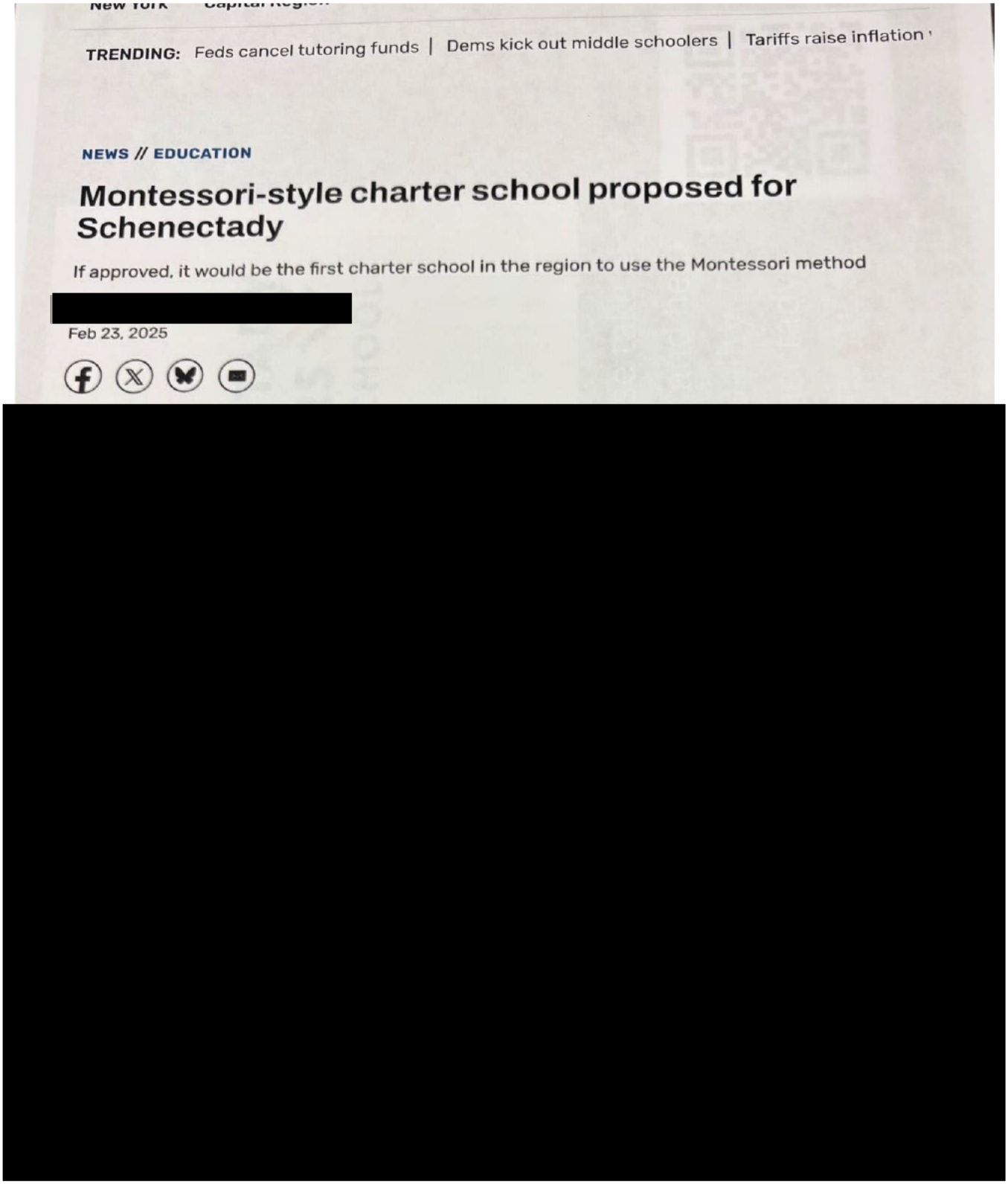
Submit documents that provided evidence of community (e.g. flyers, websites, social media pages, in-person or virtual meeting announcements including dates and times, online survey results, media articles and advertisements, email outreach, etc.).

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Figure 4d.1



TRENDING: Feds cancel tutoring funds | Dems kick out middle schoolers | Tariffs raise inflation

NEWS // EDUCATION

Montessori-style charter school proposed for Schenectady

If approved, it would be the first charter school in the region to use the Montessori method

[redacted]

Feb 23, 2025

[redacted]

Figure 4d.2

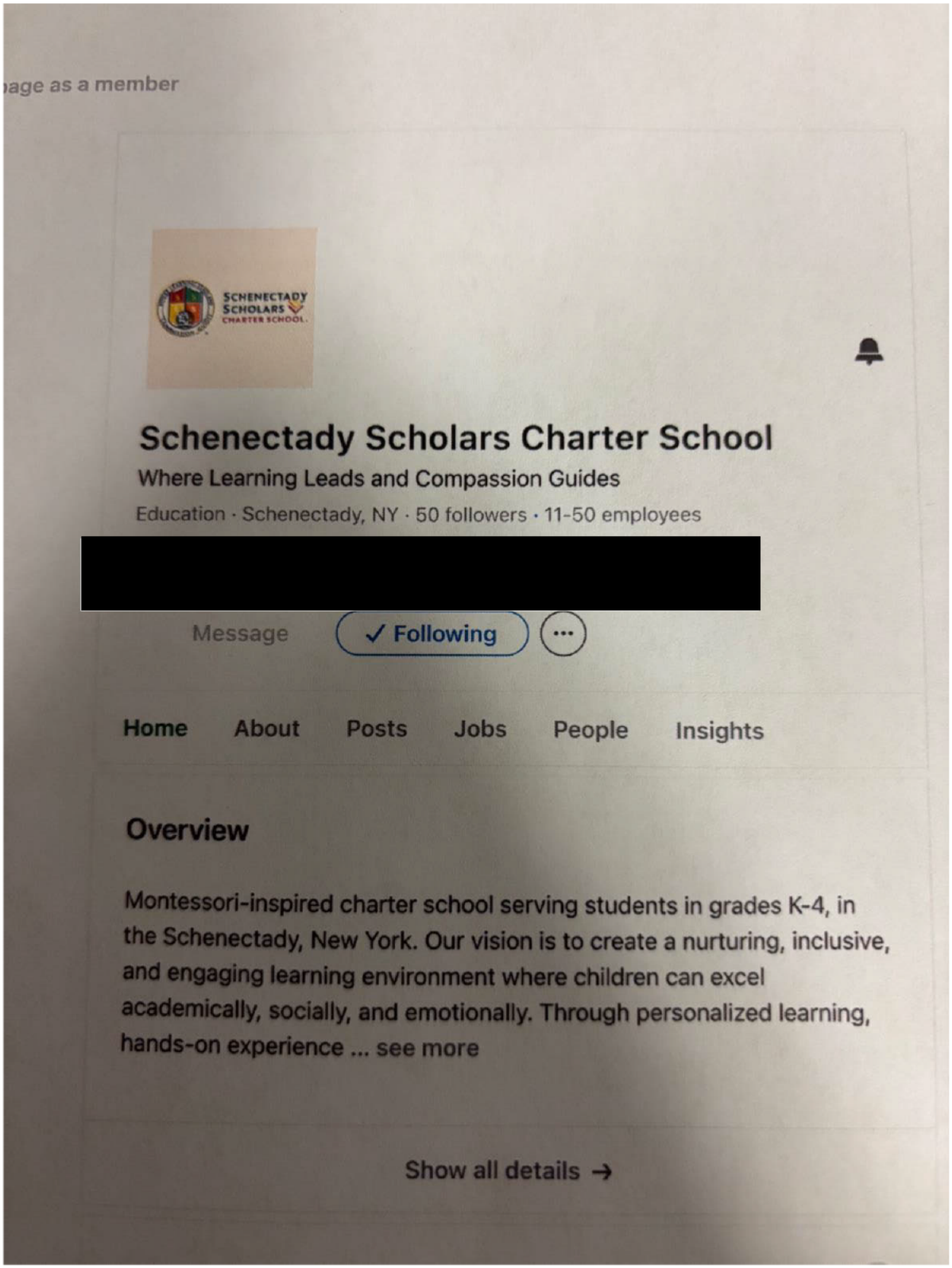
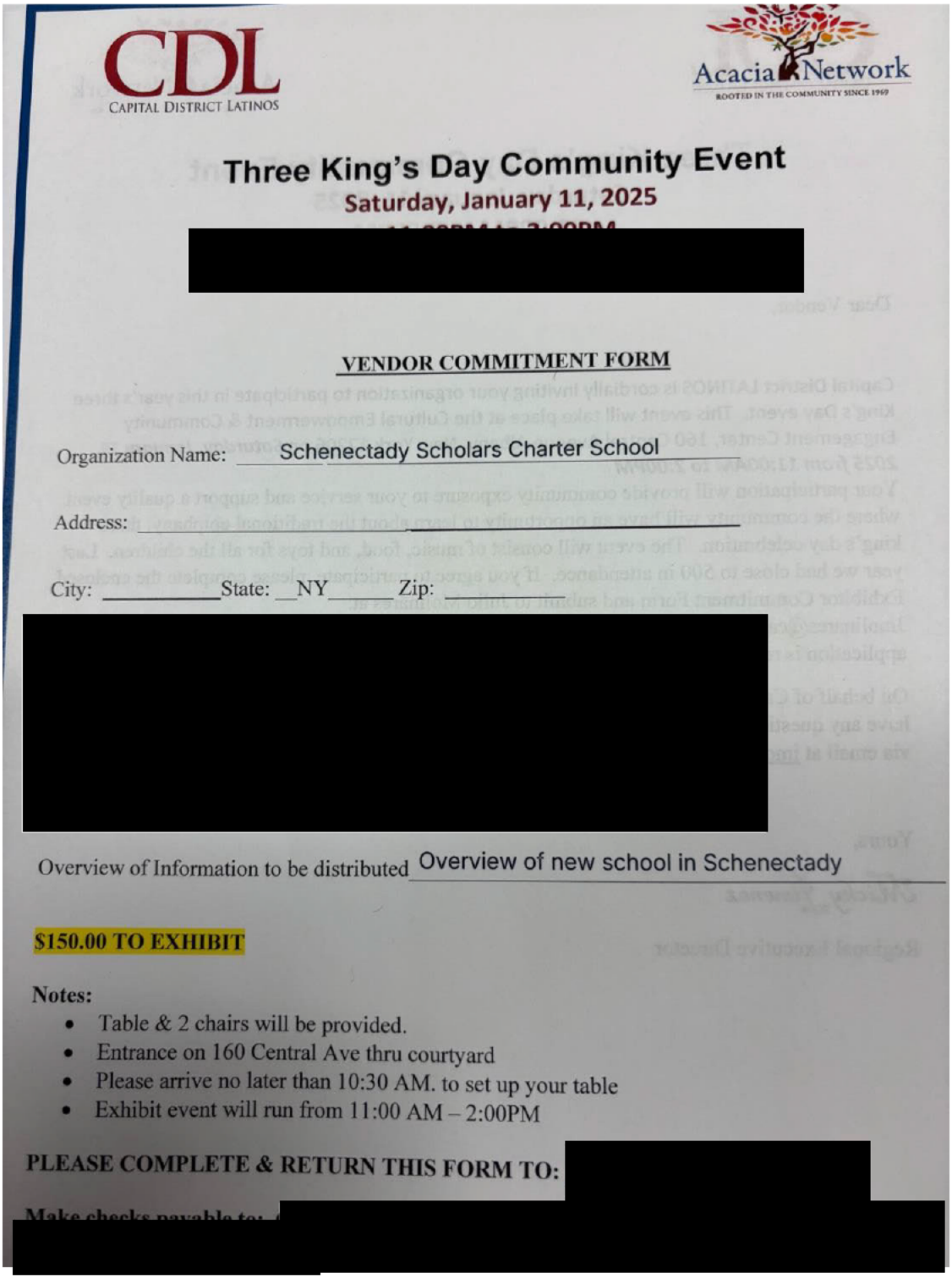

age as a member
SCHENECTADY SCHOLARS CHARTER SCHOOL
Schenectady Scholars Charter School
Where Learning Leads and Compassion Guides
Education · Schenectady, NY · 50 followers · 11-50 employees
[redacted]
Message
✓ Following
Home
About
Posts
Jobs
People
Insights
Overview
Montessori-inspired charter school serving students in grades K-4, in the Schenectady, New York. Our vision is to create a nurturing, inclusive, and engaging learning environment where children can excel academically, socially, and emotionally. Through personalized learning, hands-on experience ... see more
Show all details →

Figure 4d.3



CDL
CAPITAL DISTRICT LATINOS

Acacia Network
ROOTED IN THE COMMUNITY SINCE 1969

Three King's Day Community Event

Saturday, January 11, 2025

[redacted]

VENDOR COMMITMENT FORM

Organization Name: Schenectady Scholars Charter School

Address: _____

City: _____ State: NY Zip: _____

[redacted]

Overview of Information to be distributed Overview of new school in Schenectady

$150.00 TO EXHIBIT

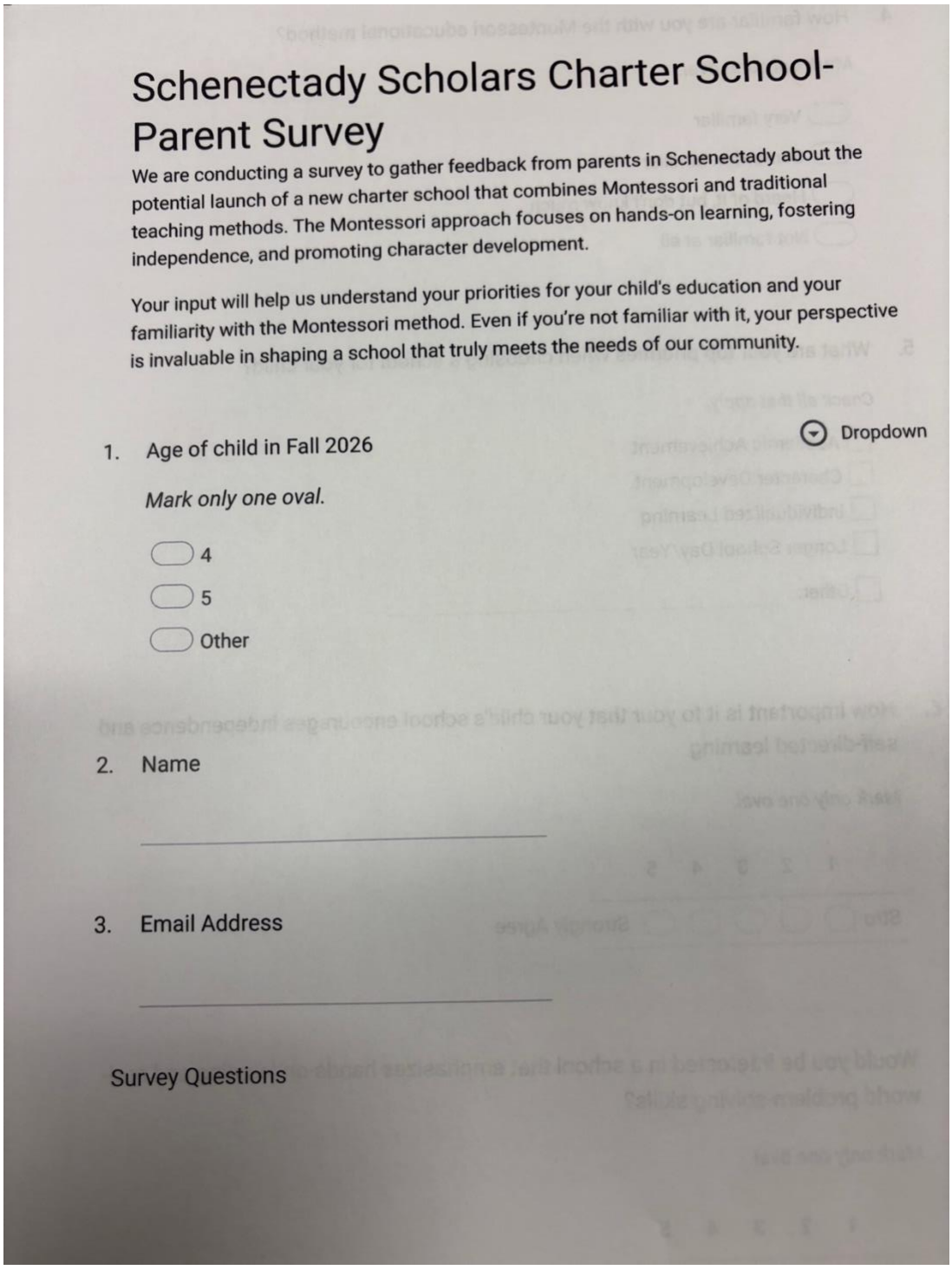
Notes:

- Table & 2 chairs will be provided.
- Entrance on 160 Central Ave thru courtyard
- Please arrive no later than 10:30 AM. to set up your table
- Exhibit event will run from 11:00 AM – 2:00PM

PLEASE COMPLETE & RETURN THIS FORM TO: [redacted]

Make checks payable to: [redacted]

Figure 4d.4



Schenectady Scholars Charter School- Parent Survey

We are conducting a survey to gather feedback from parents in Schenectady about the potential launch of a new charter school that combines Montessori and traditional teaching methods. The Montessori approach focuses on hands-on learning, fostering independence, and promoting character development.

Your input will help us understand your priorities for your child's education and your familiarity with the Montessori method. Even if you're not familiar with it, your perspective is invaluable in shaping a school that truly meets the needs of our community.

1. Age of child in Fall 2026 — Dropdown

Mark only one oval.

- 4
- 5
- Other

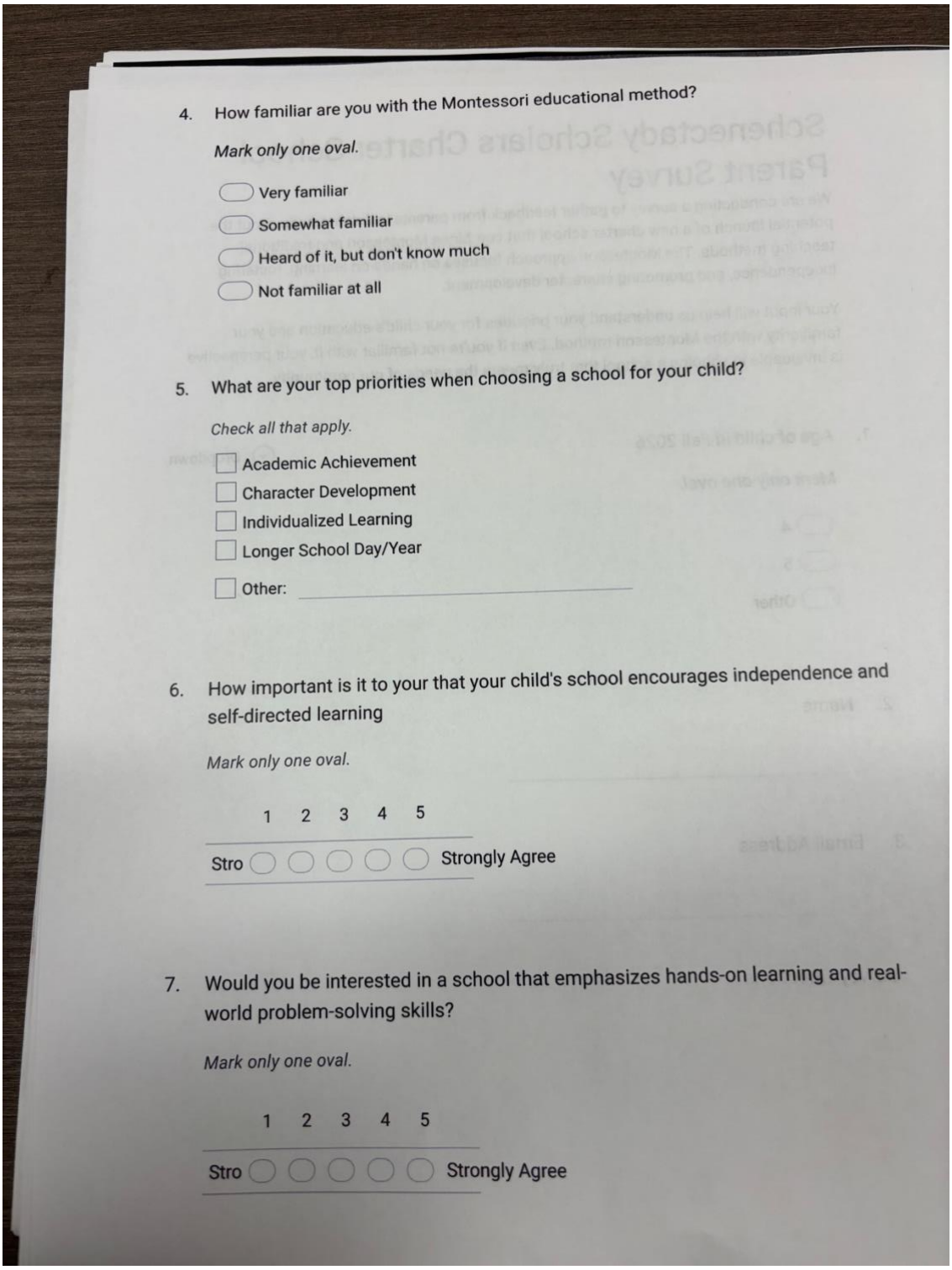
2. Name

_____

3. Email Address

_____

Survey Questions



4. How familiar are you with the Montessori educational method?

Mark only one oval.

- ◯ Very familiar
- ◯ Somewhat familiar
- ◯ Heard of it, but don't know much
- ◯ Not familiar at all

5. What are your top priorities when choosing a school for your child?

Check all that apply.

- ☐ Academic Achievement
- ☐ Character Development
- ☐ Individualized Learning
- ☐ Longer School Day/Year
- ☐ Other: _____

6. How important is it to your that your child's school encourages independence and self-directed learning

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

7. Would you be interested in a school that emphasizes hands-on learning and real-world problem-solving skills?

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

8. Montessori schools often have mixed classrooms. (e.g., children ages 3-6 in the same classroom). How do you feel about this type of classroom environment?

Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ Maybe

9. Are you open to a curriculum that focuses on reading, math, and social skills development?

Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ Maybe

10. How important is it to you for a school to emphasize character development

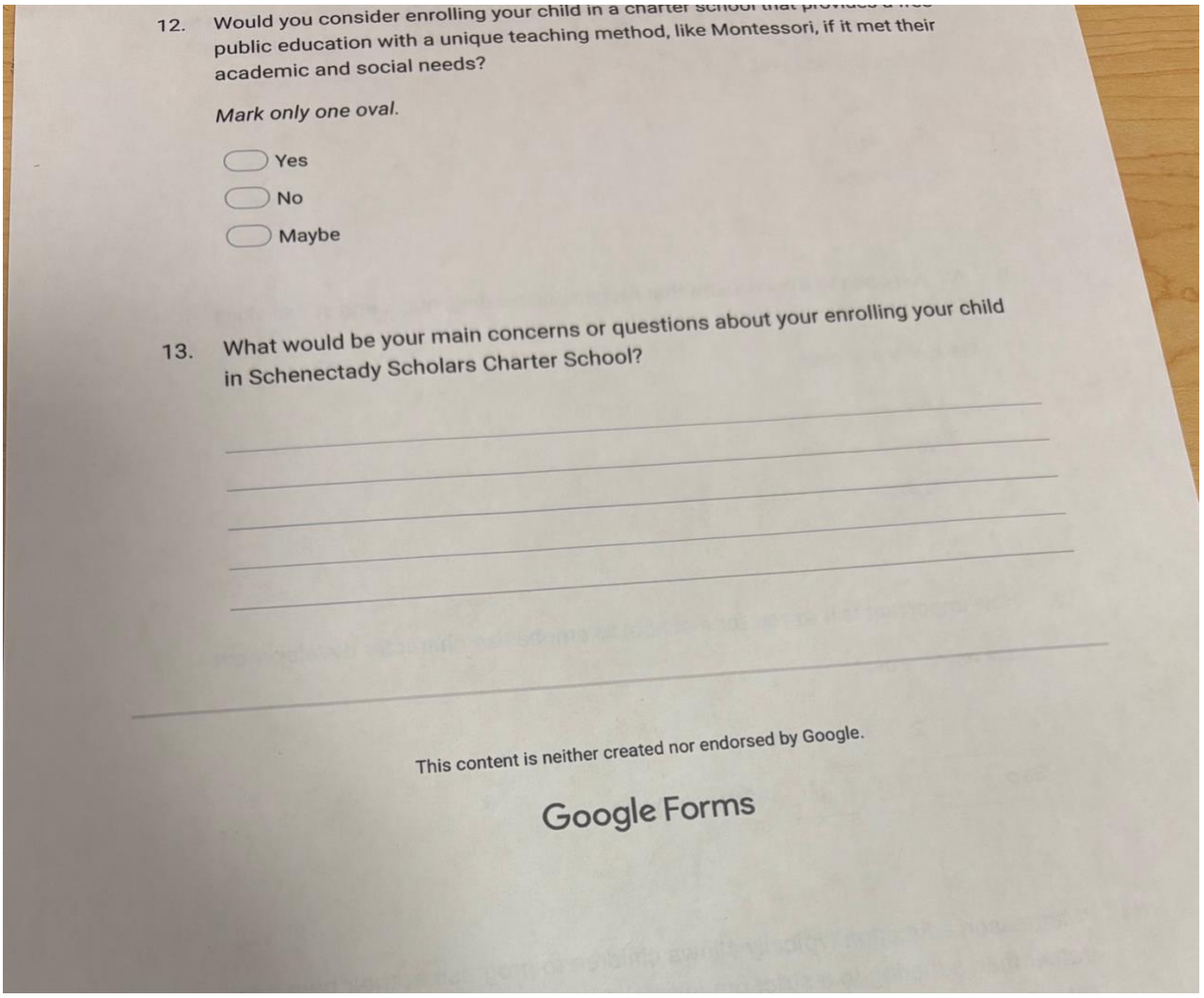
Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree

11. Montessori education typically allows children to progress at their own pace rather than adhering to a strict grade level curriculum. How would you feel about this approach for your child?

Mark only one oval.

	1	2	3	4	5	
Stro	◯	◯	◯	◯	◯	Strongly Agree



12. Would you consider enrolling your child in a charter school that provides a free public education with a unique teaching method, like Montessori, if it met their academic and social needs?

Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ Maybe

13. What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

This content is neither created nor endorsed by Google.

Google Forms

Figure 4d.5

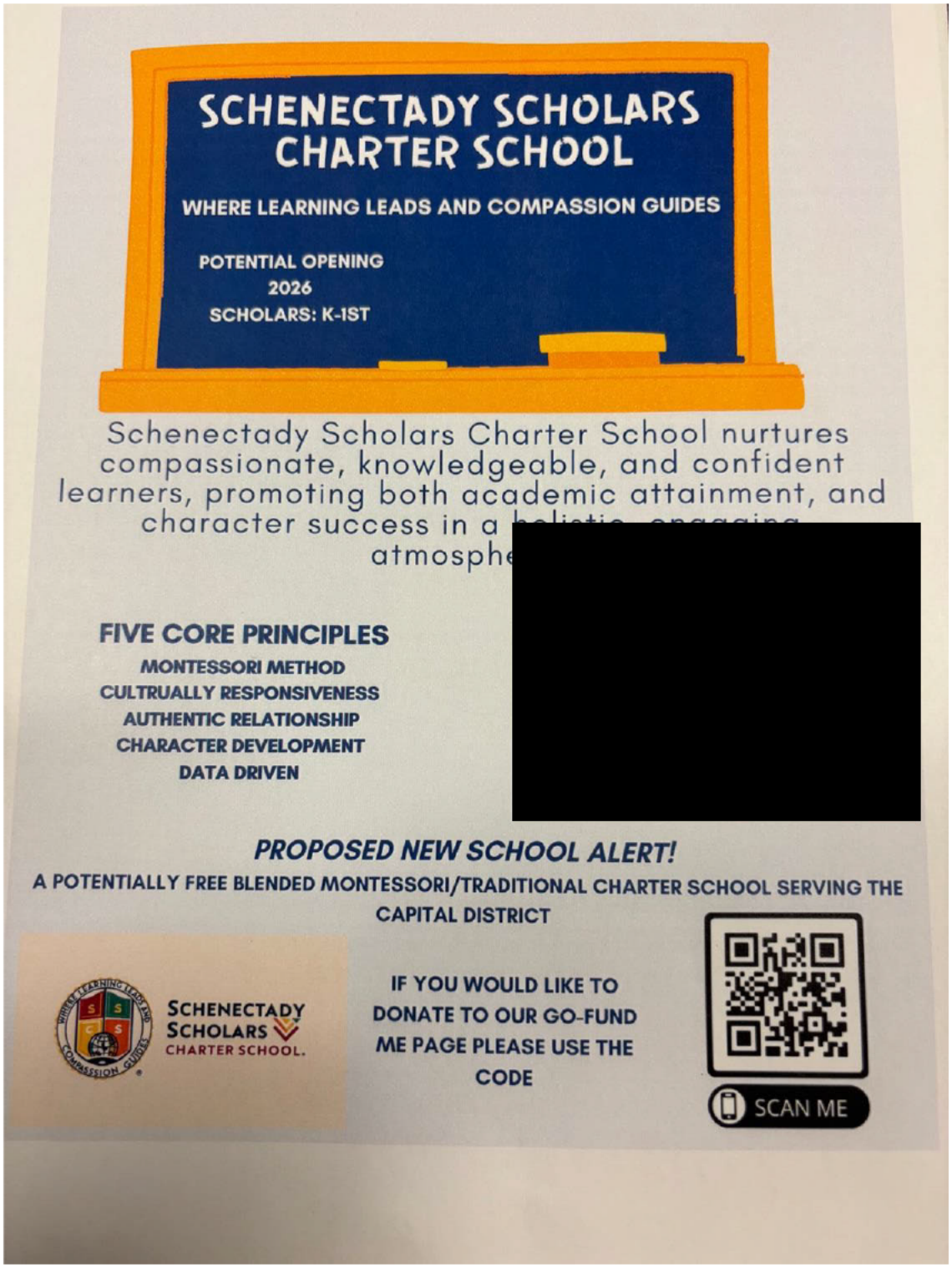

SCHENECTADY SCHOLARS CHARTER SCHOOL
WHERE LEARNING LEADS AND COMPASSION GUIDES
POTENTIAL OPENING
2026
SCHOLARS: K-1ST
Schenectady Scholars Charter School nurtures compassionate, knowledgeable, and confident learners, promoting both academic attainment, and character success in a
atmosphe
FIVE CORE PRINCIPLES
MONTESSORI METHOD
CULTRUALLY RESPONSIVENESS
AUTHENTIC RELATIONSHIP
CHARACTER DEVELOPMENT
DATA DRIVEN
PROPOSED NEW SCHOOL ALERT!
A POTENTIALLY FREE BLENDED MONTESSORI/TRADITIONAL CHARTER SCHOOL SERVING THE CAPITAL DISTRICT
SCHENECTADY SCHOLARS CHARTER SCHOOL.
IF YOU WOULD LIKE TO DONATE TO OUR GO-FUND ME PAGE PLEASE USE THE CODE
SCAN ME

Figure 4d.6

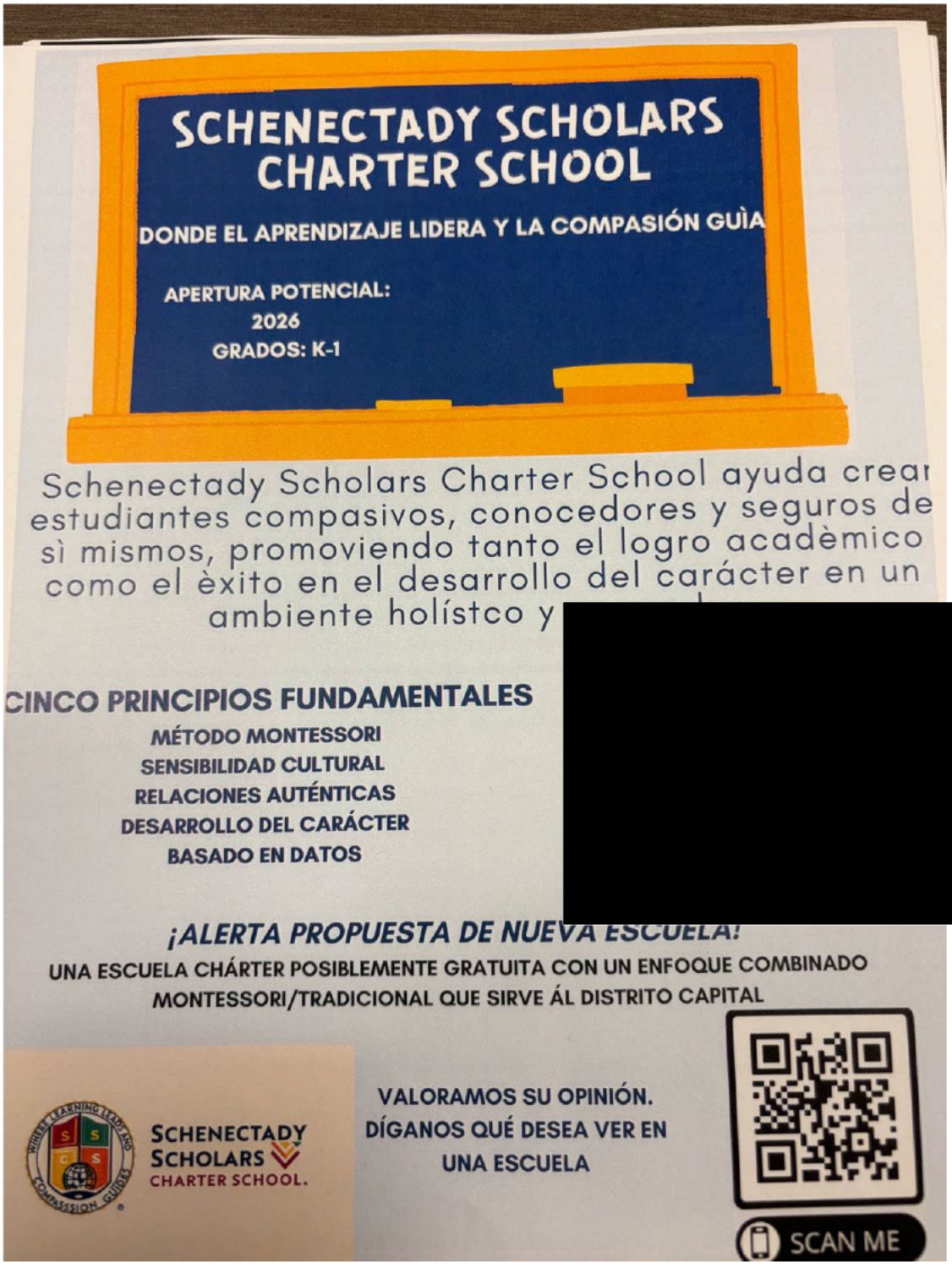

SCHENECTADY SCHOLARS CHARTER SCHOOL
DONDE EL APRENDIZAJE LIDERA Y LA COMPASIÓN GUÌA
APERTURA POTENCIAL:
2026
GRADOS: K-1
Schenectady Scholars Charter School ayuda crear
estudiantes compasivos, conocedores y seguros de
sì mismos, promoviendo tanto el logro acadèmico
como el èxito en el desarrollo del carácter en un
ambiente holístco y
CINCO PRINCIPIOS FUNDAMENTALES
MÉTODO MONTESSORI
SENSIBILIDAD CULTURAL
RELACIONES AUTÉNTICAS
DESARROLLO DEL CARÁCTER
BASADO EN DATOS
¡ALERTA PROPUESTA DE NUEVA ESCUELA!
UNA ESCUELA CHÁRTER POSIBLEMENTE GRATUITA CON UN ENFOQUE COMBINADO
MONTESSORI/TRADICIONAL QUE SIRVE ÁL DISTRITO CAPITAL
SCHENECTADY SCHOLARS CHARTER SCHOOL.
VALORAMOS SU OPINIÓN.
DÍGANOS QUÉ DESEA VER EN
UNA ESCUELA
SCAN ME

Figure 4d.7

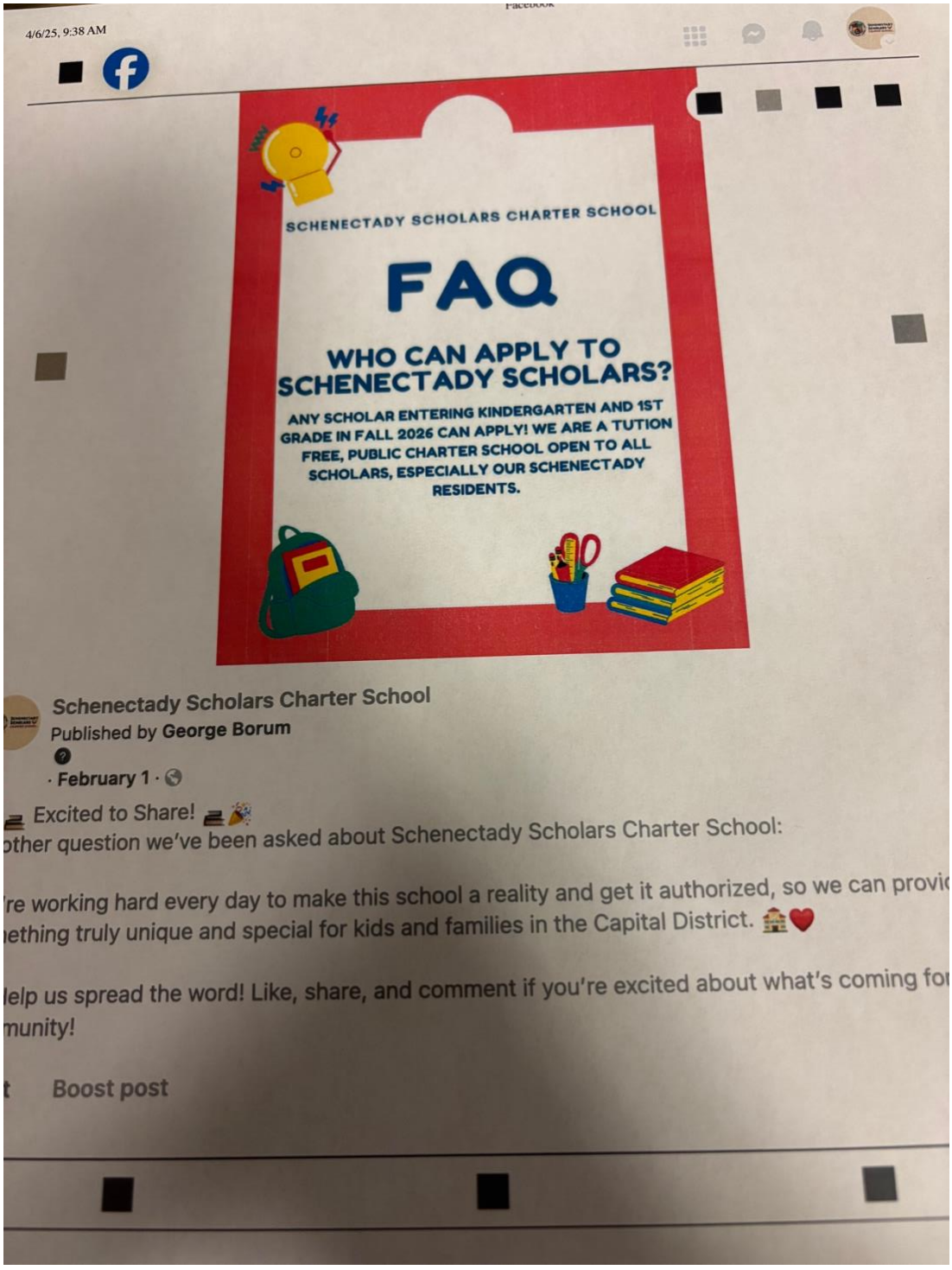

4/6/25, 9:38 AM
SCHENECTADY SCHOLARS CHARTER SCHOOL
FAQ
WHO CAN APPLY TO SCHENECTADY SCHOLARS?
ANY SCHOLAR ENTERING KINDERGARTEN AND 1ST GRADE IN FALL 2026 CAN APPLY! WE ARE A TUTION FREE, PUBLIC CHARTER SCHOOL OPEN TO ALL SCHOLARS, ESPECIALLY OUR SCHENECTADY RESIDENTS.
Schenectady Scholars Charter School
Published by George Borum
· February 1 ·
Excited to Share!
other question we've been asked about Schenectady Scholars Charter School:
re working hard every day to make this school a reality and get it authorized, so we can provi
ething truly unique and special for kids and families in the Capital District.
lelp us spread the word! Like, share, and comment if you're excited about what's coming fo
munity!
Boost post

Figure 4d.8

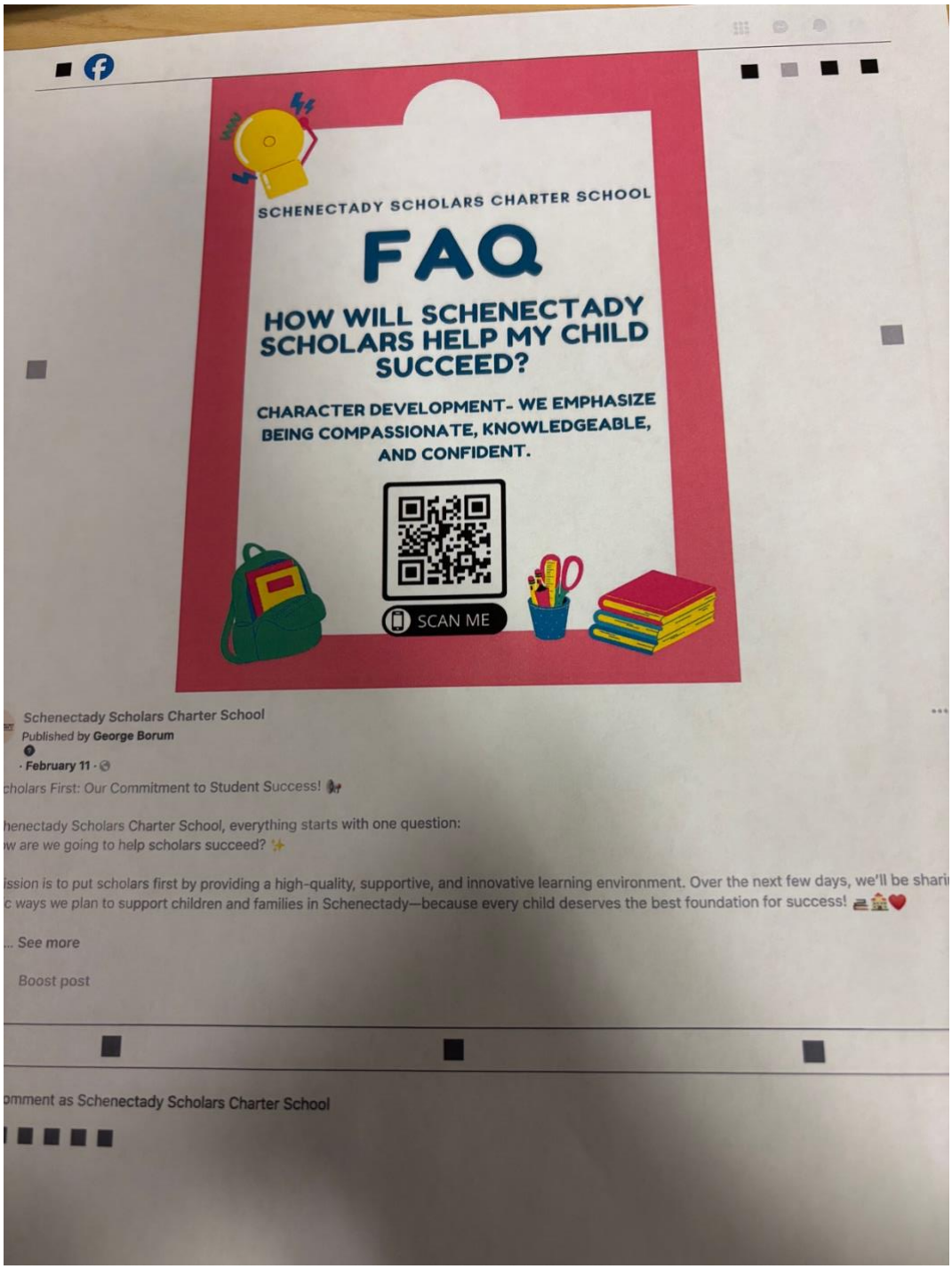

SCHENECTADY SCHOLARS CHARTER SCHOOL
FAQ
HOW WILL SCHENECTADY SCHOLARS HELP MY CHILD SUCCEED?
CHARACTER DEVELOPMENT- WE EMPHASIZE BEING COMPASSIONATE, KNOWLEDGEABLE, AND CONFIDENT.
SCAN ME
Schenectady Scholars Charter School
Published by George Borum
· February 11 ·
cholars First: Our Commitment to Student Success!
henectady Scholars Charter School, everything starts with one question:
w are we going to help scholars succeed?
ission is to put scholars first by providing a high-quality, supportive, and innovative learning environment. Over the next few days, we'll be shari
c ways we plan to support children and families in Schenectady—because every child deserves the best foundation for success!
... See more
Boost post
omment as Schenectady Scholars Charter School

Figure 4d.9

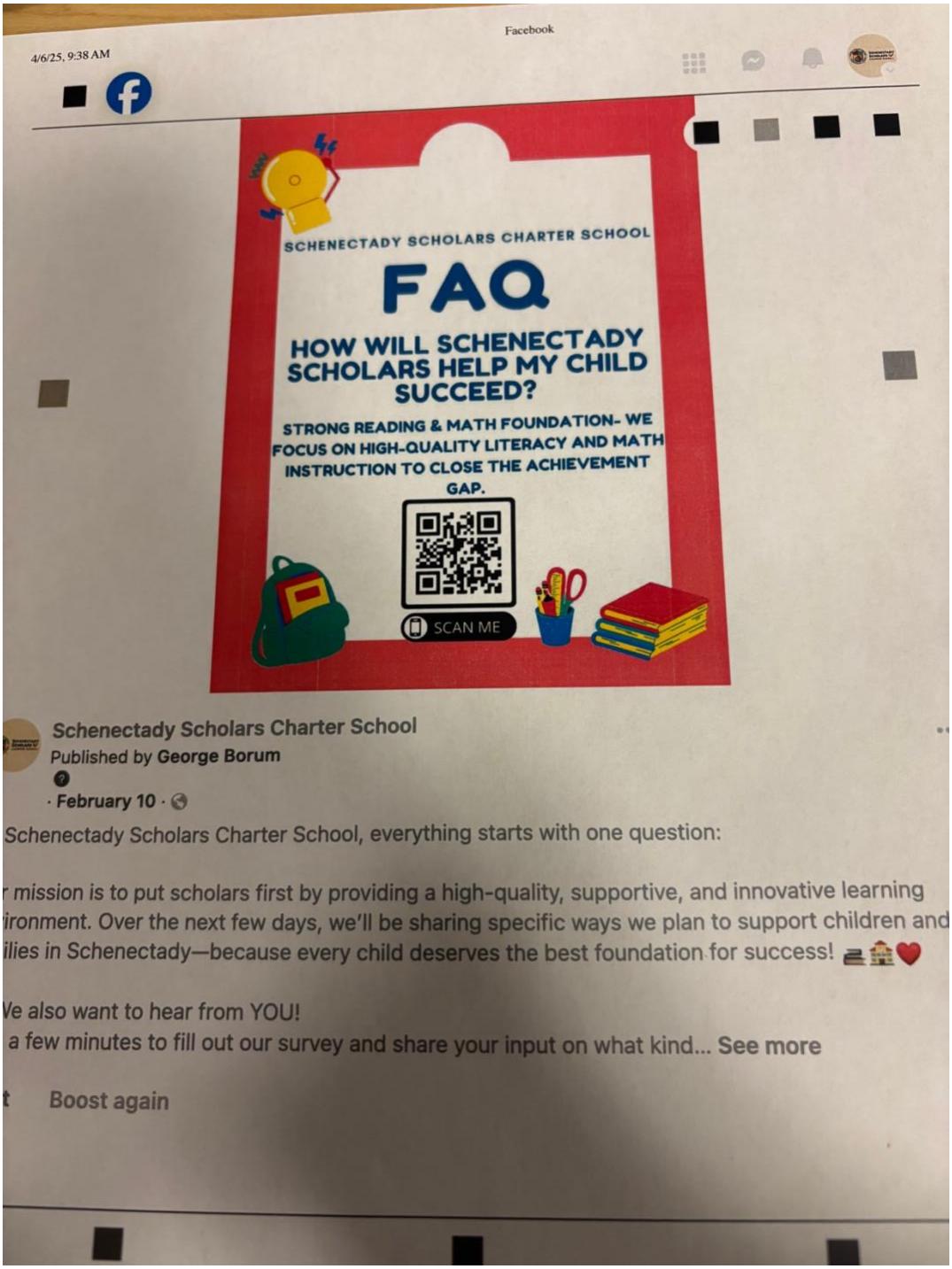

4/6/25, 9:38 AM
Facebook
SCHENECTADY SCHOLARS CHARTER SCHOOL
FAQ
HOW WILL SCHENECTADY SCHOLARS HELP MY CHILD SUCCEED?
STRONG READING & MATH FOUNDATION- WE FOCUS ON HIGH-QUALITY LITERACY AND MATH INSTRUCTION TO CLOSE THE ACHIEVEMENT GAP.
SCAN ME
Schenectady Scholars Charter School
Published by George Borum
· February 10 ·
Schenectady Scholars Charter School, everything starts with one question:
r mission is to put scholars first by providing a high-quality, supportive, and innovative learning ironment. Over the next few days, we'll be sharing specific ways we plan to support children and ilies in Schenectady—because every child deserves the best foundation for success!
Ve also want to hear from YOU!
a few minutes to fill out our survey and share your input on what kind... See more
t Boost again

Figure 4d.10

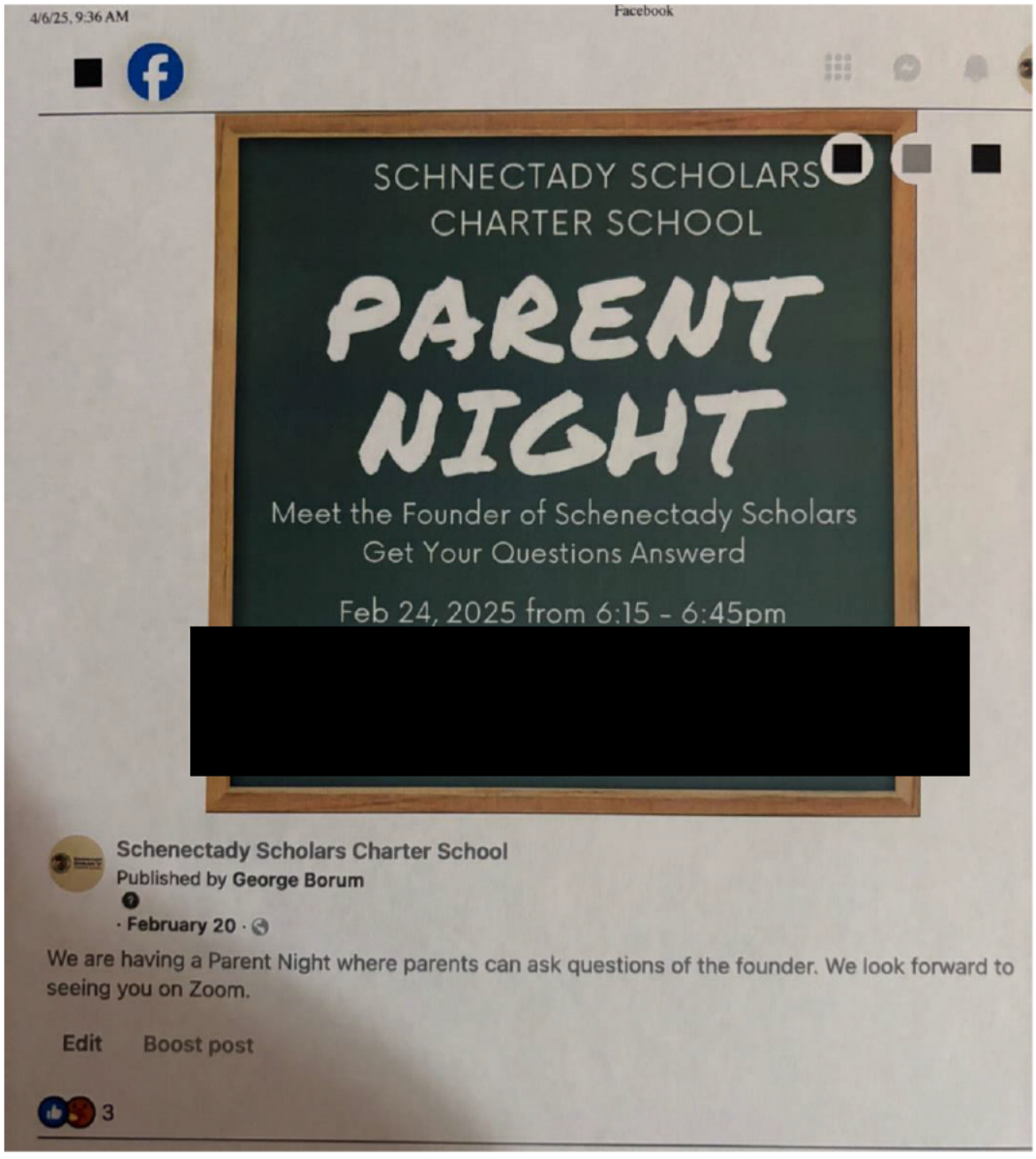

4/6/25, 9:36 AM
Facebook
SCHNECTADY SCHOLARS
CHARTER SCHOOL
PARENT
NIGHT
Meet the Founder of Schenectady Scholars
Get Your Questions Answerd
Feb 24, 2025 from 6:15 - 6:45pm
[redacted]
Schenectady Scholars Charter School
Published by George Borum
· February 20 ·
We are having a Parent Night where parents can ask questions of the founder. We look forward to seeing you on Zoom.
Edit
Boost post
3

Figure 4d. 11

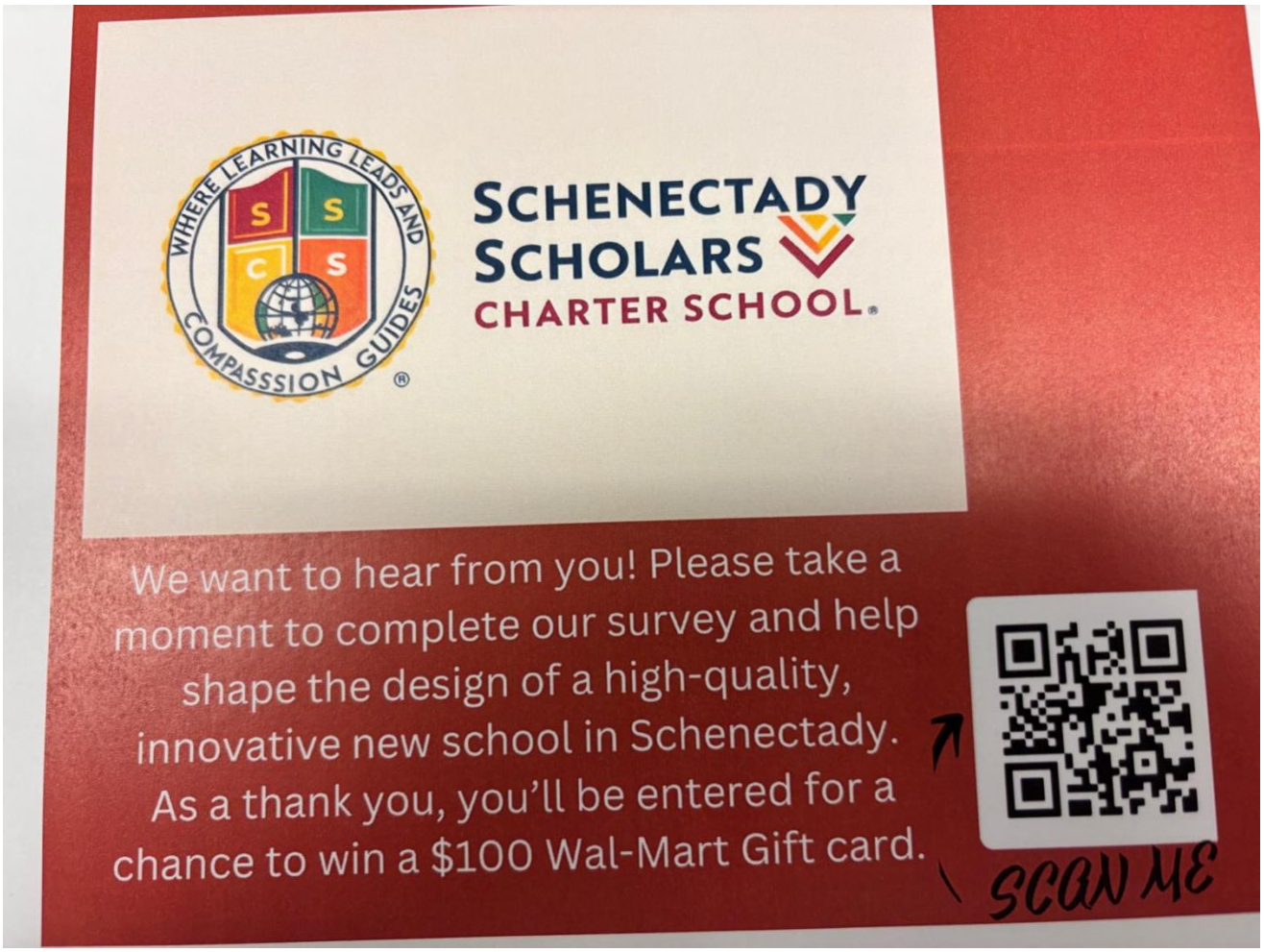
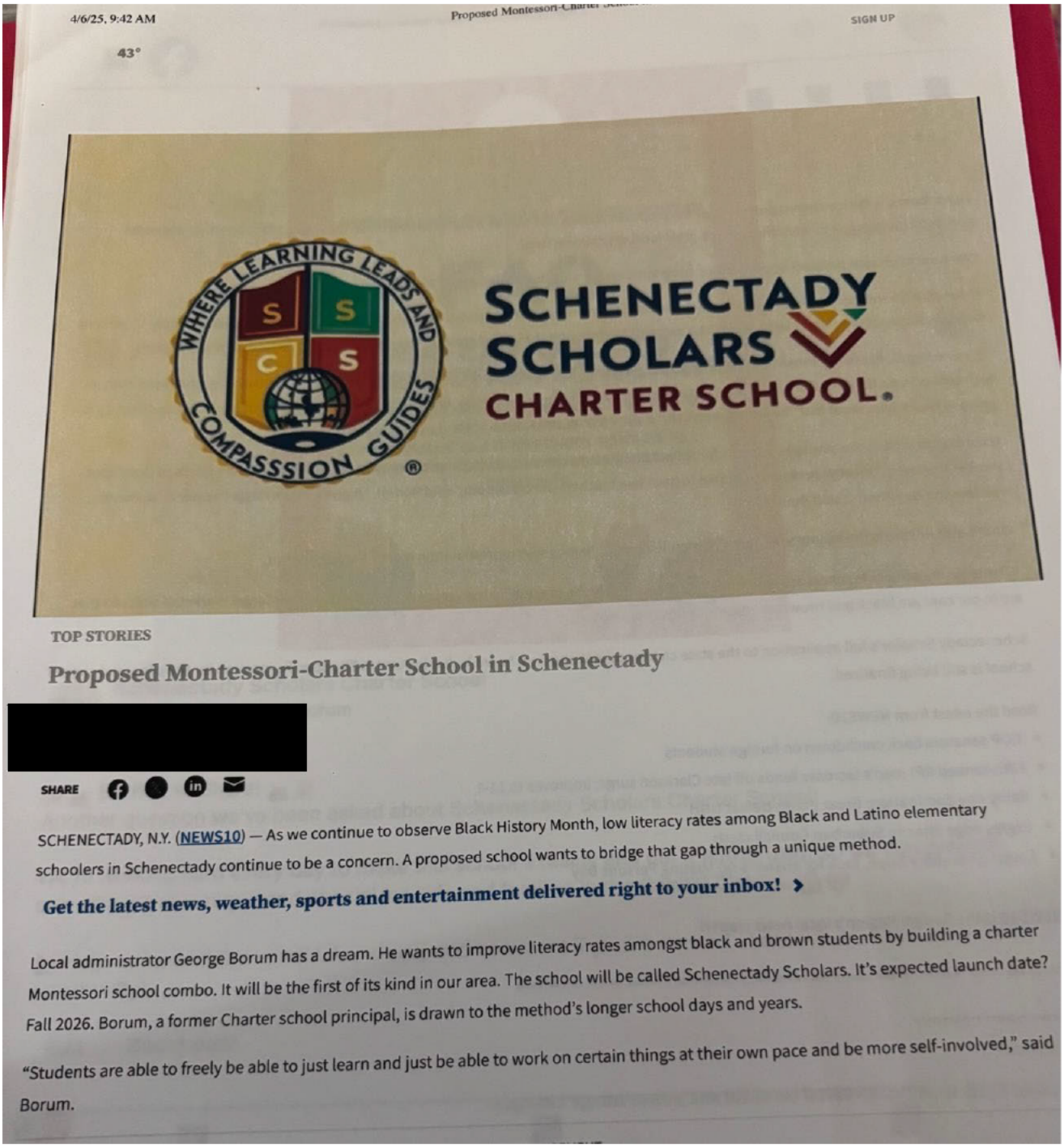

WHERE LEARNING LEADS AND COMPASSSION GUIDES
SCHENECTADY SCHOLARS CHARTER SCHOOL
We want to hear from you! Please take a moment to complete our survey and help shape the design of a high-quality, innovative new school in Schenectady. As a thank you, you'll be entered for a chance to win a $100 Wal-Mart Gift card.
SCAN ME

Figure 4d.12



4/6/25, 9:42 AM Proposed Montessori-Charter ... SIGN UP

43°

SCHENECTADY SCHOLARS CHARTER SCHOOL.

TOP STORIES

Proposed Montessori-Charter School in Schenectady

[redacted]

SHARE

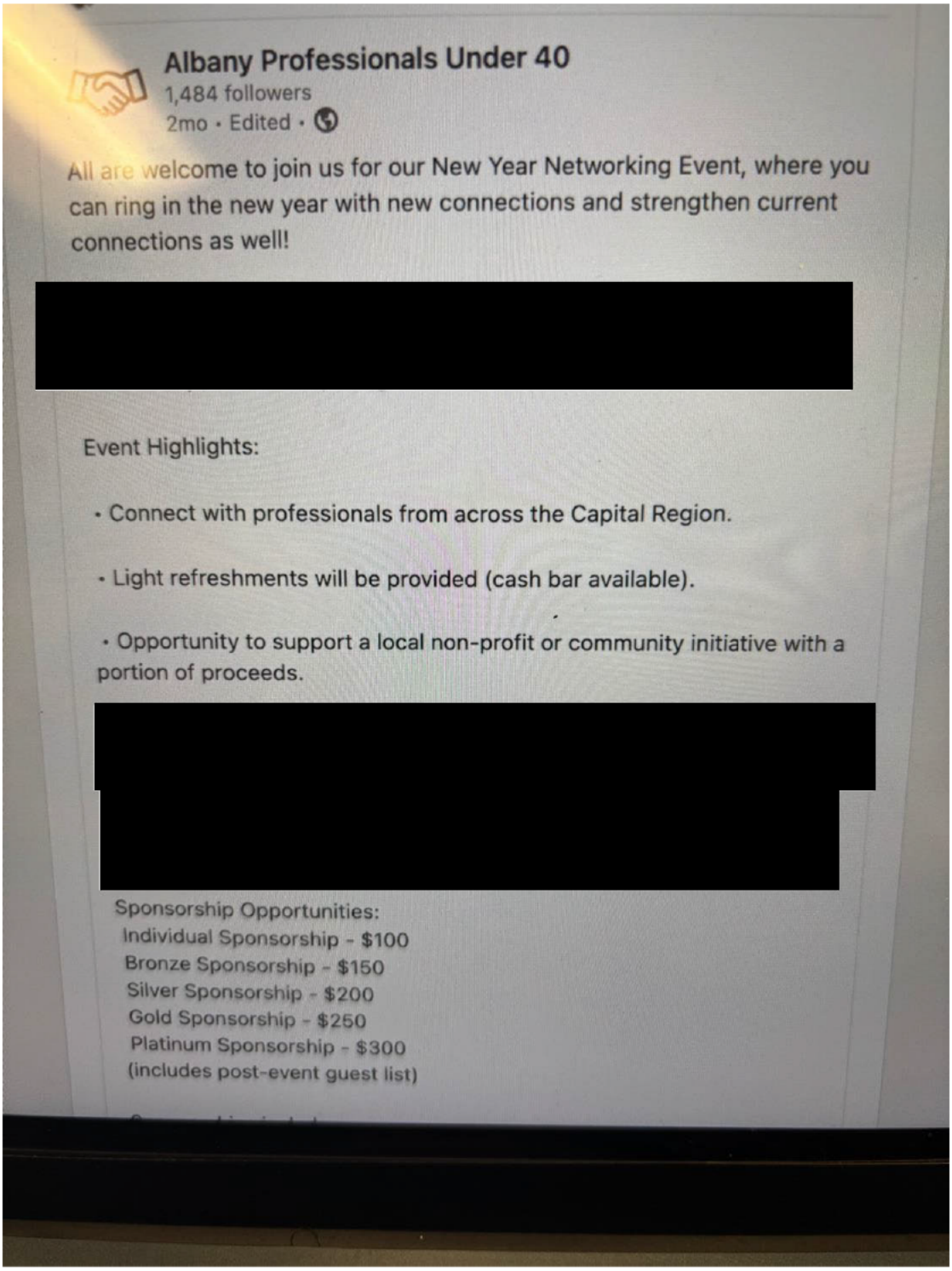
SCHENECTADY, N.Y. (NEWS10) — As we continue to observe Black History Month, low literacy rates among Black and Latino elementary schoolers in Schenectady continue to be a concern. A proposed school wants to bridge that gap through a unique method.

Get the latest news, weather, sports and entertainment delivered right to your inbox! >

Local administrator George Borum has a dream. He wants to improve literacy rates amongst black and brown students by building a charter Montessori school combo. It will be the first of its kind in our area. The school will be called Schenectady Scholars. It's expected launch date? Fall 2026. Borum, a former Charter school principal, is drawn to the method's longer school days and years.

"Students are able to freely be able to just learn and just be able to work on certain things at their own pace and be more self-involved," said Borum.

Figure 4d.13



Albany Professionals Under 40
1,484 followers
2mo • Edited •

All are welcome to join us for our New Year Networking Event, where you can ring in the new year with new connections and strengthen current connections as well!

[redacted]

Event Highlights:

- Connect with professionals from across the Capital Region.
- Light refreshments will be provided (cash bar available).
- Opportunity to support a local non-profit or community initiative with a portion of proceeds.

[redacted]

Sponsorship Opportunities:
Individual Sponsorship - $100
Bronze Sponsorship - $150
Silver Sponsorship - $200
Gold Sponsorship - $250
Platinum Sponsorship - $300
(includes post-event guest list)

Figure 4d. 14

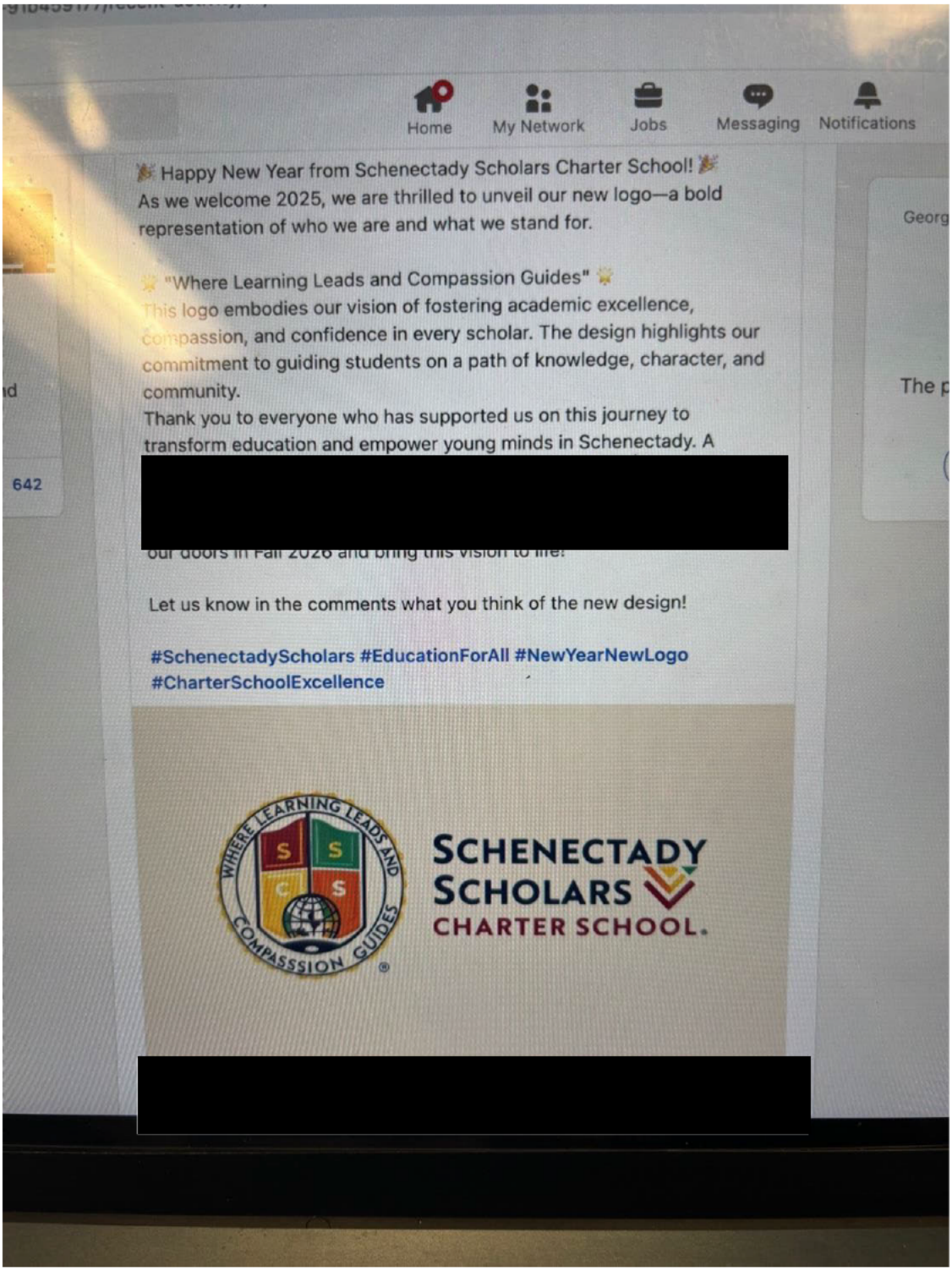

Home
My Network
Jobs
Messaging
Notifications
Happy New Year from Schenectady Scholars Charter School!
As we welcome 2025, we are thrilled to unveil our new logo—a bold representation of who we are and what we stand for.
"Where Learning Leads and Compassion Guides"
This logo embodies our vision of fostering academic excellence, compassion, and confidence in every scholar. The design highlights our commitment to guiding students on a path of knowledge, character, and community.
Thank you to everyone who has supported us on this journey to transform education and empower young minds in Schenectady. A
[redacted]
Let us know in the comments what you think of the new design!
#SchenectadyScholars #EducationForAll #NewYearNewLogo
#CharterSchoolExcellence
WHERE LEARNING LEADS AND COMPASSION GUIDES
SCHENECTADY SCHOLARS CHARTER SCHOOL
[redacted]

Figure 4d.15

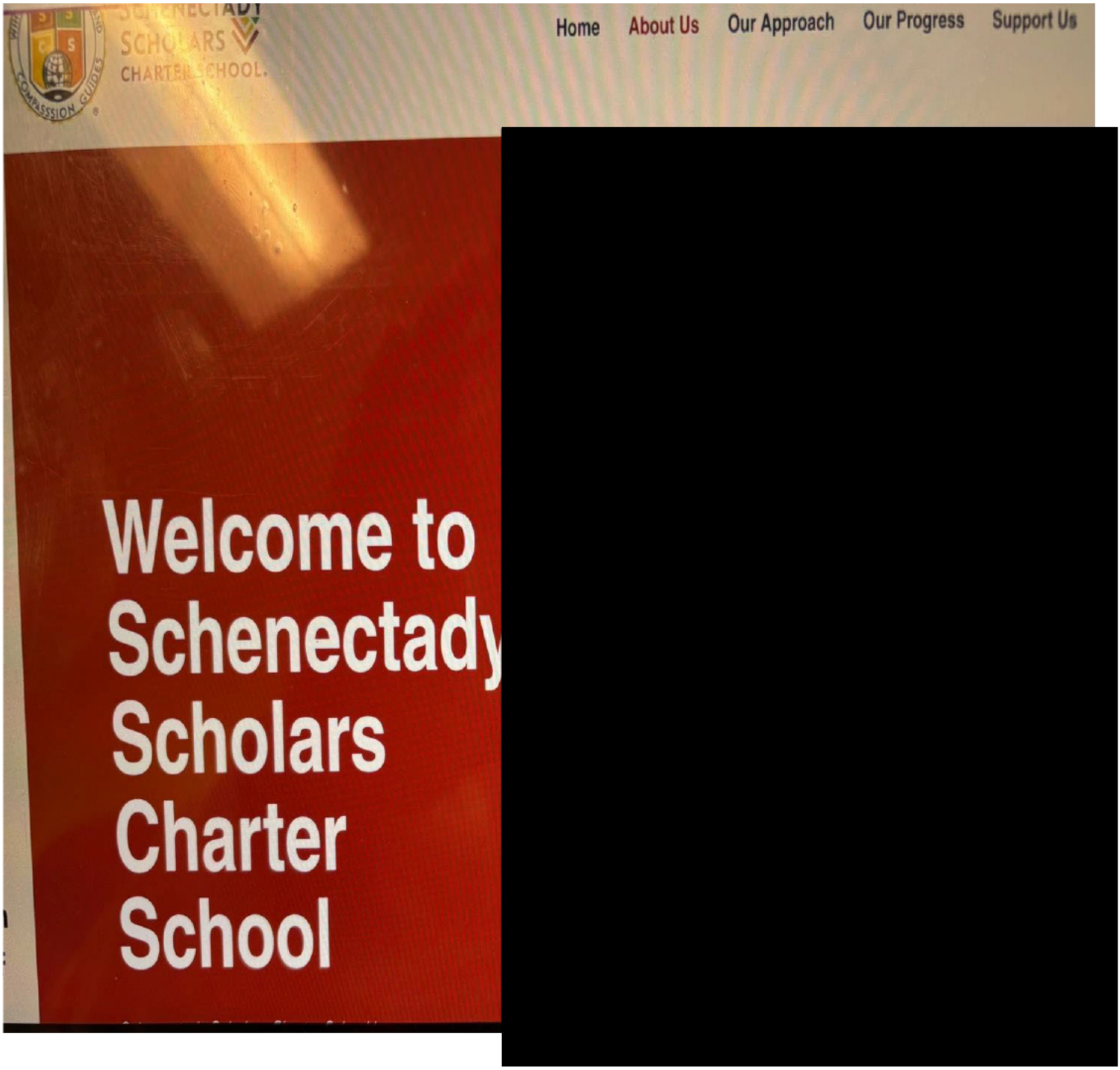
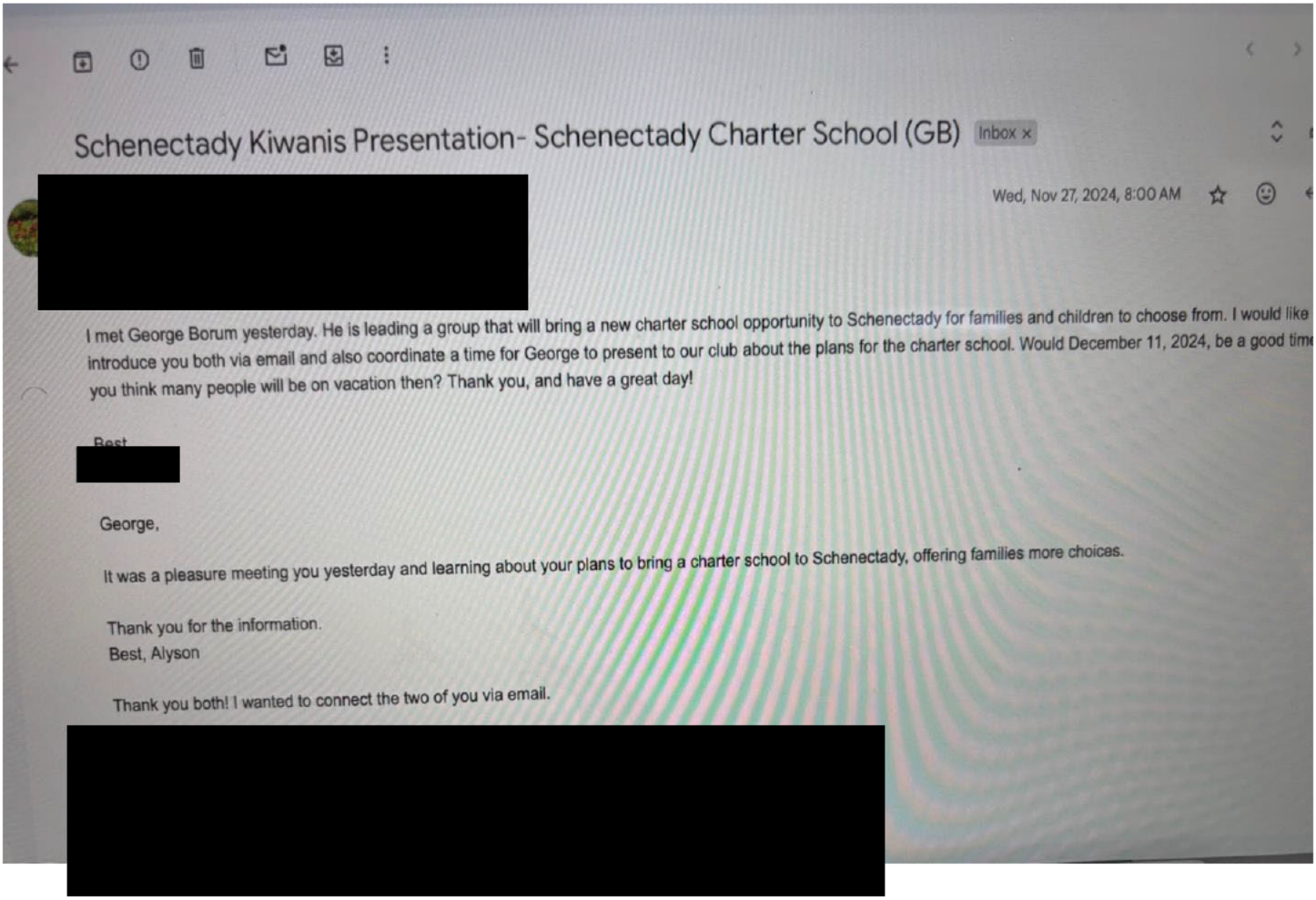

Home
About Us
Our Approach
Our Progress
Support Us
Welcome to
Schenectady
Scholars
Charter
School

Figure 4d 16



Schenectady Kiwanis Presentation- Schenectady Charter School (GB) Inbox ×

[redacted]

Wed, Nov 27, 2024, 8:00 AM

I met George Borum yesterday. He is leading a group that will bring a new charter school opportunity to Schenectady for families and children to choose from. I would like
introduce you both via email and also coordinate a time for George to present to our club about the plans for the charter school. Would December 11, 2024, be a good time
you think many people will be on vacation then? Thank you, and have a great day!

Best,
[redacted]

George,

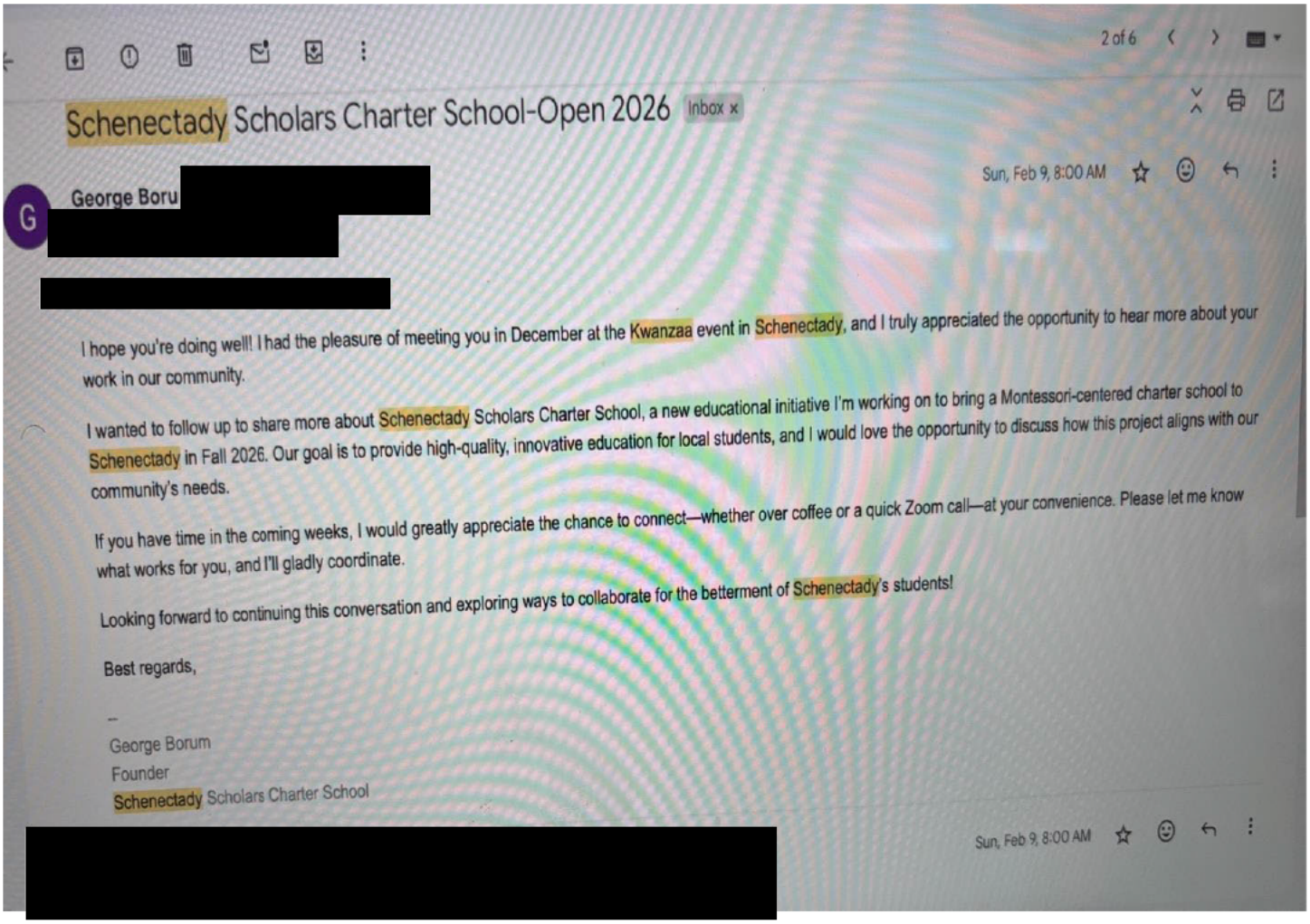
It was a pleasure meeting you yesterday and learning about your plans to bring a charter school to Schenectady, offering families more choices.

Thank you for the information.
Best, Alyson

Thank you both! I wanted to connect the two of you via email.

[redacted]

Figure 4d 17



2 of 6

Schenectady Scholars Charter School-Open 2026 Inbox ×

G George Boru [redacted]

Sun, Feb 9, 8:00 AM

I hope you're doing well! I had the pleasure of meeting you in December at the Kwanzaa event in Schenectady, and I truly appreciated the opportunity to hear more about your work in our community.

I wanted to follow up to share more about Schenectady Scholars Charter School, a new educational initiative I'm working on to bring a Montessori-centered charter school to Schenectady in Fall 2026. Our goal is to provide high-quality, innovative education for local students, and I would love the opportunity to discuss how this project aligns with our community's needs.

If you have time in the coming weeks, I would greatly appreciate the chance to connect—whether over coffee or a quick Zoom call—at your convenience. Please let me know what works for you, and I'll gladly coordinate.

Looking forward to continuing this conversation and exploring ways to collaborate for the betterment of Schenectady's students!

Best regards,

–
George Borum
Founder
Schenectady Scholars Charter School

[redacted]

Sun, Feb 9, 8:00 AM

Figure 4d 18

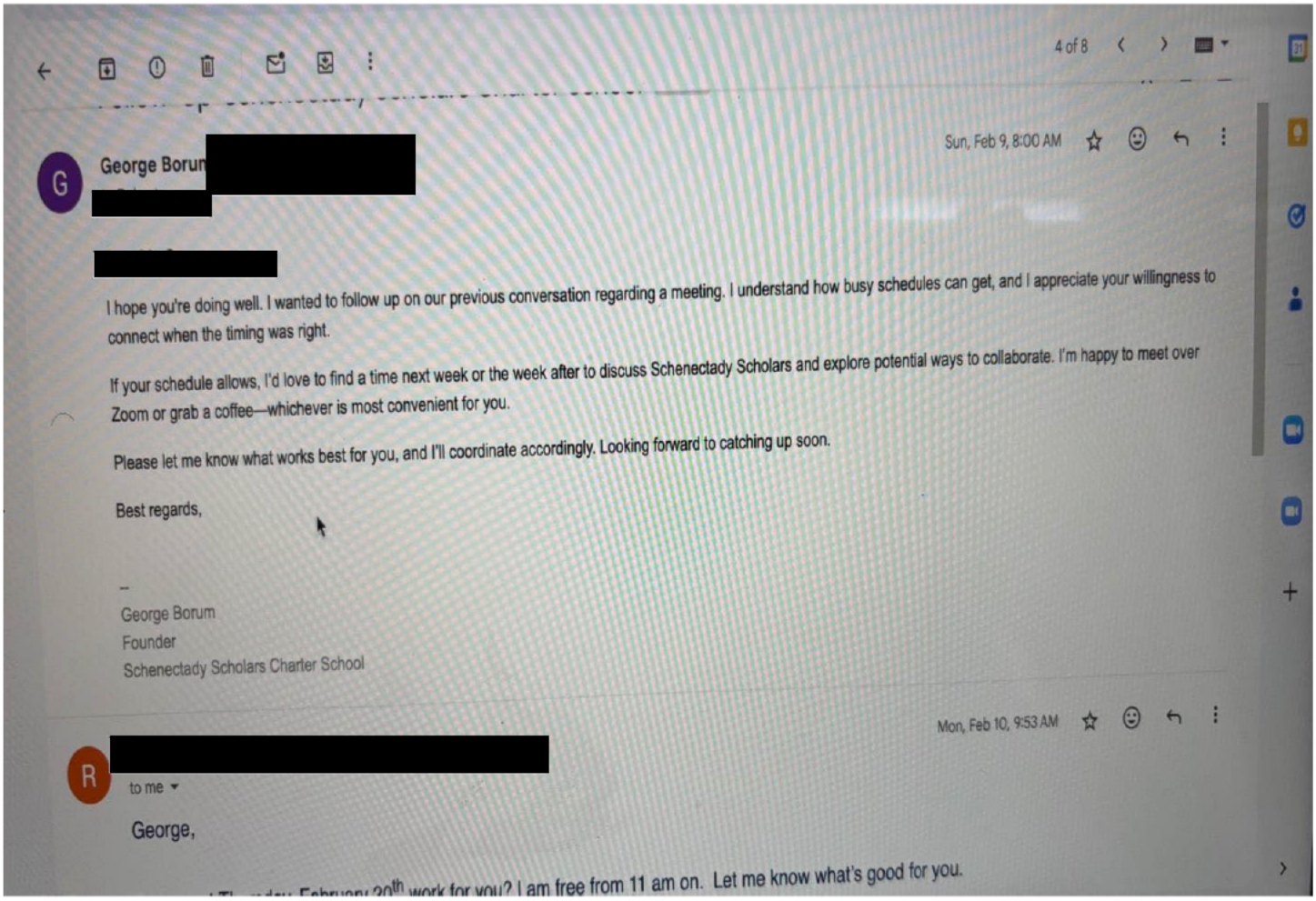

4 of 8
Sun, Feb 9, 8:00 AM
George Borum
I hope you're doing well. I wanted to follow up on our previous conversation regarding a meeting. I understand how busy schedules can get, and I appreciate your willingness to connect when the timing was right.
If your schedule allows, I'd love to find a time next week or the week after to discuss Schenectady Scholars and explore potential ways to collaborate. I'm happy to meet over Zoom or grab a coffee—whichever is most convenient for you.
Please let me know what works best for you, and I'll coordinate accordingly. Looking forward to catching up soon.
Best regards,
George Borum
Founder
Schenectady Scholars Charter School
Mon, Feb 10, 9:53 AM
to me
George,
work for you? I am free from 11 am on. Let me know what's good for you.

Figure 4d 19

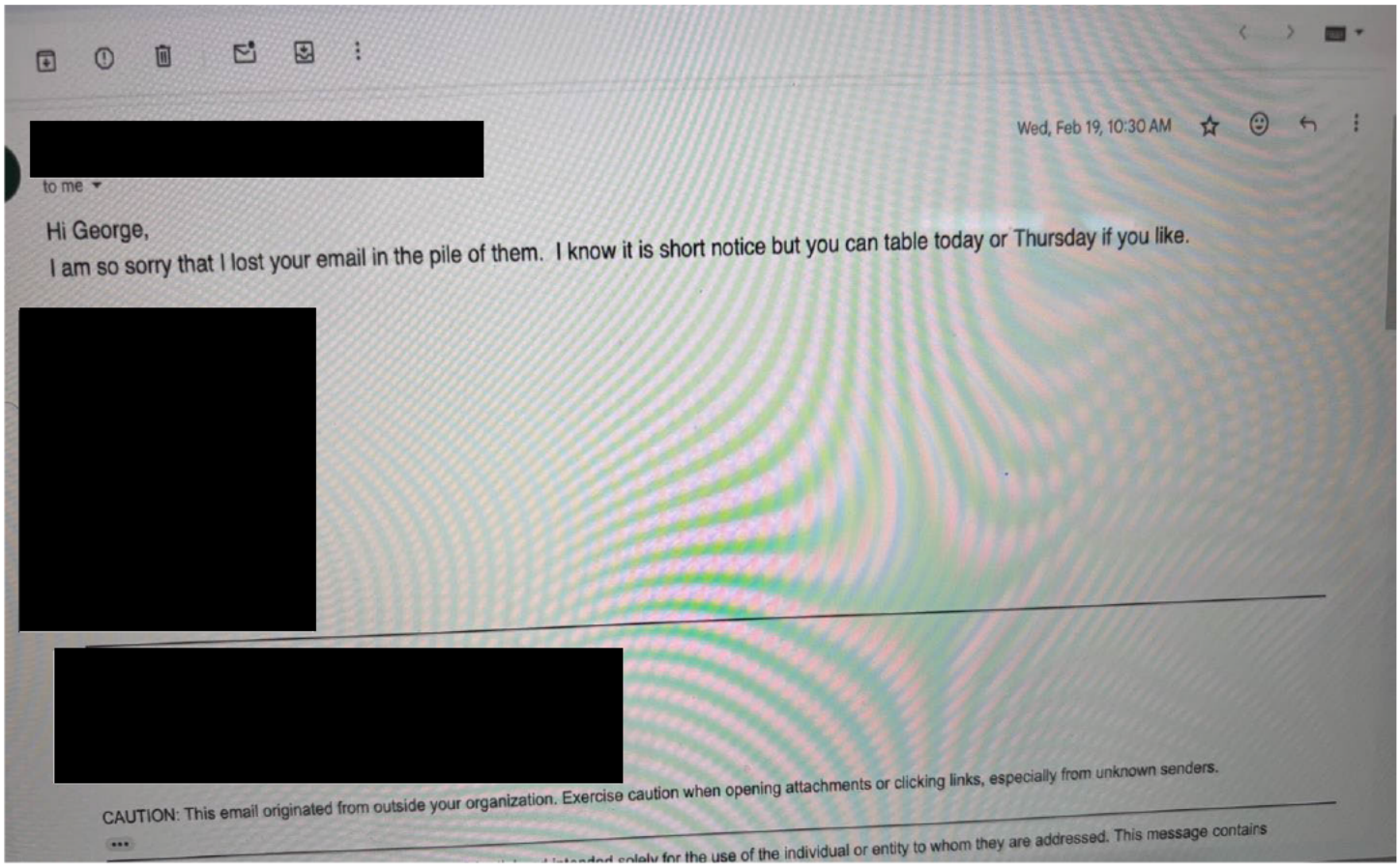
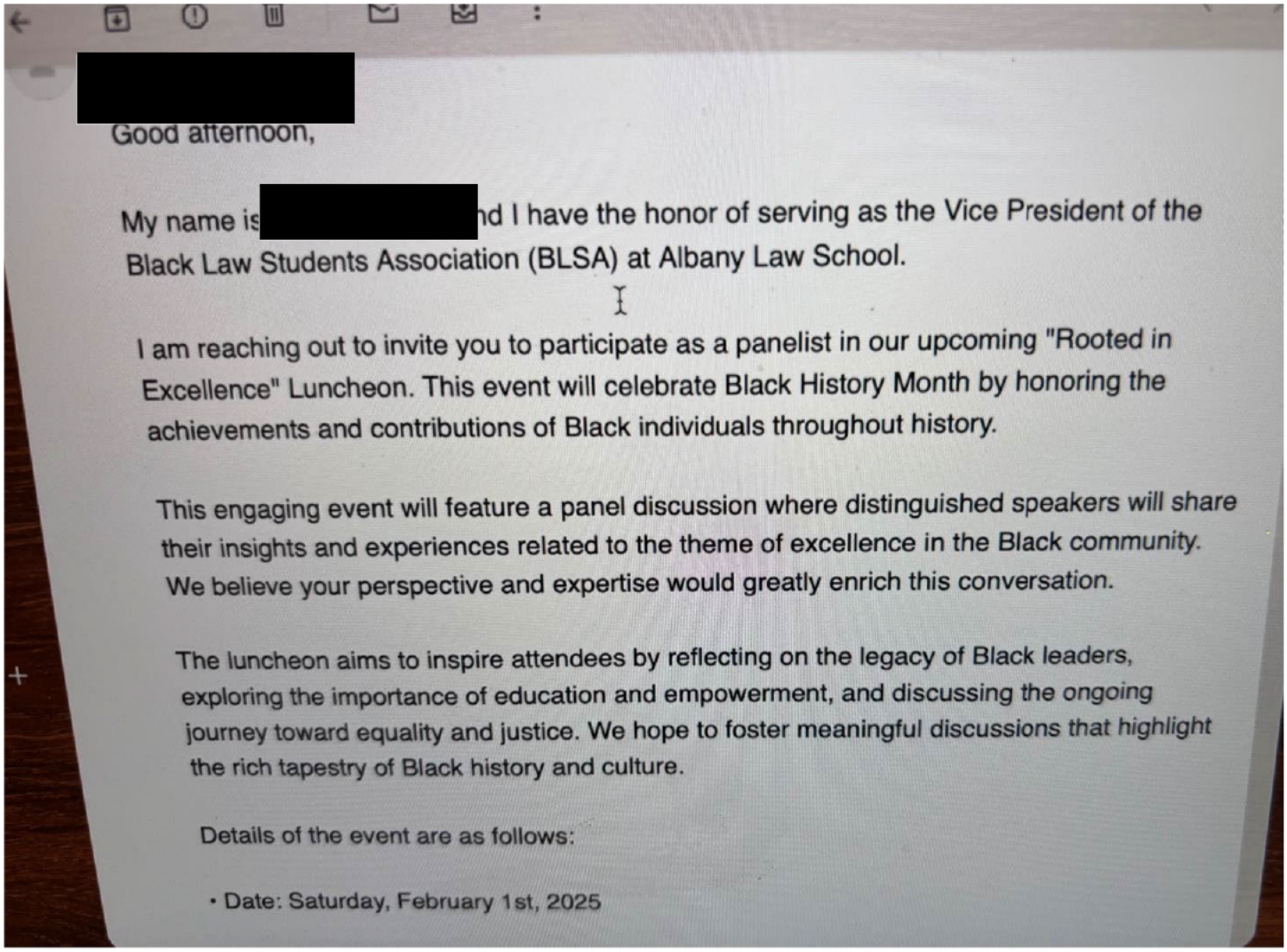

[redacted]
Wed, Feb 19, 10:30 AM
to me
Hi George,
I am so sorry that I lost your email in the pile of them. I know it is short notice but you can table today or Thursday if you like.
[redacted]
[redacted]
CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.
solely for the use of the individual or entity to whom they are addressed. This message contains

Figure 4d 20



[redacted]

Good afternoon,

My name is [redacted]nd I have the honor of serving as the Vice President of the Black Law Students Association (BLSA) at Albany Law School.

I am reaching out to invite you to participate as a panelist in our upcoming "Rooted in Excellence" Luncheon. This event will celebrate Black History Month by honoring the achievements and contributions of Black individuals throughout history.

This engaging event will feature a panel discussion where distinguished speakers will share their insights and experiences related to the theme of excellence in the Black community. We believe your perspective and expertise would greatly enrich this conversation.

The luncheon aims to inspire attendees by reflecting on the legacy of Black leaders, exploring the importance of education and empowerment, and discussing the ongoing journey toward equality and justice. We hope to foster meaningful discussions that highlight the rich tapestry of Black history and culture.

Details of the event are as follows:

- Date: Saturday, February 1st, 2025

Figure 4d 21

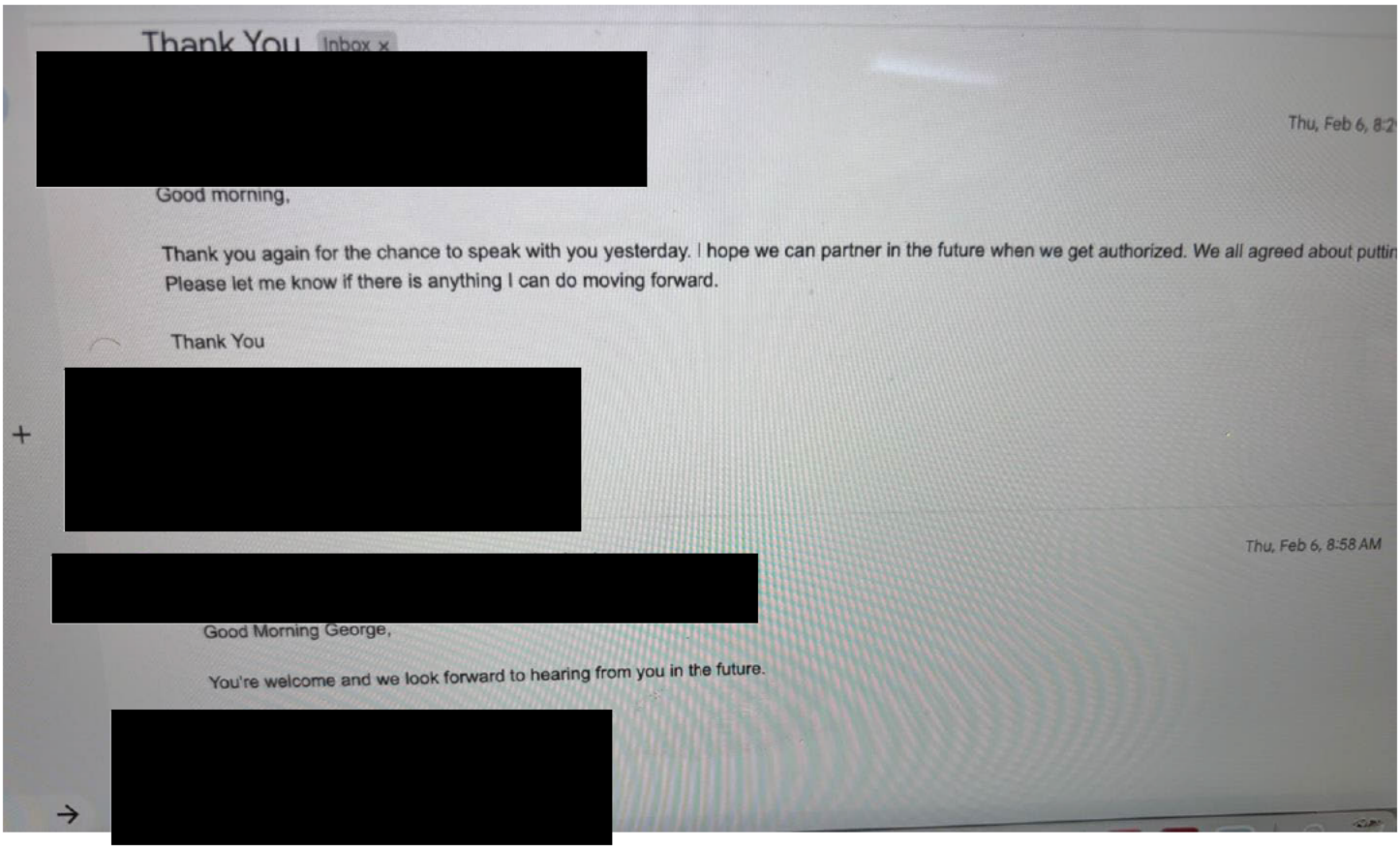

Thank You
Inbox ×
[redacted]
Thu, Feb 6, 8:2
Good morning,
Thank you again for the chance to speak with you yesterday. I hope we can partner in the future when we get authorized. We all agreed about puttin
Please let me know if there is anything I can do moving forward.
Thank You
[redacted]
[redacted]
Thu, Feb 6, 8:58 AM
Good Morning George,
You're welcome and we look forward to hearing from you in the future.
[redacted]

Figure 4d 22

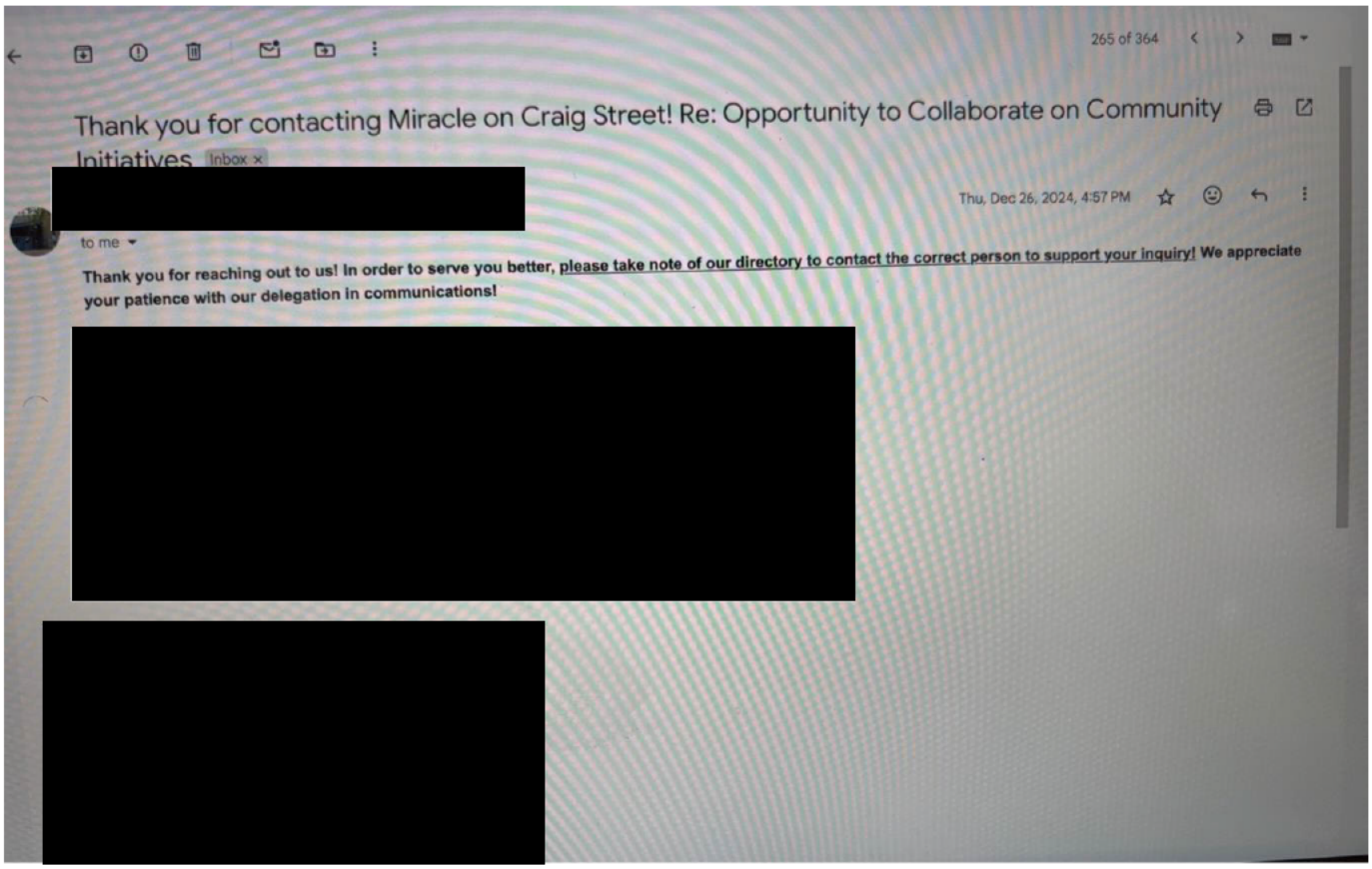
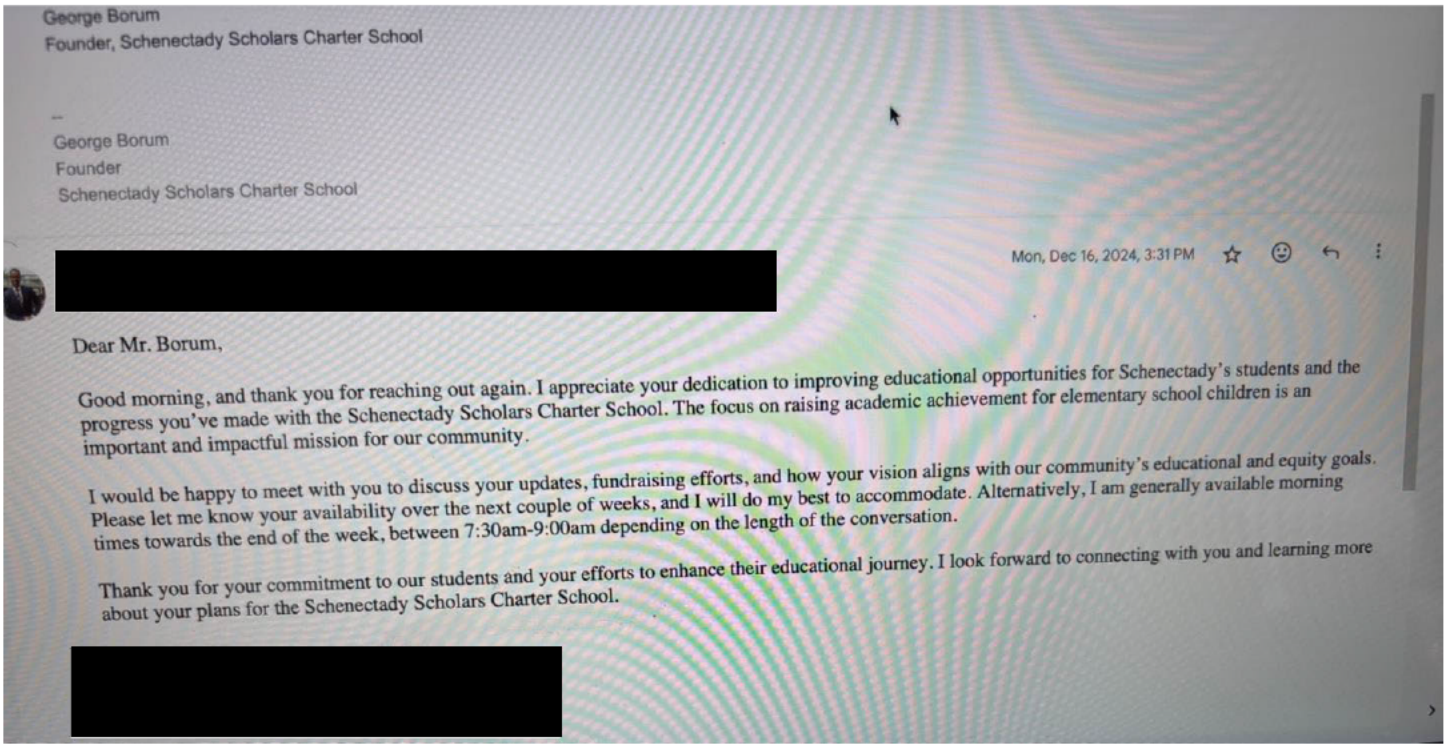

265 of 364
Thank you for contacting Miracle on Craig Street! Re: Opportunity to Collaborate on Community Initiatives
Inbox ×
[redacted]
Thu, Dec 26, 2024, 4:57 PM
to me
Thank you for reaching out to us! In order to serve you better, please take note of our directory to contact the correct person to support your inquiry! We appreciate your patience with our delegation in communications!
[redacted]
[redacted]

Figure 4d. 23



George Borum
Founder, Schenectady Scholars Charter School

--
George Borum
Founder
Schenectady Scholars Charter School

[redacted] Mon, Dec 16, 2024, 3:31 PM

Dear Mr. Borum,

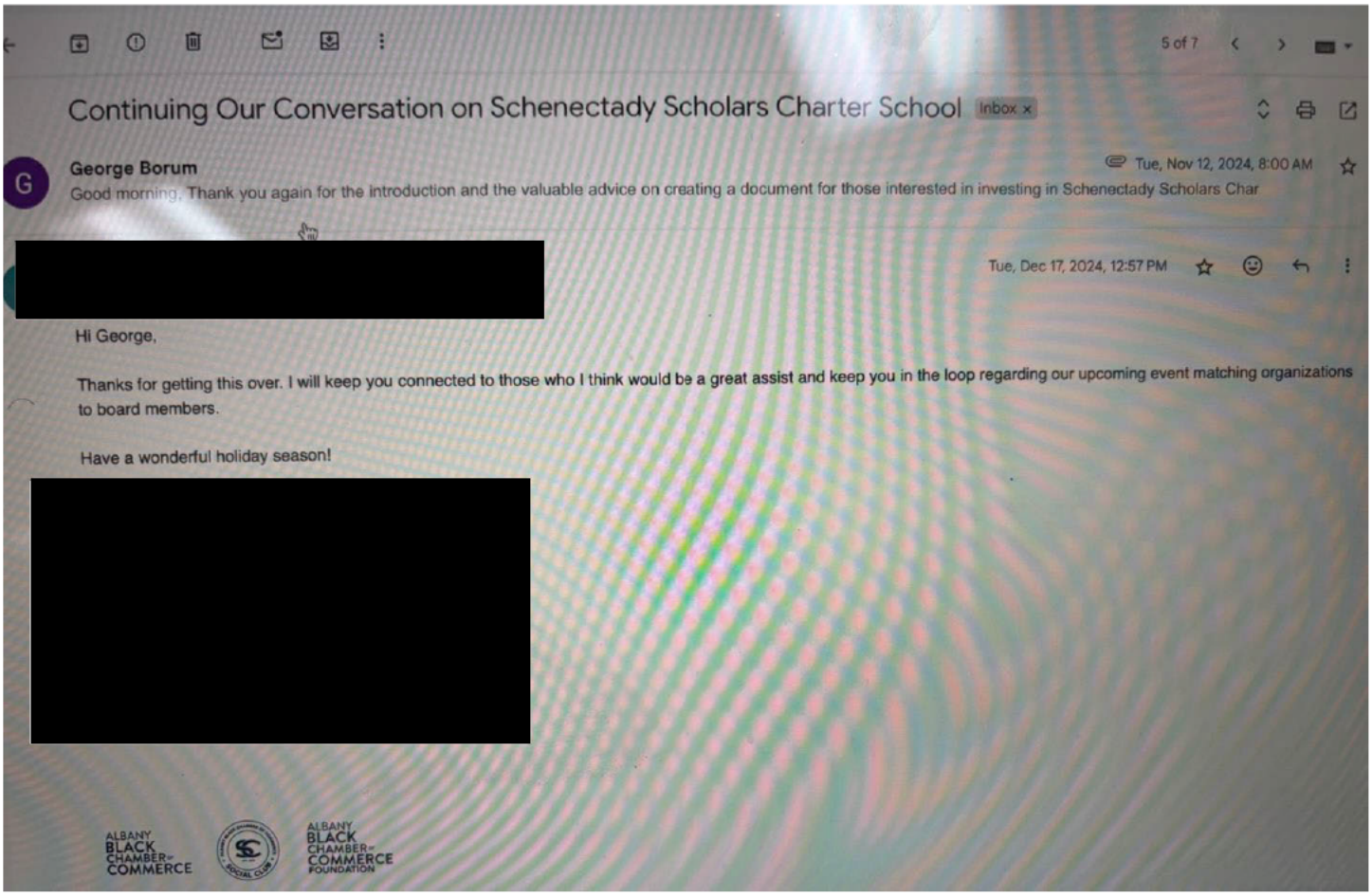
Good morning, and thank you for reaching out again. I appreciate your dedication to improving educational opportunities for Schenectady's students and the progress you've made with the Schenectady Scholars Charter School. The focus on raising academic achievement for elementary school children is an important and impactful mission for our community.

I would be happy to meet with you to discuss your updates, fundraising efforts, and how your vision aligns with our community's educational and equity goals. Please let me know your availability over the next couple of weeks, and I will do my best to accommodate. Alternatively, I am generally available morning times towards the end of the week, between 7:30am-9:00am depending on the length of the conversation.

Thank you for your commitment to our students and your efforts to enhance their educational journey. I look forward to connecting with you and learning more about your plans for the Schenectady Scholars Charter School.

[redacted]

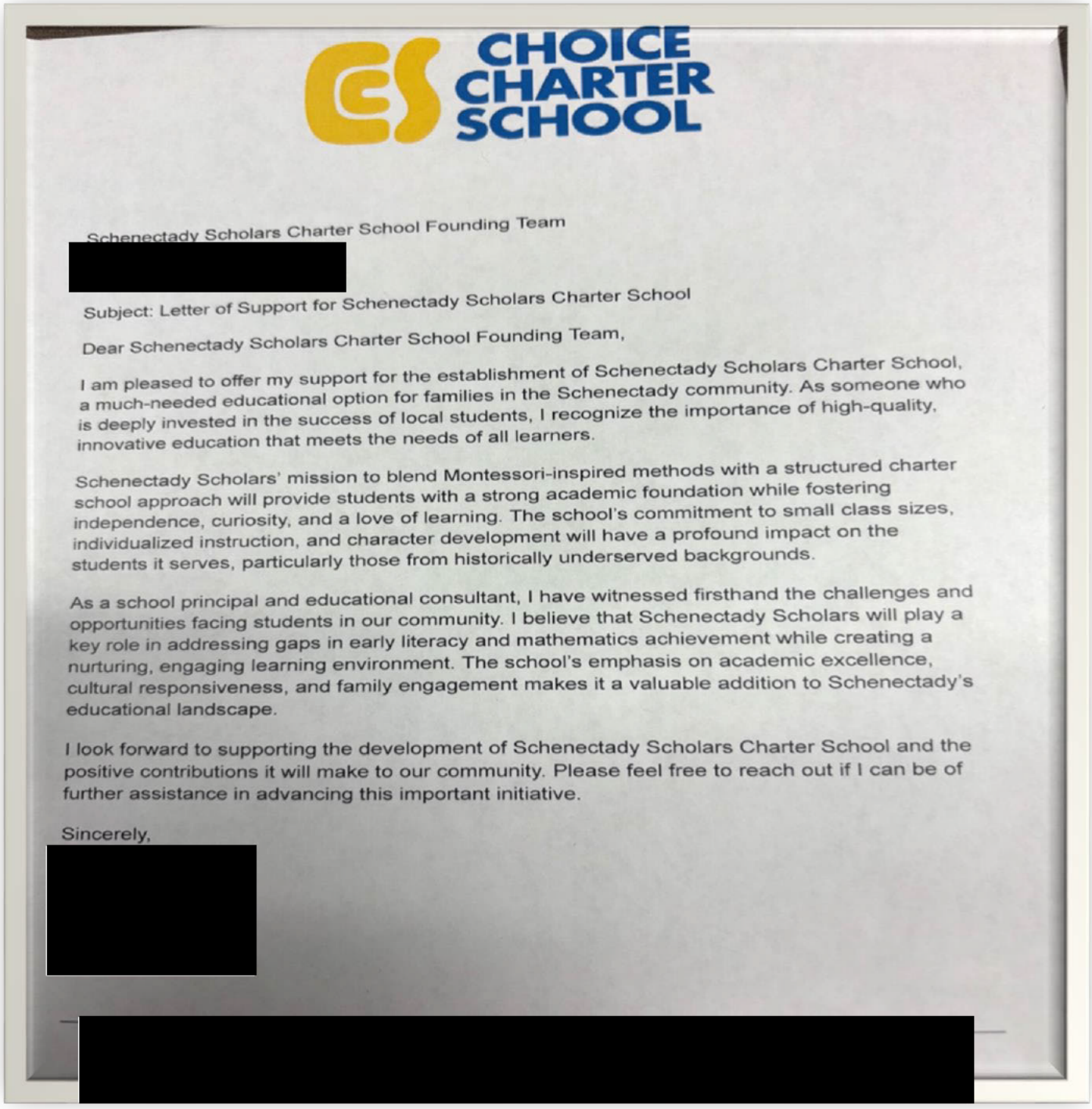
Figure 4d. 24


5 of 7
Continuing Our Conversation on Schenectady Scholars Charter School
Inbox ×
George Borum
Tue, Nov 12, 2024, 8:00 AM
Good morning, Thank you again for the introduction and the valuable advice on creating a document for those interested in investing in Schenectady Scholars Char
[redacted]
Tue, Dec 17, 2024, 12:57 PM
Hi George,
Thanks for getting this over. I will keep you connected to those who I think would be a great assist and keep you in the loop regarding our upcoming event matching organizations to board members.
Have a wonderful holiday season!
[redacted]
ALBANY BLACK CHAMBER OF COMMERCE
ALBANY BLACK CHAMBER OF COMMERCE FOUNDATION

R-04e- Evidence of Support

Submit documents that provide evidence of community support (e.g. letters from community stakeholders, emails with evidence of support, petitions, online survey results, etc.). Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number (s), and a brief description of the document.

Table of Contents		
Figure	Description	Page Number
Figure 4e-1	Choice Charter School, Letter of Support	2
Figure 4e-2	Montessori Makers Group, Letter of Support	3
Figure 4e-3	Fundisha Center Inc., Letter of Support	4
Figure 4e-4	New York State Montessori Alliance	5



CHOICE CHARTER SCHOOL

Schenectady Scholars Charter School Founding Team

[redacted]

Subject: Letter of Support for Schenectady Scholars Charter School

Dear Schenectady Scholars Charter School Founding Team,

I am pleased to offer my support for the establishment of Schenectady Scholars Charter School, a much-needed educational option for families in the Schenectady community. As someone who is deeply invested in the success of local students, I recognize the importance of high-quality, innovative education that meets the needs of all learners.

Schenectady Scholars' mission to blend Montessori-inspired methods with a structured charter school approach will provide students with a strong academic foundation while fostering independence, curiosity, and a love of learning. The school's commitment to small class sizes, individualized instruction, and character development will have a profound impact on the students it serves, particularly those from historically underserved backgrounds.

As a school principal and educational consultant, I have witnessed firsthand the challenges and opportunities facing students in our community. I believe that Schenectady Scholars will play a key role in addressing gaps in early literacy and mathematics achievement while creating a nurturing, engaging learning environment. The school's emphasis on academic excellence, cultural responsiveness, and family engagement makes it a valuable addition to Schenectady's educational landscape.

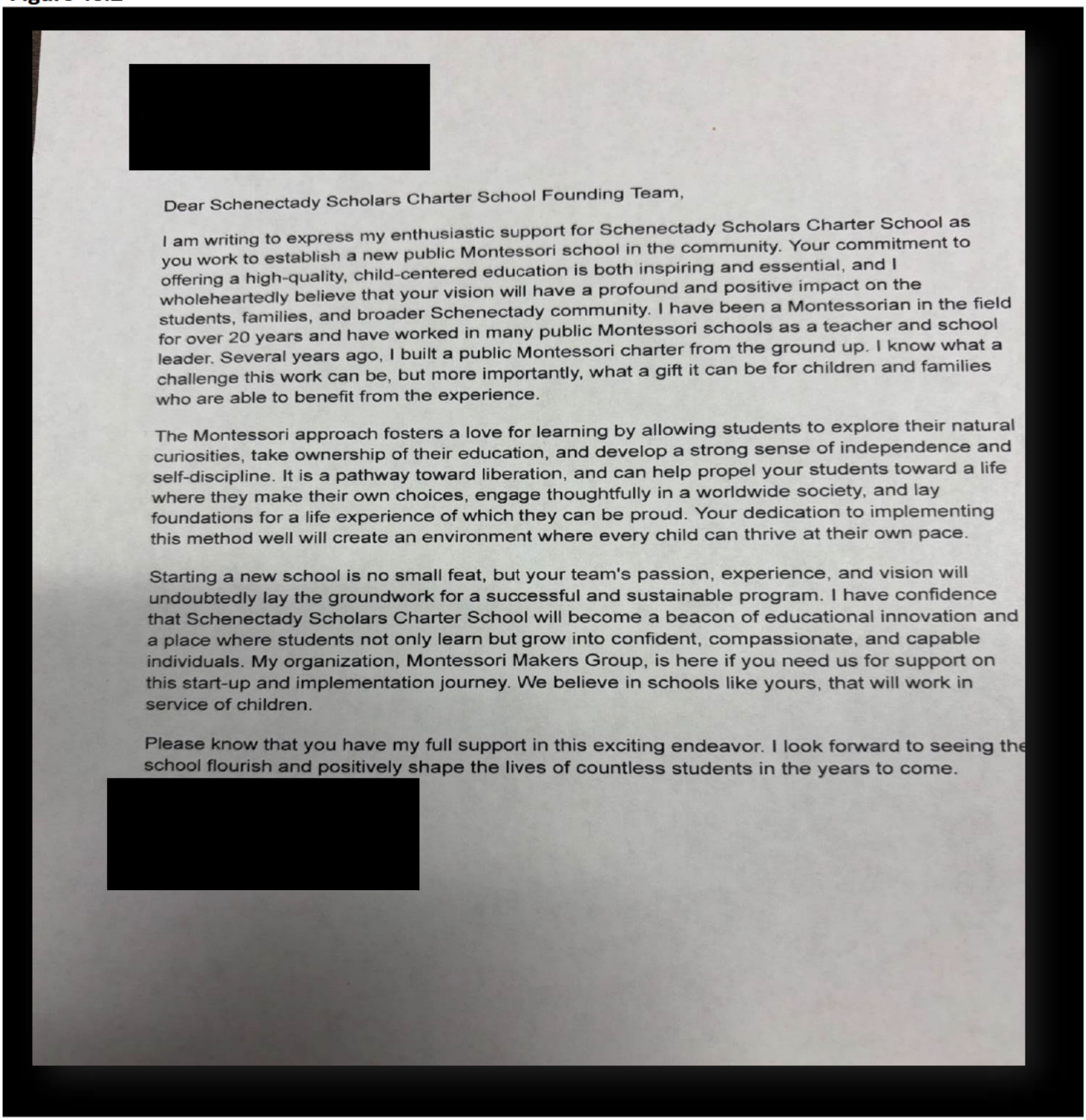
I look forward to supporting the development of Schenectady Scholars Charter School and the positive contributions it will make to our community. Please feel free to reach out if I can be of further assistance in advancing this important initiative.

Sincerely,

[redacted]

[redacted]

Figure 4e.2



[redacted]

Dear Schenectady Scholars Charter School Founding Team,

I am writing to express my enthusiastic support for Schenectady Scholars Charter School as you work to establish a new public Montessori school in the community. Your commitment to offering a high-quality, child-centered education is both inspiring and essential, and I wholeheartedly believe that your vision will have a profound and positive impact on the students, families, and broader Schenectady community. I have been a Montessorian in the field for over 20 years and have worked in many public Montessori schools as a teacher and school leader. Several years ago, I built a public Montessori charter from the ground up. I know what a challenge this work can be, but more importantly, what a gift it can be for children and families who are able to benefit from the experience.

The Montessori approach fosters a love for learning by allowing students to explore their natural curiosities, take ownership of their education, and develop a strong sense of independence and self-discipline. It is a pathway toward liberation, and can help propel your students toward a life where they make their own choices, engage thoughtfully in a worldwide society, and lay foundations for a life experience of which they can be proud. Your dedication to implementing this method well will create an environment where every child can thrive at their own pace.

Starting a new school is no small feat, but your team's passion, experience, and vision will undoubtedly lay the groundwork for a successful and sustainable program. I have confidence that Schenectady Scholars Charter School will become a beacon of educational innovation and a place where students not only learn but grow into confident, compassionate, and capable individuals. My organization, Montessori Makers Group, is here if you need us for support on this start-up and implementation journey. We believe in schools like yours, that will work in service of children.

Please know that you have my full support in this exciting endeavor. I look forward to seeing the school flourish and positively shape the lives of countless students in the years to come.

[redacted]

Figure 4e-3

[redacted]

March 3, 2024

Dear Schenectady Scholars Charter School Founding Team,

I am pleased to offer my enthusiastic support for the establishment of Schenectady Scholars Charter School and its mission to provide high-quality education to students in the Schenectady community. The opportunity to expand access to excellent academic programs and innovative learning experiences is an invaluable step toward shaping a brighter future for our students and their families.

As a long-term educator with over 35 years of experience in the Capital District, I have seen firsthan the value and importance of providing diverse educational opportunities that equip students with the knowledge and skills they need to succeed. The vision and commitment demonstrated by Mr. Borun and the Schenectady Scholars team align with the growing need for high-quality schooling options i our community, and I firmly believe that this initiative will have a lasting, positive impact on Black an Brown children.

Schenectady Scholars will empower students through rigorous academics while fostering a culture excellence, leadership, and lifelong learning. I am particularly excited about the potential collaborati between the school and our organization, as it will enhance student experiences and strengthen ou broader community. Through our Teach Brother Teach Fellowship program, The Fundisha Center i committed to developing qualified teaching candidates who reflect the backgrounds of the students Schenectady Scholars Charter School will serve.

I strongly support the approval of Schenectady Scholars Charter School and encourage decision-makers to recognize the vital role it will play in enhancing educational opportunities in Schenectady Please do not hesitate to reach out if I can be of further assistance in advancing this important initiative.

[redacted]

[redacted]

Figure 4e.4



From: NYSMA
Subject: Letter of Support for Schenectady Scholars Charter School
Date: April 7, 2025

Dear Schenectady Scholars Charter School Founding Team,

On behalf of the NYSMA, we are pleased to offer our support for the establishment of Schenectady Scholars Charter School, a much-needed educational option for families in the Schenectady community. As a professional association deeply invested in the success of students throughout NYS, we recognize the importance of high-quality, innovative education that meets the needs of all learners.

Schenectady Scholars' mission to blend the Montessori method with a structured charter school data-driven approach will provide students with a strong academic foundation while fostering independence, curiosity, and a love of learning. The school's commitment to individualized instruction, independence, and leadership will have a profound impact on the students it serves, particularly those from historically underserved backgrounds.

We recognize the challenges and opportunities facing students across New York State, including the Capital Region. Schenectady Scholars offers a targeted approach to closing early literacy and math gaps through a nurturing, academically rigorous, and culturally responsive environment. Its strong focus on family engagement and student achievement makes it a valuable asset to Schenectady's educational landscape.

We look forward to supporting the development of Schenectady Scholars Charter School and the positive contributions it will make to its community. Please feel free to reach out if I can be of further assistance in advancing this important initiative.

Sincerely,



R-04f-Evidence of Demand

Submit documents that provide evidence of demand for the school (e.g., petitions that clearly indicate signers have students of age to enroll in the school and would consider enrolling them in the school, etc.).

Include a cover sheet with a table that identifies each document included the evidence for this request, its page numbers (s), and a brief description of the document.

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Figure 4f-43		

Figure 4f-1

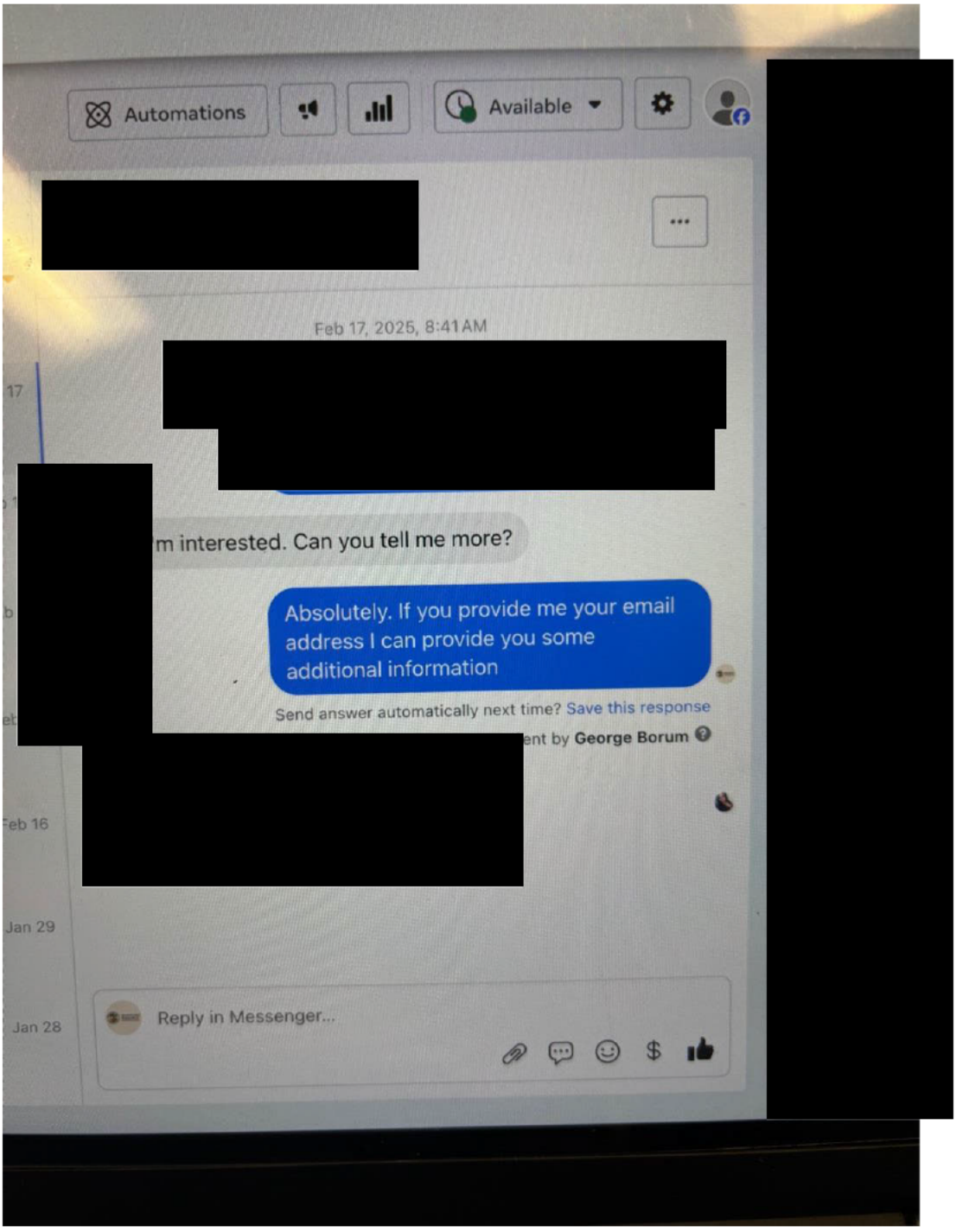

Automations
Available
Feb 17, 2025, 8:41 AM
m interested. Can you tell me more?
Absolutely. If you provide me your email address I can provide you some additional information
Send answer automatically next time? Save this response
ent by George Borum
Feb 16
Jan 29
Jan 28
Reply in Messenger...

Figure 4f-2

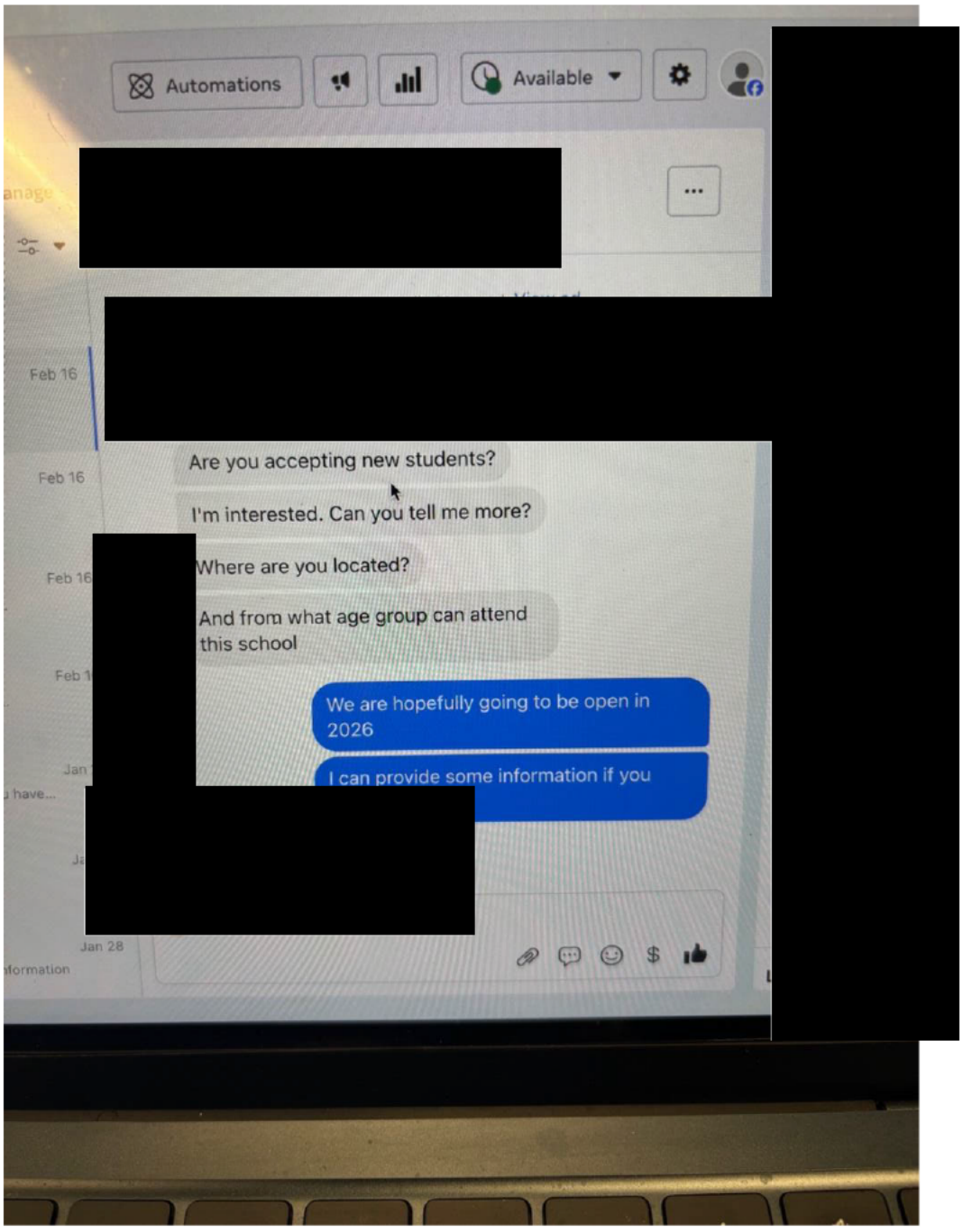

Automations
Available
[redacted]
Feb 16
Are you accepting new students?
I'm interested. Can you tell me more?
Where are you located?
And from what age group can attend this school
We are hopefully going to be open in 2026
I can provide some information if you
[redacted]
Jan 28

Figure 4f-3

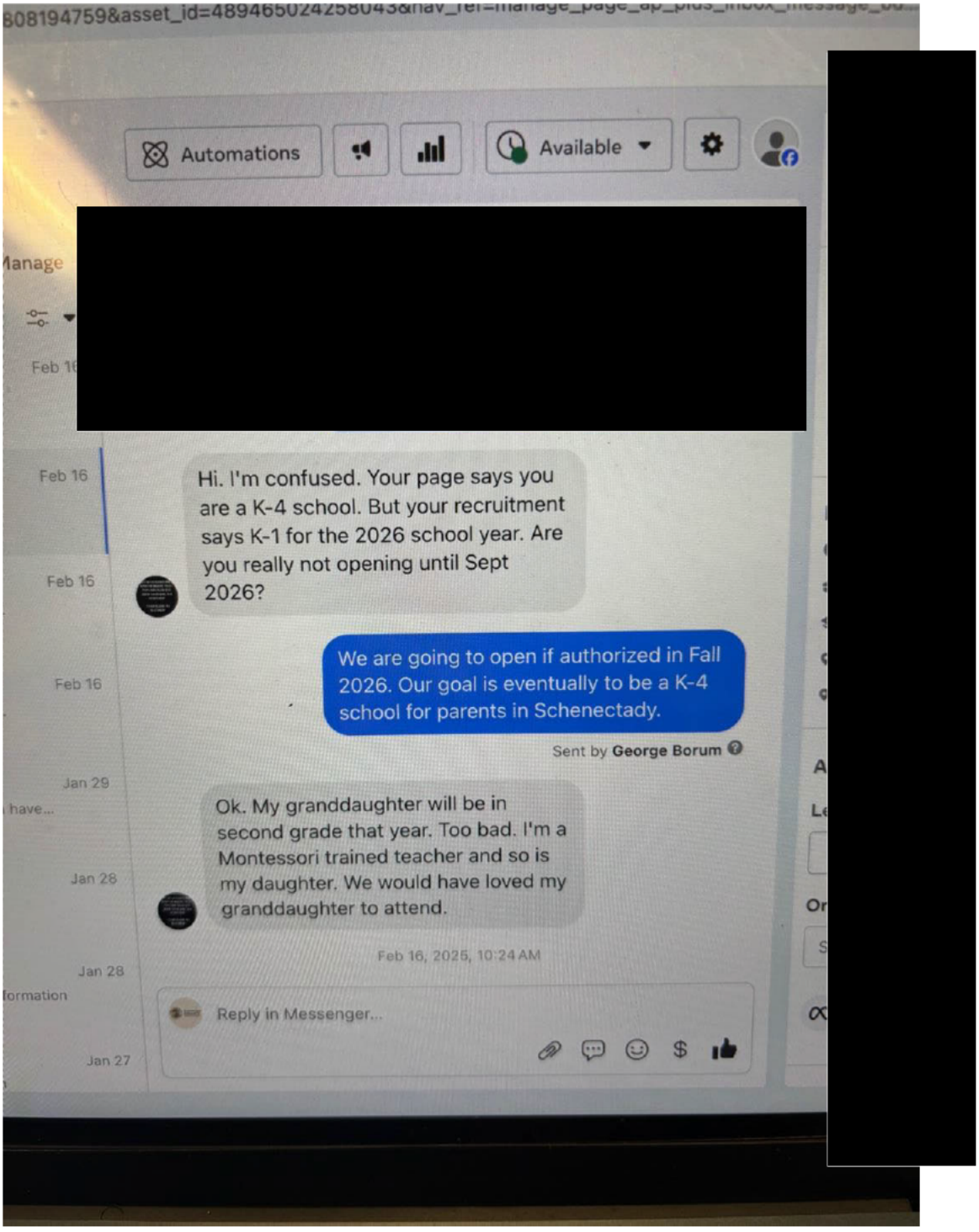

Automations
Available
[redacted]
Feb 16
Hi. I'm confused. Your page says you are a K-4 school. But your recruitment says K-1 for the 2026 school year. Are you really not opening until Sept 2026?
Feb 16
We are going to open if authorized in Fall 2026. Our goal is eventually to be a K-4 school for parents in Schenectady.
Sent by George Borum
Feb 16
Jan 29
Ok. My granddaughter will be in second grade that year. Too bad. I'm a Montessori trained teacher and so is my daughter. We would have loved my granddaughter to attend.
Jan 28
Feb 16, 2025, 10:24 AM
Jan 28
Reply in Messenger...
Jan 27
[redacted]

Figure 4f.4

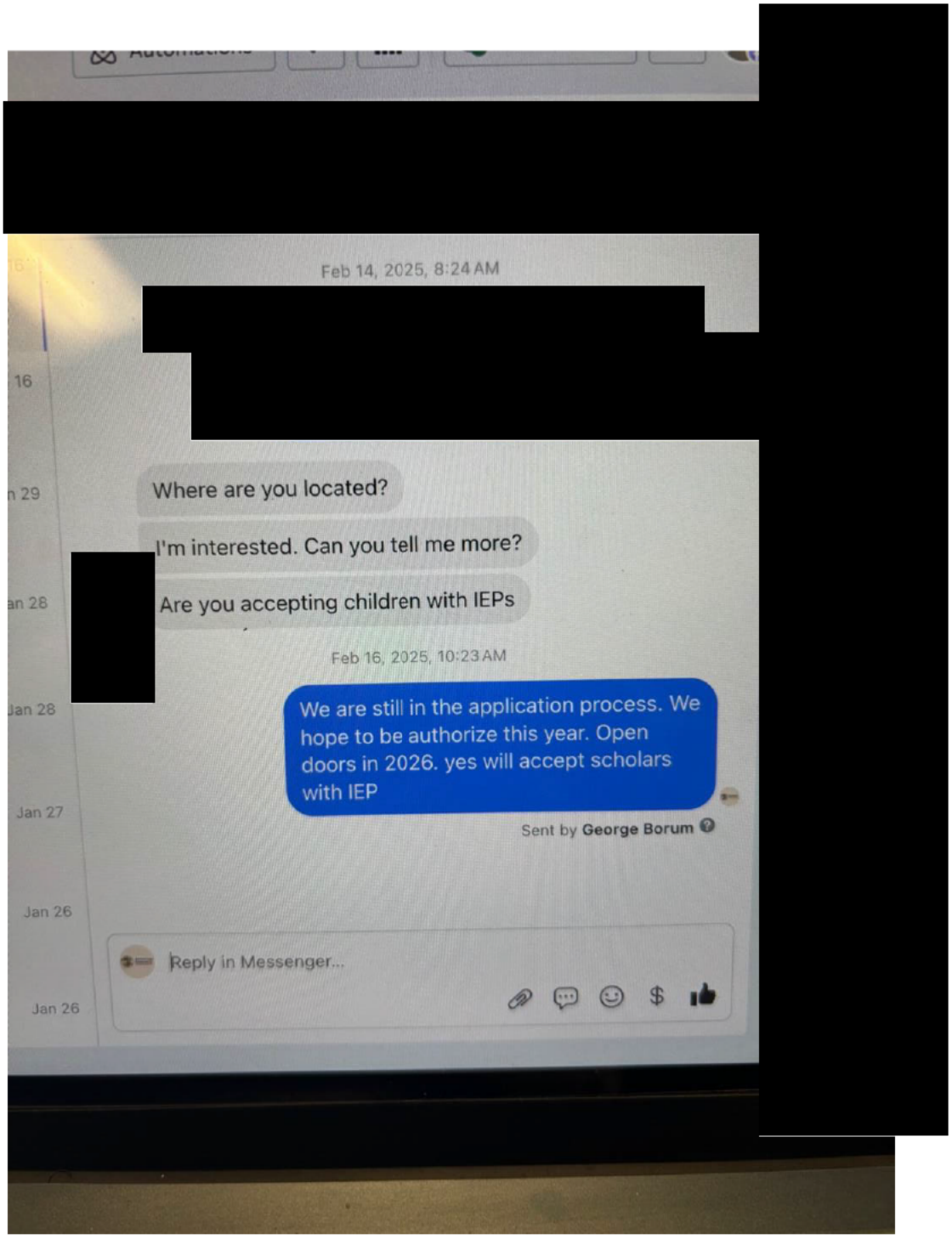

Feb 14, 2025, 8:24 AM
Where are you located?
I'm interested. Can you tell me more?
Are you accepting children with IEPs
Feb 16, 2025, 10:23 AM
We are still in the application process. We hope to be authorize this year. Open doors in 2026. yes will accept scholars with IEP
Sent by George Borum
Reply in Messenger...

Figure 4f.5

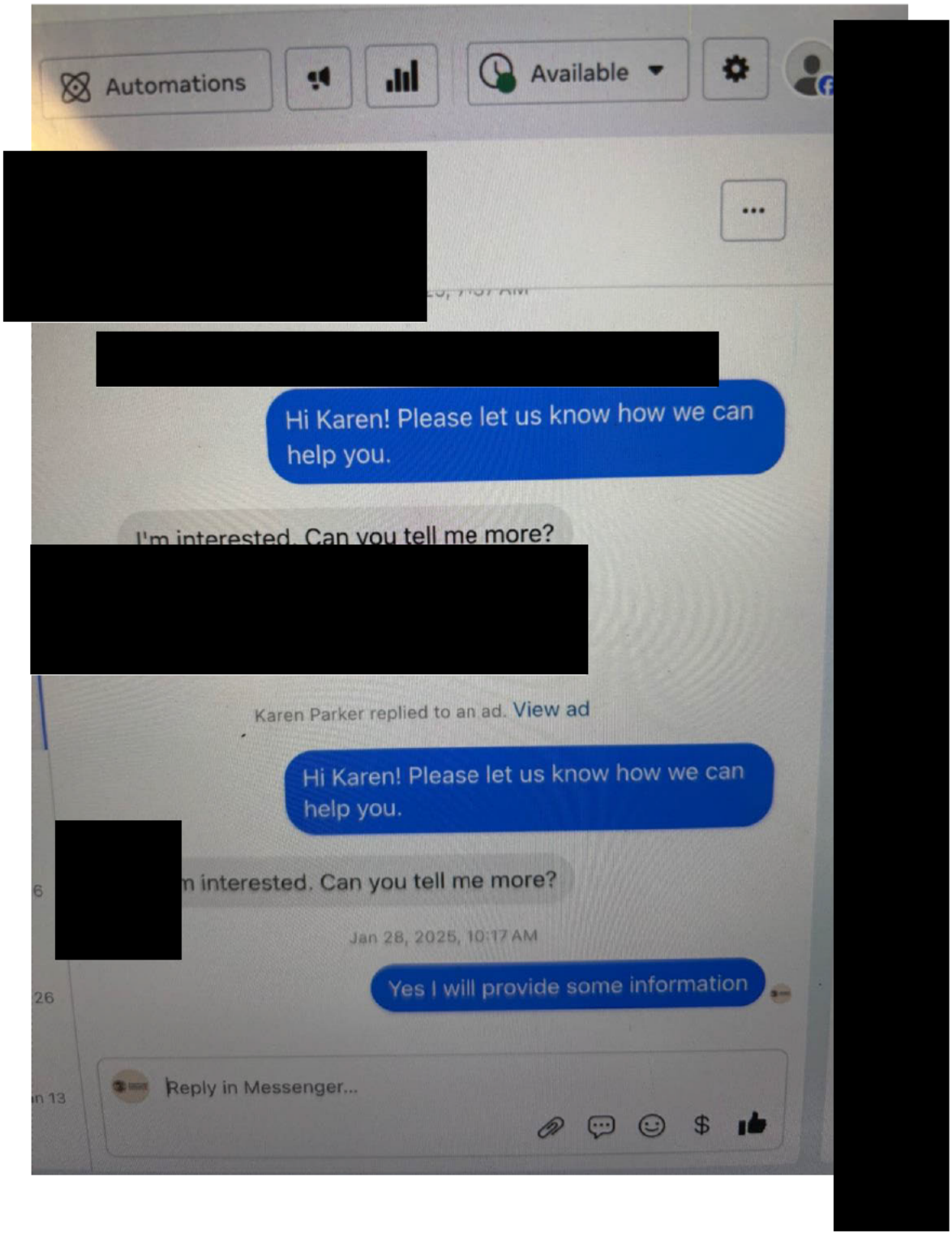

Automations
Available
Hi Karen! Please let us know how we can help you.
Karen Parker replied to an ad. View ad
Hi Karen! Please let us know how we can help you.
Jan 28, 2025, 10:17 AM
Yes I will provide some information
Reply in Messenger...

Figure 4f.6

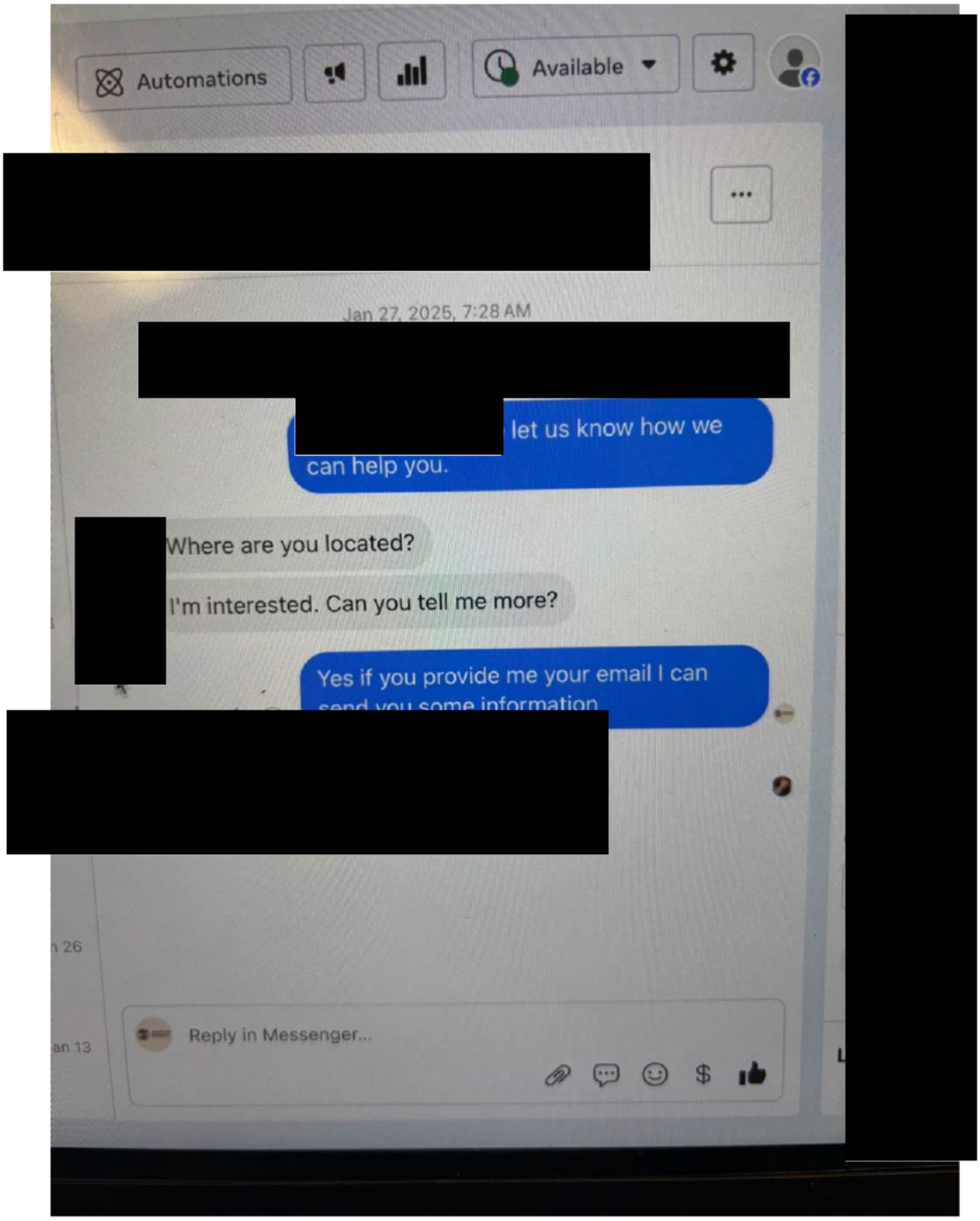
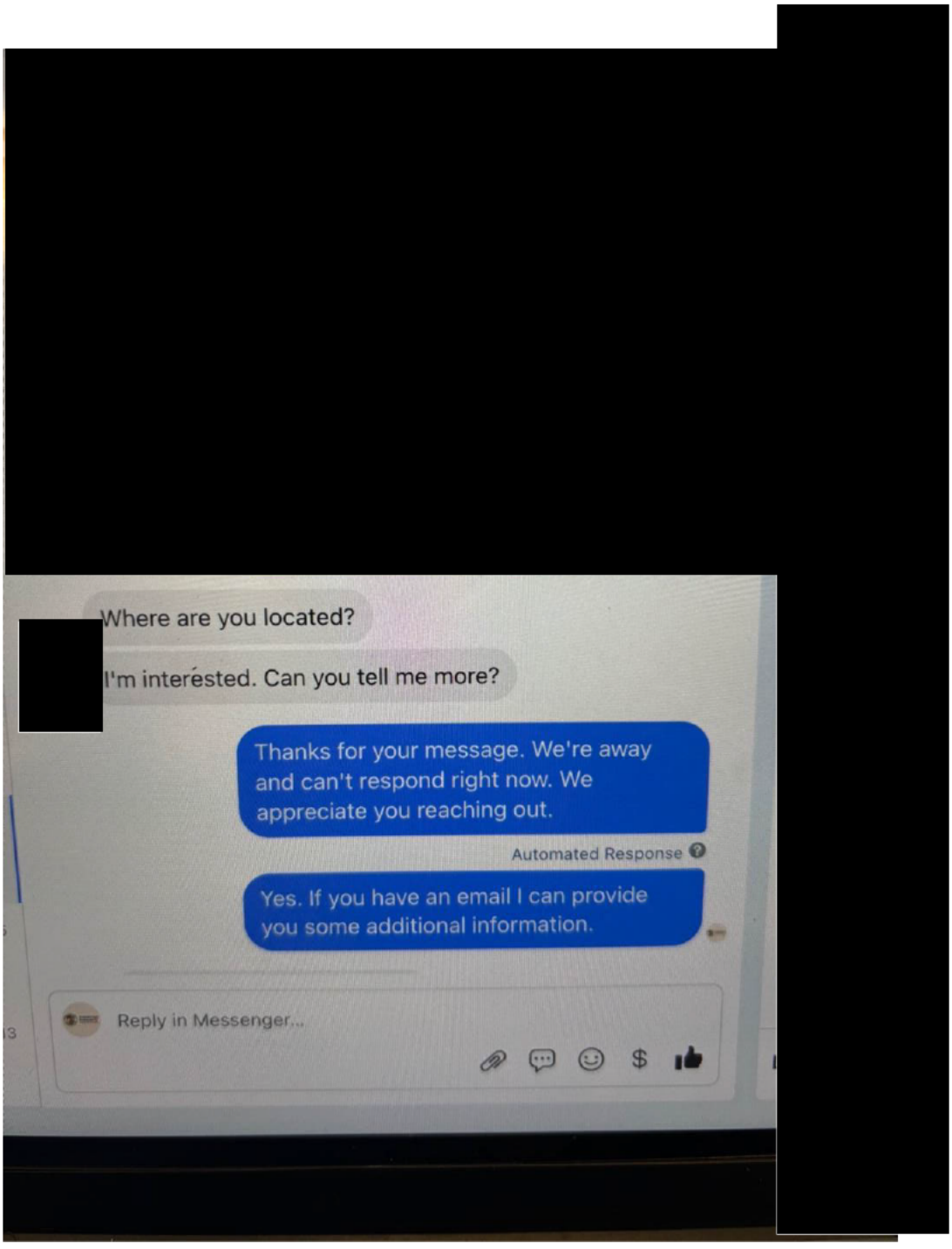

Automations
Available
Jan 27, 2025, 7:28 AM
let us know how we can help you.
Where are you located?
I'm interested. Can you tell me more?
Yes if you provide me your email I can
Reply in Messenger...

Figure 4f.7


[redacted]
Where are you located?
I'm interested. Can you tell me more?
Thanks for your message. We're away and can't respond right now. We appreciate you reaching out.
Automated Response
Yes. If you have an email I can provide you some additional information.
Reply in Messenger...

Schenectady Scholars Charter School-Parent Survey

We are conducting a survey to gather feedback from parents in Schenectady about the potential launch of a new charter school that combines Montessori and traditional teaching methods. The Montessori approach focuses on hands-on learning, fostering independence, and promoting character development.

Your input will help us understand your priorities for your child's education and your familiarity with the Montessori method. Even if you're not familiar with it, your perspective is invaluable in shaping a school that truly meets the needs of our community.

Age of child in Fall 2026 Dropdown

4



Survey Questions

How familiar are you with the Montessori educational method?

- ○ Very familiar
- ◉ Somewhat familiar
- ○ Heard of it, but don't know much
- ○ Not familiar at all

What are your top priorities when choosing a school for your child?

- ☑ Academic Achievement
- ☑ Character Development
- ☑ Individualized Learning
- ☐ Longer School Day/Year
- ☐ Other: _____

How important is it to your that your child's school encourages independence and self-directed learning

	1	2	3	4	5	
Strongly Disagree	○	○	○	◉	○	Strongly Agree

Would you be interested in a school that emphasizes hands-on learning and real-world problem-solving skills?

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

Montessori schools often have mixed classrooms. (e.g., children ages 3-6 in the same classroom). How do you feel about this type of classroom environment?

- (●) Yes
- ( ) No
- ( ) Maybe

Are you open to a curriculum that focuses on reading, math, and social skills development?

- (●) Yes
- ( ) No
- ( ) Maybe

How important is it to you for a school to emphasize character development

	1	2	3	4	5	
Strongly Disagree	○	○	○	●	○	Strongly Agree

Montessori education typically allows children to progress at their own pace rather than adhering to a strict grade level curriculum. How would you feel about this approach for your child?

	1	2	3	4	5	
Strongly Disagree	○	○	○	●	○	Strongly Agree

Would you consider enrolling your child in a charter school that provides a free public education with a unique teaching method, like Montessori, if it met their academic and social needs?

- (●) Yes
- ( ) No
- ( ) Maybe

What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

This content is neither created nor endorsed by Google.

Google Forms

Schenectady Scholars Charter School-Parent Survey

We are conducting a survey to gather feedback from parents in Schenectady about the potential launch of a new charter school that combines Montessori and traditional teaching methods. The Montessori approach focuses on hands-on learning, fostering independence, and promoting character development.

Your input will help us understand your priorities for your child's education and your familiarity with the Montessori method. Even if you're not familiar with it, your perspective is invaluable in shaping a school that truly meets the needs of our community.

Age of child in Fall 2026 — Dropdown

Other



Survey Questions

How familiar are you with the Montessori educational method?

- (●) Very familiar
- ( ) Somewhat familiar
- ( ) Heard of it, but don't know much
- ( ) Not familiar at all

What are your top priorities when choosing a school for your child?

- [x] Academic Achievement
- [x] Character Development
- [ ] Individualized Learning
- [ ] Longer School Day/Year
- [ ] Other: _____

How important is it to your that your child's school encourages independence and self-directed learning

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

Would you be interested in a school that emphasizes hands-on learning and real-world problem-solving skills?

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

Montessori schools often have mixed classrooms. (e.g., children ages 3-6 in the same classroom). How do you feel about this type of classroom environment?

- ○ Yes
- ○ No
- ◉ Maybe

Are you open to a curriculum that focuses on reading, math, and social skills development?

- ◉ Yes
- ○ No
- ○ Maybe

How important is it to you for a school to emphasize character development

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

Montessori education typically allows children to progress at their own pace rather than adhering to a strict grade level curriculum. How would you feel about this approach for your child?

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

Would you consider enrolling your child in a charter school that provides a free public education with a unique teaching method, like Montessori, if it met their academic and social needs?

- (●) Yes
- ( ) No
- ( ) Maybe

What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

Teacher qualifications to teach across grade levels and subject matter

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Schenectady Scholars Charter School-Parent Survey

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Age of child in Fall 2026 — Dropdown

5

[redacted]

Survey Questions

Would you consider enrolling your child in a charter school that provides a free public education with a unique teaching method, like Montessori, if it met their academic and social needs?

- (●) Yes
- ( ) No
- ( ) Maybe

What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

Logistics & Practical Considerations
What are the school hours, transportation options, and meal programs?

Are there extended learning opportunities such as after-school programs or tutoring?

How does the school engage with parents and the broader community?

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Google Forms

Montessori schools often have mixed classrooms. (e.g., children ages 3-6 in the same classroom). How do you feel about this type of classroom environment?

- (●) Yes
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- ○ Somewhat familiar
- ◉ Heard of it, but don't know much
- ○ Not familiar at all

What are your top priorities when choosing a school for your child?

- ☐ Academic Achievement
- ☑ Character Development
- ☐ Individualized Learning
- ☑ Longer School Day/Year
- ☐ Other: _____

How important is it to your that your child's school encourages independence and self-directed learning

	1	2	3	4	5	
Strongly Disagree	○	○	◉	○	○	Strongly Agree

Would you be interested in a school that emphasizes hands-on learning and real-world problem-solving skills?

	1	2	3	4	5	
Strongly Disagree	○	○	○	◉	○	Strongly Agree

Schenectady Scholars Charter School-Parent Survey

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Age of child in Fall 2026 — Dropdown

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Strongly Disagree	○	○	○	○	●	Strongly Agree

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Strongly Disagree	○	○	○	○	◉	Strongly Agree

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- (●) Yes
- ( ) No
- ( ) Maybe

What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

1. Academic Rigor & Curriculum
What is the school's approach to differentiated instruction to support diverse learning needs?

How does the curriculum compare to local district schools in terms of academic rigor and college readiness?

Are there advanced placement (AP), honors, or gifted programs for high-achieving students?

2. Teacher Qualifications & Student Support
What are the qualifications and experience of the teaching staff?

What resources are available for students with learning differences or special needs?

How does the school provide individualized support for struggling students?

3. School Culture & Student Experience
What is the student-teacher ratio, and how does it impact classroom engagement?

How does the school foster a safe, inclusive, and supportive environment?

What extracurricular activities, clubs, and sports are available?

4. Discipline & Behavioral Policies
What are the school's behavioral policies and disciplinary procedures?

How does the school handle bullying or conflicts among students?

5. Performance & Accountability
How does the school measure student success and academic progress?

What are the most recent state test scores and graduation rates?

What are the pathways for students after they leave the school (college acceptance rates, career readiness programs, etc.)?

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Age of child in Fall 2026 — Dropdown

4

[redacted]

Survey Questions

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What are your top priorities when choosing a school for your child?

- [x] Academic Achievement
- [x] Character Development
- [ ] Individualized Learning
- [ ] Longer School Day/Year
- [ ] Other: _____

How important is it to your that your child's school encourages independence and self-directed learning

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

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	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

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Age of child in Fall 2026 — Dropdown

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Strongly Disagree	○	○	●	○	○	Strongly Agree

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- (●) Yes
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What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

Learning

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Age of child in Fall 2026 Dropdown

Other



Survey Questions

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What are your top priorities when choosing a school for your child?

- ☑ Academic Achievement
- ☑ Character Development
- ☐ Individualized Learning
- ☐ Longer School Day/Year
- ☐ Other: _____

How important is it to your that your child's school encourages independence and self-directed learning

	1	2	3	4	5	
Strongly Disagree	○	○	◉	○	○	Strongly Agree

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Strongly Disagree	○	○	○	○	◉	Strongly Agree

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Strongly Disagree	○	○	○	◉	○	Strongly Agree

Would you consider enrolling your child in a charter school that provides a free public education with a unique teaching method, like Montessori, if it met their academic and social needs?

- ○ Yes
- ○ No
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What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

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Age of child in Fall 2026 — Dropdown

4

[redacted]

Survey Questions

How familiar are you with the Montessori educational method?

- (●) Very familiar
- ( ) Somewhat familiar
- ( ) Heard of it, but don't know much
- ( ) Not familiar at all

What are your top priorities when choosing a school for your child?

- [x] Academic Achievement
- [x] Character Development
- [x] Individualized Learning
- [x] Longer School Day/Year
- [ ] Other: _____

How important is it to your that your child's school encourages independence and self-directed learning

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	●	Strongly Agree

Would you be interested in a school that emphasizes hands-on learning and real-world problem-solving skills?

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	●	Strongly Agree

Montessori schools often have mixed classrooms. (e.g., children ages 3-6 in the same classroom). How do you feel about this type of classroom environment?

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Are you open to a curriculum that focuses on reading, math, and social skills development?

- ◉ Yes
- ○ No
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How important is it to you for a school to emphasize character development

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Strongly Disagree	○	○	○	○	◉	Strongly Agree

Montessori education typically allows children to progress at their own pace rather than adhering to a strict grade level curriculum. How would you feel about this approach for your child?

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Strongly Disagree	○	○	○	○	◉	Strongly Agree

Would you consider enrolling your child in a charter school that provides a free public education with a unique teaching method, like Montessori, if it met their academic and social needs?

- (●) Yes
- ( ) No
- ( ) Maybe

What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

Trusting staff

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Age of child in Fall 2026 — Dropdown

Other



Survey Questions

How familiar are you with the Montessori educational method?

- (●) Very familiar
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What are your top priorities when choosing a school for your child?

- [x] Academic Achievement
- [x] Character Development
- [x] Individualized Learning
- [ ] Longer School Day/Year
- [ ] Other: _____

How important is it to your that your child's school encourages independence and self-directed learning

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	●	Strongly Agree

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Strongly Disagree	○	○	○	○	●	Strongly Agree

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Would you consider enrolling your child in a charter school that provides a free public education with a unique teaching method, like Montessori, if it met their academic and social needs?

- (●) Yes
- ( ) No
- ( ) Maybe

What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

How long is the assessment process to determine their level/pace? Who is involved in the placement process?

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Age of child in Fall 2026 — Dropdown

4



Survey Questions

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What are your top priorities when choosing a school for your child?

- [x] Academic Achievement
- [x] Character Development
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How important is it to your that your child's school encourages independence and self-directed learning

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Strongly Disagree	○	○	○	○	◉	Strongly Agree

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Strongly Disagree	○	○	○	○	●	Strongly Agree

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- (●) Yes
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What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

If there are transportation services

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Age of child in Fall 2026 — Dropdown

4



Survey Questions

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- [x] Academic Achievement
- [x] Character Development
- [x] Individualized Learning
- [ ] Longer School Day/Year
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How important is it to your that your child's school encourages independence and self-directed learning

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Strongly Disagree	○	○	○	●	○	Strongly Agree

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Strongly Disagree	(●)	( )	( )	( )	( )	Strongly Agree

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Strongly Disagree	( )	( )	( )	(●)	( )	Strongly Agree

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- (●) Yes
- ( ) No
- ( ) Maybe

What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

Procedures

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Age of child in Fall 2026

Dropdown

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Strongly Disagree	○	○	○	◉	○	Strongly Agree

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What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

My main concerns would be academics, special education support, class size, extracurriculars, inclusivity, parental involvement, and student well-being.

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Age of child in Fall 2026 — Dropdown

5



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How important is it to your that your child's school encourages independence and self-directed learning

	1	2	3	4	5	
Strongly Disagree	○	○	○	◉	○	Strongly Agree

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Strongly Disagree	○	○	○	○	◉	Strongly Agree

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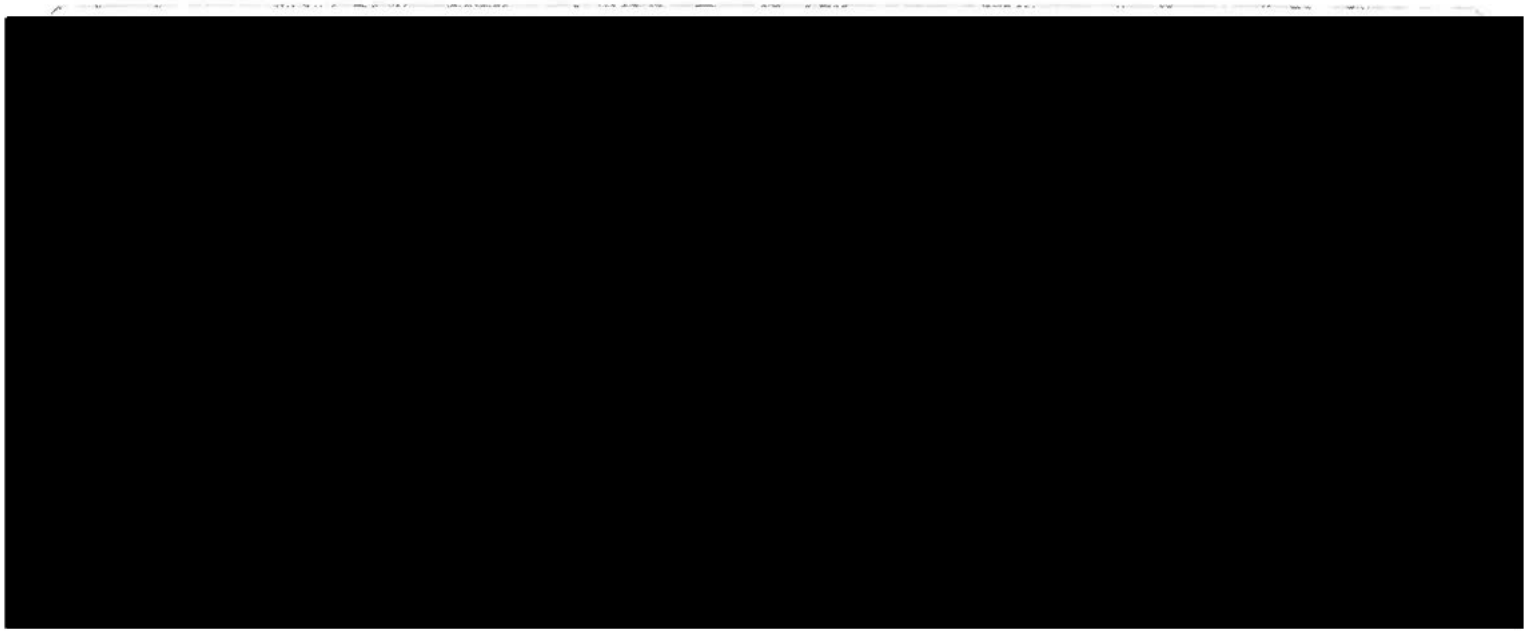
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Age of child in Fall 2026 — Dropdown

5



How familiar are you with the Montessori educational method?

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- ◉ Somewhat familiar
- ○ Heard of it, but don't know much
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What are your top priorities when choosing a school for your child?

- ☐ Academic Achievement
- ☑ Character Development
- ☑ Individualized Learning
- ☐ Longer School Day/Year
- ☐ Other: _____

How important is it to your that your child's school encourages independence and self-directed learning

	1	2	3	4	5	
Strongly Disagree	○	○	○	◉	○	Strongly Agree

Would you be interested in a school that emphasizes hands-on learning and real-world problem-solving skills?

	1	2	3	4	5	
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Age of child in Fall 2026 — Dropdown

4



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What are your top priorities when choosing a school for your child?

- [x] Academic Achievement
- [x] Character Development
- [x] Individualized Learning
- [ ] Longer School Day/Year
- [ ] Other: _____

How important is it to your that your child's school encourages independence and self-directed learning

	1	2	3	4	5	
Strongly Disagree	○	○	●	○	○	Strongly Agree

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What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

How do you handle bullying among pupils?

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- ☐ Longer School Day/Year
- ☐ Other: _____

How important is it to your that your child's school encourages independence and self-directed learning

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Strongly Disagree	○	○	○	○	◉	Strongly Agree

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How do you manage conflict ?

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Age of child in Fall 2026 *

Dropdown

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Strongly Disagree	○	○	○	◉	○	Strongly Agree

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- [ ] Academic Achievement
- [x] Character Development
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- [ ] Longer School Day/Year
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Strongly Disagree	○	○	○	○	◉	Strongly Agree

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The brand and quality

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What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

My main concerns would be academics, special education support, class size, extracurriculars, inclusivity, parental involvement, and student well-being.

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[redacted]

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Your input will help us understand your priorities for your child's education and your familiarity with the Montessori method. Even if you're not familiar with it, your perspective is invaluable in shaping a school that truly meets the needs of our community.

Age of child in Fall 2026 — Dropdown

5

[redacted]

Survey Questions

How familiar are you with the Montessori educational method?

- ○ Very familiar
- ◉ Somewhat familiar
- ○ Heard of it, but don't know much
- ○ Not familiar at all

What are your top priorities when choosing a school for your child?

- ☐ Academic Achievement
- ☑ Character Development
- ☑ Individualized Learning
- ☐ Longer School Day/Year
- ☐ Other: _____

How important is it to your that your child's school encourages independence and self-directed learning

	1	2	3	4	5	
Strongly Disagree	○	○	○	◉	○	Strongly Agree

Would you be interested in a school that emphasizes hands-on learning and real-world problem-solving skills?

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

Montessori schools often have mixed classrooms. (e.g., children ages 3-6 in the same classroom). How do you feel about this type of classroom environment?

- (●) Yes
- ( ) No
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Are you open to a curriculum that focuses on reading, math, and social skills development?

- (●) Yes
- ( ) No
- ( ) Maybe

How important is it to you for a school to emphasize character development

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	●	Strongly Agree

Montessori education typically allows children to progress at their own pace rather than adhering to a strict grade level curriculum. How would you feel about this approach for your child?

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	●	Strongly Agree

Would you consider enrolling your child in a charter school that provides a free public education with a unique teaching method, like Montessori, if it met their academic and social needs?

- (●) Yes
- ( ) No
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What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

_____

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Age of child in Fall 2026

Dropdown

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Survey Questions

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- [x] Individualized Learning
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How important is it to your that your child's school encourages independence and self-directed learning

	1	2	3	4	5	
Strongly Disagree	○	○	●	○	○	Strongly Agree

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What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

How do you handle bullying among pupils?

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Age of child in Fall 2026

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Strongly Disagree	○	○	○	◉	○	Strongly Agree

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- ○ Yes
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What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

How do you manage conflict ?

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Are pupil treated?

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What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

How do you handle conflict

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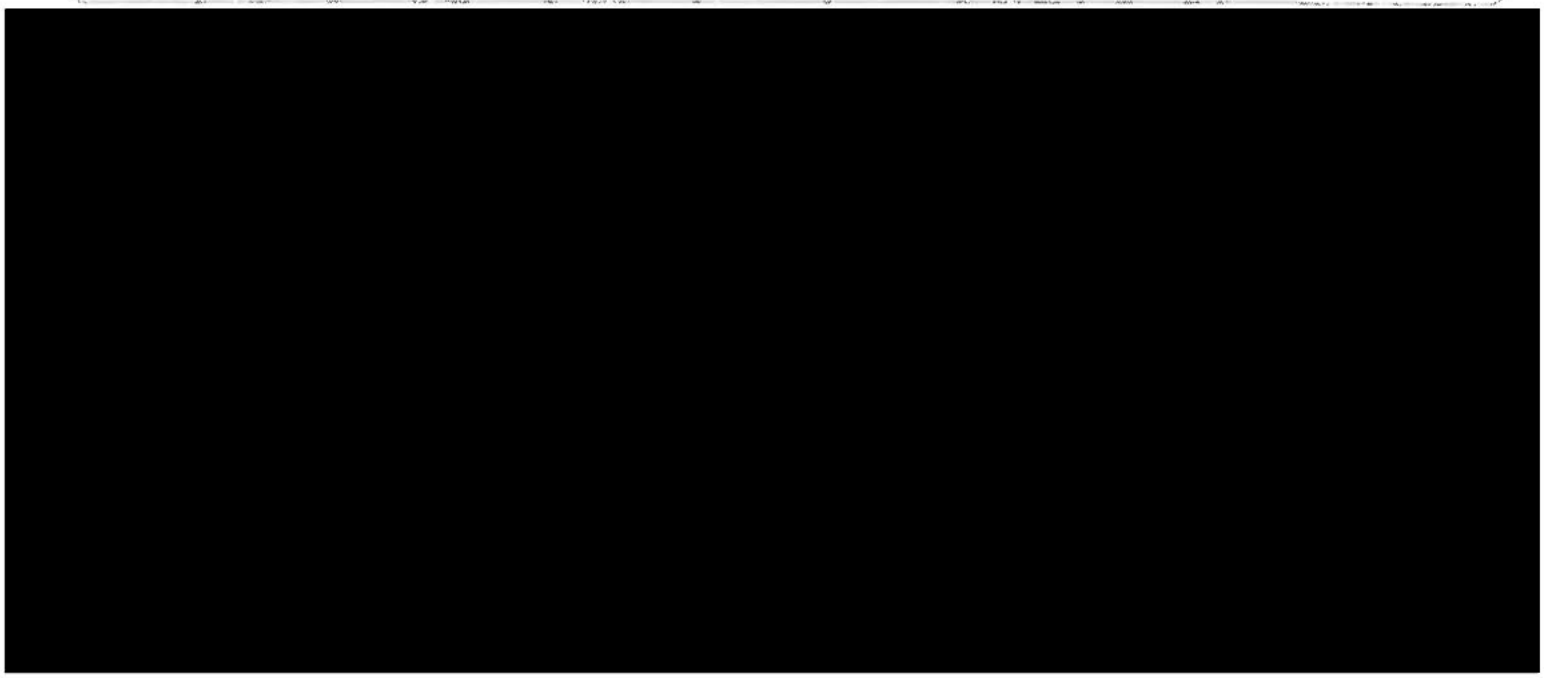
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Age of child in Fall 2026 — Dropdown

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- [ ] Longer School Day/Year
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How important is it to your that your child's school encourages independence and self-directed learning

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What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

How does the school manage or handle bullying

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Age of child in Fall 2026 — Dropdown

5



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- [x] Character Development
- [x] Individualized Learning
- [ ] Longer School Day/Year
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How important is it to your that your child's school encourages independence and self-directed learning

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Strongly Disagree	○	○	○	●	○	Strongly Agree

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- ( ) Maybe

What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

How will the school keep me informed about my child's progress and what opportunities are there for parent-teacher conferences and feedback?

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Age of child in Fall 2026 — Dropdown

4



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- [x] Academic Achievement
- [x] Character Development
- [x] Individualized Learning
- [ ] Longer School Day/Year
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How important is it to your that your child's school encourages independence and self-directed learning

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	●	Strongly Agree

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Strongly Disagree	○	○	○	○	●	Strongly Agree

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- (●) Yes
- ( ) No
- ( ) Maybe

What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

If my child had special needs how will the school accommodate them?
What extracurricular activities and sports programs are available to students?

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Age of child in Fall 2026 — Dropdown

4



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What are your top priorities when choosing a school for your child?

- [x] Academic Achievement
- [x] Character Development
- [x] Individualized Learning
- [ ] Longer School Day/Year
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How important is it to your that your child's school encourages independence and self-directed learning

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	●	Strongly Agree

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What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

Their academic achievement

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Age of child in Fall 2026 Dropdown

Other



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What are your top priorities when choosing a school for your child?

- ☑ Academic Achievement
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- ☐ Longer School Day/Year
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How important is it to your that your child's school encourages independence and self-directed learning

	1	2	3	4	5	
Strongly Disagree	○	○	◉	○	○	Strongly Agree

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What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

Ensuring that my child is receiving a quality education vs what could be provided at my home district.

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How important is it to your that your child's school encourages independence and self-directed learning

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- ○ Not familiar at all

What are your top priorities when choosing a school for your child?

- ☑ Academic Achievement
- ☑ Character Development
- ☑ Individualized Learning
- ☑ Longer School Day/Year
- ☐ Other: _____

How important is it to your that your child's school encourages independence and self-directed learning

	1	2	3	4	5	
Strongly Disagree	○	○	○	◉	○	Strongly Agree

Would you be interested in a school that emphasizes hands-on learning and real-world problem-solving skills?

	1	2	3	4	5	
Strongly Disagree	○	○	○	◉	○	Strongly Agree

Montessori schools often have mixed classrooms. (e.g., children ages 3-6 in the same classroom). How do you feel about this type of classroom environment?

- (●) Yes
- ( ) No
- ( ) Maybe

Are you open to a curriculum that focuses on reading, math, and social skills development?

- (●) Yes
- ( ) No
- ( ) Maybe

How important is it to you for a school to emphasize character development

	1	2	3	4	5	
Strongly Disagree	○	○	○	◉	○	Strongly Agree

Montessori education typically allows children to progress at their own pace rather than adhering to a strict grade level curriculum. How would you feel about this approach for your child?

	1	2	3	4	5	
Strongly Disagree	○	○	○	◉	○	Strongly Agree

Would you consider enrolling your child in a charter school that provides a free public education with a unique teaching method, like Montessori, if it met their academic and social needs?

- (●) Yes
- ( ) No
- ( ) Maybe

What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

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Schenectady Scholars Charter School-Parent Survey

We are conducting a survey to gather feedback from parents in Schenectady about the potential launch of a new charter school that combines Montessori and traditional teaching methods. The Montessori approach focuses on hands-on learning, fostering independence, and promoting character development.

Your input will help us understand your priorities for your child's education and your familiarity with the Montessori method. Even if you're not familiar with it, your perspective is invaluable in shaping a school that truly meets the needs of our community.

Age of child in Fall 2026 — Dropdown

5



How familiar are you with the Montessori educational method?

- (●) Very familiar
- ( ) Somewhat familiar
- ( ) Heard of it, but don't know much
- ( ) Not familiar at all

What are your top priorities when choosing a school for your child?

- [ ] Academic Achievement
- [x] Character Development
- [x] Individualized Learning
- [ ] Longer School Day/Year
- [ ] Other: _____

How important is it to your that your child's school encourages independence and self-directed learning

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	●	Strongly Agree

Would you be interested in a school that emphasizes hands-on learning and real-world problem-solving skills?

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	●	Strongly Agree

Montessori schools often have mixed classrooms. (e.g., children ages 3-6 in the same classroom). How do you feel about this type of classroom environment?

- (●) Yes
- ( ) No
- ( ) Maybe

Are you open to a curriculum that focuses on reading, math, and social skills development?

- (●) Yes
- ( ) No
- ( ) Maybe

How important is it to you for a school to emphasize character development

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

Montessori education typically allows children to progress at their own pace rather than adhering to a strict grade level curriculum. How would you feel about this approach for your child?

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	◉	Strongly Agree

Would you consider enrolling your child in a charter school that provides a free public education with a unique teaching method, like Montessori, if it met their academic and social needs?

- ○ Yes
- ○ No
- ◉ Maybe

What would be your main concerns or questions about your enrolling your child in Schenectady Scholars Charter School?

What is the school's curriculum and how does it differ from traditional public schools?
Are the teachers experienced and qualified to handle the unique needs of my child?

This content is neither created nor endorsed by Google.

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R-5ac-Enrollment

Provide a narrative description of the following aspects of the school's enrollment plan including:

- *The extent to which the proposed school's grade configuration aligns with the school district of location and how any misalignment may impact the school;*
- *Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools;*
- *The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students;*
- *A statement about any growth that the applicants may seek in a future charter period if the school is renewed.*

Schenectady Scholars Charter School plans to open its doors in Fall 2026, welcoming its first cohort of Kindergarten and 1st grade scholars from the Schenectady community. Enrollment criteria will mirror those of the Schenectady City School District (SCSD), ensuring all eligible children can join. As a public charter school, we provide inclusive and equitable education to scholars of all backgrounds and abilities.

Our inaugural class will consist of 50 Kindergarten and 50 1st grade scholars, with each grade divided into six homerooms, accommodating 18-20 scholars per classroom. We are committed to a phased growth strategy, prioritizing the delivery of high-quality education aligned with our mission and values. By gradually expanding one grade level per year, we will serve scholars through 4th grade by 2030. After completing 4th grade, scholars will have the opportunity to transition to SCSD schools or other educational pathways, such as Destine Prep, maintaining parity with their district peers. Plans for a full-day Pre-K program are also under consideration to enhance early learning opportunities.

Our school will incrementally expand enrollment to 60 scholars per grade level, reaching this target by the 2030-2031 school year. Schenectady Scholars aims to offer an exceptional, tuition-free educational option to families in the community while upholding the integrity of our vision and core beliefs.

To account for potential attrition, which we estimate at 10% annually, we will fill any vacancies with scholars from our waiting list, adhering to our admissions policy. This approach allows us to maintain full enrollment and continue meeting the needs of as many scholars as possible. Scholars joining mid-year or transitioning into our school at various grade levels will receive personalized support to ensure smooth adjustments and alignment with our school culture.

To facilitate this integration, we will implement initiatives designed to support both scholars and their families in embracing the mission and vision of Schenectady Scholars. Through these efforts, we aim to foster a nurturing, inclusive environment where all scholars can achieve academic and personal success.

New Family Orientation: At the beginning of each academic year and throughout the summer, we will host family orientation sessions on campus. These gatherings are designed to build strong connections between families and school staff, promote a welcoming environment, and establish a foundation of trust. Additionally, these sessions will provide a comprehensive overview of schoolwide expectations, ensuring alignment and clarity from the start

On-Campus Visits: During the summer, the leadership team members and teachers will engage families through personalized on-campus visits. These interactions will focus on understanding the goals families envision for their

scholars in the upcoming school year, addressing any obstacles encountered previously and identifying how the school can offer meaningful resources and support. Teachers will also have dedicated time with scholars to conduct diagnostic assessments, including evaluations of academic readiness and fine motor skills. These insights will inform tailored strategies to promote each scholar's academic growth and socio-emotional well-being.

Class Dojo Messages: To maintain consistent communication with families, we will utilize Class Dojo for regular updates. Daily or weekly messages will keep parents informed about their scholar's progress, celebrating success and addressing areas for growth. This proactive communication fosters a shared commitment to each scholar's journey, ensuring families are actively engaged and equipped to support their child's educational experience.

B. Target Population Enrollment

Explain how the school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students. The response should:

- *Cite the proposed school's enrollment and retention targets as determined through the enrollment and retention calculator found here: newyorkcharters.org/operate/existing-schools/enrollment-retention/;*
- *Articulate the recruitment strategies the school will employ to attract each target population to the school*
- *Describe any at risk admissions factors, set-asides, or "preferences" the school would offer to increase the likelihood of enrolling targeted students;*
- *Provide a brief explanation of the efforts, resources, structures, or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of students performance data for each subgroup; and*
- *Any replicator that is not currently meeting targets at any of its schools must provide an explanation as to why it is not meeting the targets, efforts made to meet the targets, and what new strategies the applicant intends to employ the meet the targets.*

At Schenectady Scholars, we are unwavering in our commitment to providing equal access to enrollment for all Schenectady residents through a transparent lottery system. Our mission is to offer a high-quality educational option to scholars and families who have been underserved by the existing system. Our focus is on serving neighborhoods such as Hamilton Hill, Vale, and Eastern Avenue, and Mount Pleasant (see R-01ac-Community Need). By listening to our community and analyzing scholar achievement data, we recognize the urgent educational disparities that exist within these areas.

The economic challenges and adverse living conditions faced by families in our target neighborhoods starkly contrast with the opportunities available in nearby, more affluent suburbs of the Capital District. Our school is designed to address these inequities through inclusive enrollment practices, innovative school structures, and supportive systems that aim to provide our scholars with the same opportunities for success as those in more privileged districts. We firmly believe that building strong family and community partnerships is essential to realizing this vision.

Schenectady Scholars' Founding Team, composed of Board members and the School Founder, is leveraging deep professional and personal ties to local organizations and community leaders to establish meaningful connections and build trust within the community. Our team has cultivated strong relationships with key entities in Schenectady, including the Hamilton Hill Arts Center, Schenectady Kiwanis, and the Schenectady NAACP.

In addition, our leadership team has distributed hundreds of flyers across local daycare centers, barbershops, and laundromats important bubs within the community. We have actively engaged with hundreds of Schenectady residents through these efforts and by participating in events such as the Capital District Latinos' Three Kings Celebration and Black History Month festivities in Albany. These outreach initiatives reflect our dedication to listening to and collaborating with the community to ensure that Schenectady Scholars become a pillar of educational opportunity and success.

Scholar Recruitment Strategies

To strengthen recruitment efforts for Schenectady Scholars, several enhanced strategies can be employed to deepen community engagement and attract prospective families. Maintaining an active and engaging presence on Facebook is essential. Regularly sharing videos about the school's mission, staff introductions, and testimonials from community supporters can build interest and trust. Targeted Facebook ads can also help the message of each local families in Schenectady effectively.

Building on the initial success of mailed postcards and surveys, a second round of postcards can emphasize the $100 gift card raffle, including a clear deadline to inspire timely responses. Reaching out to families who have partially completed the survey can further boost participation. Publicly announcing the raffle winner, such as on the school's Facebook page, can generate additional excitement and engagement.

Attending community events such as farmers' market, cultural festivals, and school fairs allows for direct interaction with families. Hosting school-led events, like a family-friendly "Meet the Team" day or educational workshops, provides a welcoming space for parents to learn more about the school's vision and values.

Partnering with local organizations, including the Schenectady Community Action Partnership (SCAP), preschools, and after-school programs, can expand outreach. Encouraging families to share information about the school within their networks, with incentives like additional raffle entries for referrals, can further increase awareness and interest.

Expanding the school's online presence through platforms like Instagram can reach younger parents and offer another channel to showcase updates and school's mission. Hosting virtual or in-person information sessions allows families to engage directly, with recorded sessions made available online for broader visibility.

Face-to-face engagement in the community remains a vital strategy. Visiting neighborhoods to distribute flyers and meet parents fosters personal connections. Establishing a parent advocacy team of supporters who believe the school's mission can amplify outreach and extend the school's reach through their networks.

Effectively highlighting the school's unique combination of Montessori and traditional charter methods in all communications will set Schenectady Scholars apart and demonstrate its commitment to addressing local needs. By implementing these strategies and monitoring metrics such as survey response, social media activity, and event attendance, Schenectady Scholars can create a strong foundation for recruitment and cultivate a vibrant school community.

Target Enrollment for Specific Populations

Schenectady Scholars aims to enroll 100 scholars in its inaugural year, including 50 Kindergarteners and 50 1st graders. It is projected that 4% of our student population will be English Language Learners, while 12.2% will be Students with Disabilities. These target percentages are informed by local district demographics but are not fixed, as Schenectady Scholars is a public school committed to serving all students who enroll until capacity is reached.

The target neighborhoods served by Schenectady Scholars have significantly higher rates of Free and Reduced Price Lunch (FRPL) eligibility compared to the SCSD rate of 67.9%. This underscores the critical need for equitable access to quality education in these communities. Our budget has been developed conservatively, accounting for projected enrollment figures and specific needs of our scholar population.

In anticipation of serving a diverse student body, we have allocated resources for special education learning materials in our budget (see section R-23-Budget). Figures 5b1-and 5b2 illustrate Schenectady Scholars' enrollment targets for specific student populations in Year 1, reflecting our commitment to inclusivity and meeting the needs of all scholars,

Figure 5b-1. Specific Populations Enrollment Targets Year 1		
Specific Population	Comparable District Percentages by Grade Level	Baseline School Enrollment Target
Student with Disability	17%	17 Scholars
English Language Learners	4%	4 Scholars
Economically Disadvantaged	67.9%	68 Scholars

Figure 5b-2. Specific Populations Enrollment Targets for Year 5		
Specific Population	Comparable District Percentages by Grade Level	Baseline School Enrollment Target
Student with Disability	17%	51 Scholars
English Language Learners	5.1%	16 Scholars
Economically Disadvantaged	75.2%	233 Scholars

Recruitment of Our Specific Populations

As a public school, Schenectady Scholars provides equitable to high-quality education for all families, fostering an inclusive environment where scholars from diverse backgrounds feel welcomed and valued. In compliance with 8

NYCRR 119.5, we will execute a strategic and comprehensive student recruitment plan aimed at attracting a student population that mirrors the diversity of the SCSD.

Our approach to recruitment will prioritize diversity and inclusivity through intentional community engagement and targeted outreach efforts. Figure 5b-3 highlights strategies and best practices derived from successful charter schools in the Capital Region, such as Destine Prep Charter School and Henry Johnson Charter School. These evidence-based practices will serve as the cornerstone of Schenectady Scholars' Scholar Recruitment Plan, enabling us to effectively reach and enroll scholars from historically underserved populations.

The Schenectady Scholars Founding Team is committed to developing a detailed and actionable Scholar Recruitment Plan that will be operationalized following our formal approval. This plan will leverage insights from community stakeholders, data on local student demographics, and proven engagement strategies to meet enrollment targets for specific populations.

Figure 5b-3 provides a preliminary framework for our recruitment efforts, outlining key actions such as partnerships with community organizations, targeted outreach events, and multilingual communication strategies to ensure accessibility for all families. This framework will be refined and expanded as we continue to elaborate with community leaders and organizations, ensuring a robust and effective plan tailored to the needs of our community.

By focusing on these initiatives, Schenectady Scholars will establish itself as a school that values diversity, equity, and inclusion, creating opportunities for every scholar to thrive in an environment that reflects and celebrates the richness of our community.

Commitment to Equity and Family Engagement at Schenectady

At Schenectady Scholars, we are intentional about maintaining our focus on our mission: providing equitable education for all scholars. This means creating the conditions for scholars to thrive and successfully graduate from Schenectady Scholars at the end of 4th grade. A core belief of our school is that families are our partners, and we engage them from the founding stage through the school's opening and beyond. We are deeply committed to the families in our target neighborhoods, ensuring that 90% of our outreach efforts focus on those zip codes.

To further enrich our families' experience, we will actively partner with local organizations to provide valuable programming and resources, including financial literacy classes, student advocacy groups, school assemblies, performances, and community service activities. We believe that by fostering strong family engagement, we will strengthen our school culture and improve student retention.

Support for Students with Disabilities and English Language Learners

We are deeply committed to supporting students with disabilities. Our SPED Coordinator will work closely with families to develop comprehensive support plans that extend beyond the classroom, providing families with tools and resources to support their children at home. Schenectady Scholars will implement a co-teaching model, staffing at least one SPED-certified teacher per grade. If an ESL teacher is not secured in Year 1, we will contact one to ensure English Language Learners receive the support they need.

We will actively involve families in the IEP process, encouraging their input in shaping personalized learning plans for their scholars. As our school grows, we will invest in year-round services for students with disabilities to promote consistent development. For ELL scholars, we will create individualized schedules that include daily reading and writing interventions. Additionally, we will provide educational resources and opportunities for families to enhance their English language skills. Every Schenectady Scholars family will feel welcomed, respected, and valued within our school community.

Data-Driven Decision Making and Transparency

The Leadership Team at Schenectady will utilize structured data reviews and RTI strategies to ensure that all scholars receive the academic and social emotional support they need. We will always consult families before implementing interventions and collaborate with parents to determine the best strategies for each child.

At the end of each school year, we will evaluate academic growth, social-emotional learning progress, and retention rates among specific student populations. This data will inform our improvement goals for the following year. To maintain transparency and accountability, we will publish end of the year data on our website, demonstrating our commitment to continuous improvement. By openly sharing our outcomes and action plans, we will build trust with families, reinforcing their confidence in Schenectady Scholars' leadership and staff.

Figure 5b.3 Scholar Recruitment Strategies for Specific	
Students with Disabilities	Door to Door Conversation Table at Kids Expo
Economically Disadvantaged	Table outside Mount Pleasant Library Distribute flyers at Schenectady Laundromats Capital District Kwanzaa Event Distribute flyers at Schenectady County Building & DMV Mailed flyers to Hamilton Hill & Mount Pleasant Neighborhood
English Language Learners	Flyers at Capital District Latinos Organizations Attend Capital District Latinos Three Kings Celebrations Flyers in Spanish

C. Student Enrollment Table

Complete the student enrollment table provided in the budget template and include a copy of it with this request.

Figure 5c-1 Enrollment Number for First Charter Term						
Grades	*Level*	*2026-2027*	*2027-2028*	*2028-2029*	*2029-2030*	*2030-2031*
Kindergarten	*Elementary School*	50	*60*	*60*	*60*	*60*
1st Grade	*Elementary School*	*50*	*50*	*60*	*60*	*60*
2nd Grade	*Elementary School*		*50*	*50*	*60*	*60*
3rd Grade	*Elementary School*			*50*	*50*	*60*
4th Grade	*Elementary School*				*50*	*60*
Total		*100*	*160*	*220*	*280*	*300*

R-05d-Admisson Policy

Describe the admissions policy for the school including any at risk designations or set-asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act.

Schenectady Scholars Charter School's admission policy is thoughtfully designed, drawing on the successful models of Destine Preparatory Charter School and Henry Johnson Charter School, both authorized by the SUNY Charter Institute. As a tuition-free public charter school, we are committed to serving all eligible scholars without discrimination based on race, sexual orientation, physical or mental ability, socioeconomic status, or any other identity marker. Our primary goal is to provide equitable access to high-quality education for every scholar.

Enrollment Overview

In our inaugural year of operation, Schenectady Scholars will welcome 50 Kindergarteners and 50 1st grade scholas. We will add one grade level each, progressively increasing enrollment to reach a total capacity of 310 scholars by the 2030-2031 school year. To ensure every seat is filled, we will backfill open seats at any grade level and during any point in the school year. If applications exceed available seats, we will use a random public lottery system to fairly allocate enrollment opportunities.

Application Logistics

To be eligible, applicants must be legal residents of New York State and provide two proofs of residency, except in cases where families are experiencing homelessness. Applicants must be submitted by April 1, 2026. We will make the application process easily accessible by offering both an online application form prominently featured on our website and paper applications available at community events attended by the Founding Team. To ensure inclusivity, applications will be translated into English, Spanish, and any other predominant languages in our target community.

Eligibility & Lottery

Kindergarten applicants must turn five years old by December 15th of the enrollment year, while 1st grade applicants must have successfully completed Kindergarten by Spring 2026. All applicants must meet residency requirements, with documentation submitted following the lottery process for verification, except for scholars experiencing homelessness.

The lottery will take place approximately ten business days after the application deadline and will be open to the public. If the school facility is not ready, the Principal will identify an alternative physical location for the event. Families will receive advance notice of the lottery's location and timing.

To ensure fairness and transparency, a third-party auditor will oversee the process. The lottery will be conducted using a random number generator to guarantee an impartial selection process. This process will adhere strictly to SUNY Charter School Institute guidelines and New York State Education Law § 2854, ensuring every applicant has an equal opportunity to enroll.

Enrollment Preferences

Enrollment priority at Schenectady Scholars will be awarded as follows:

1. After Year 1, any scholar returning to Schenectady Scholars for another year of school
2. After Year 1, any scholar who is a sibling of a current Schenectady Scholars scholar
3. Any scholar who is a child of a member of staff
4. Any scholar residing in the SCSD, the location Schenectady Scholars

Enrollment preferences will not be combined in a way that results in a weighted lottery, ensuring compliance with federal Charter School Program grant funding requirements. Families seeking preferential enrollment must provide supporting documentation with their application by the deadline. Applicants who are unable to provide proof will still be eligible to participate in the lottery but without the enrollment preference.

Non-Discrimination

In alignment with New York State Education Department regulations and the Federal Civil Rights Act, our admissions process will uphold the following non-discrimination policy"

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

Enrolling Scholars from the Waitlist

Applications received after the April 1, 2026; deadline will be placed on the Schenectady Scholars waitlist in the order they are received. If seats become available, families of scholars on the waitlist will be contacted, starting with the first name on the list. The same enrollment preferences applied during the lottery process will also apply to the waitlist.

Families will have 24 hours to accept an offered seat. If no response is received within this timeframe, the seat will be offered to the next scholar on the waitlist.

Documentation of Admission Procedures

Schenectady Scholars will remain in compliance with NYSED Charter School Regulation 119.5 by documenting the lottery procedure and maintaining a record of all processes and outcomes described in this section and presenting them upon request to NYSED or SUNY Charter Schools Institute.

R-06af-Curriculum Selection Process

Summarize the school's curriculum, by subject, and the rationale for all curriculum decisions including:

- *Research based evidence of effectiveness, particularly in meeting the needs of the school's target population, including proper citations;*
- *Discussion of how the school's curriculum is aligned to New York State standards;*
- *An explanation of how the curriculum aligns with the school's educational philosophy and further it specific mission, key design elements, and unique themes;*
- *How teachers will know what to teach and when to teach it including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequence documents, pacing guides, etc.) and specifically address who will be responsible for creating or selecting these resources; and,*
- *The process and procedures the school will use to review, evaluate, and revise the curriculum to ensure its effectiveness for all students, alignment to state standards, and alignment from grade to grade including who will be responsible for these processes and how teachers will be involved.*

The curriculum at Schenectady Scholars Charter School is intentionally designed to align with New York State Learning Standards (NYSLS) while incorporating Montessori-inspired, hands-on learning experiences. This ensures that students meet state assessment benchmarks while also developing critical thinking, problem-solving, and self-directed learning skills. By blending traditional charter school curriculum structures with Montessori methodologies, we create a dynamic educational environment that supports diverse learning styles and fosters deeper conceptual understanding.

The blended approach at Schenectady Scholars allows for a structured, data-driven instructional model that provides rigorous academic content while leveraging Montessori materials to reinforce learning in an experiential and student-centered way. This means that while the core curriculum follows a charter school framework, Montessori materials such as golden beads for math, sandpaper letters for literacy, and cultural studies for social sciences are incorporated to enhance comprehension and retention. This model honors the principles of student autonomy, exploration, and mastery learning, ensuring that students' progress at their own pace while meeting high academic expectations.

Our curriculum choices are grounded in research-based programs that have demonstrated effectiveness in improving student outcomes. By selecting evidence-based curricula such as Core Knowledge Language Arts (CKLA), Eureka Math, and Amplify Science, we ensure that all instruction is aligned to proven best practices in education. Studies show that structured phonics programs and conceptual math instruction significantly improve student performance, particularly among students from historically underserved communities. Additionally, the integration of Montessori hands-on learning materials supports cognitive development, executive functioning, and self-regulation, all of which contribute to long-term academic success.

A core commitment of Schenectady Scholars is to meet the needs of urban and Black/Brown students by creating an inclusive and affirming learning environment. For instance, Donna Y. Ford, a distinguished professor at Ohio State University, emphasizes that multicultural education is essential for all students, particularly those from marginalized backgrounds, to see themselves reflected in the curriculum. Our curriculum is designed to reduce opportunity gaps by ensuring that all students—regardless of background—receive a high-quality education that is both rigorous and culturally responsive. Through this intentional curricular design, Schenectady Scholars fosters a learning environment where students develop confidence, resilience, and the academic foundation necessary for future success.

Alignment to New York State Standards

Schenectady Scholars Charter School ensures that all instructional content is fully aligned with the New York State Next Generation Learning Standards (NYSNGLS) and Next Generation Science Standards (NGSS). The curriculum is designed to provide a rigorous, standards-based education that prepares scholars academic success while integrating Montessori inspired methodologies to enhance conceptual understanding.

All core subjects, including English Language Arts, Mathematics, Science, and Social Studies, adhere to NYS standards, ensuring students meet and exceed grade level expectations. The school utilizes research-based curricula, such as Core Knowledge Language Arts (CKLA), Eureka Math, Amplify Science, and the New York State Social Studies Framework, which provide structured, sequenced, developmentally appropriate instruction. Teachers utilize curriculum maps, pacing guides, and scope and sequence documents to ensure lessons align with state benchmarks and assessments.

While the Montessori approach enriches scholar learning experiences, it supplements rather than replaces state mandated curriculum. Montessori materials, such as golden beads for place value in Mathematics or sandpaper letters for early literacy, are used to reinforce and depend conceptual understanding, particularly in the early grades. These hands-on, exploratory learning experiences support the NYS standard expectations by providing multiple pathways for students to engage with content meaningfully.

Schenectady Scholars Curriculum Overview

In our planning year, the Principal will hire a curriculum consultant. They will work together to review and further develop lessons for each content area that are aligned to NYS Standards NGSS. The collaborative work in our inaugural year with lesson, unit, and curriculum planning will allow for a streamlined process for developing a curriculum that is aligned to standards, the mission of the school, and vertically aligned across grades. In our inaugural year, teachers will not focus on lesson planning, but rather on the execution of lessons, supporting our scholars' social emotional needs, and meeting all other requirements of their role. All adopted curricula will be enhanced to meet our baseline threshold for effectiveness. We believe that effective curriculum can drive teacher performance and thus have a major impact on scholar results.

Although materials will be readily available for teachers, they will still have the responsibility of reviewing materials and connecting them to what they know about their scholars before instructing them. Teachers will also deeply internalize the lesson by clearing understanding its outcomes, skills assessed, the type of thinking scholars should do during the lesson, appropriate supports and scaffolds, and how to make a personal connection between the scholar and the lesson. Teachers will be prepared daily to lead engaging and effective instruction that centers on scholar thinking and work

Curriculum Choices

Schenectady Scholars Charter School is committed to delivering a rigorous, research-based curriculum that ensures academic excellence, student engagement, and long-term success. Our curriculum selection process is grounded in best practices from high-performing charter schools, alignment with New York State (NYS) standards, and strategic integration of Montessori methodologies to create a blended learning environment that supports diverse student needs.

As a charter school with a strong academic focus, our core curriculum choices reflect structured, evidence-based programs that provide clear learning progressions, scaffolded support, and measurable outcomes. Montessori elements are woven into our instructional approach to promote hands-on, student-centered learning experiences, particularly in early literacy, mathematics, and social-emotional development. Figure 6a-1 Schenectady Scholars K-4 Curriculum Breakdown.

Schenectady Scholars' curriculum selections are based on rigorous research and proven success in high-performing schools, ensuring equity in access to high-quality education for all students.

English Language Arts (ELA)

The ELA curriculum follows a structured Science of Reading approach, emphasizing phonemic awareness, systematic phonics, fluency, vocabulary, and comprehension.

For Kindergarten through 1st grade, we implement Core Knowledge Language Arts (CKLA), a knowledge-building program that ensures students develop strong foundational literacy skills through explicit phonics instruction, oral language development, and comprehension-based read-alouds. CKLA aligns with research from the National Reading Panel (2000) and supports the structured literacy approach needed to close early achievement gaps.

For 2nd through 4th grade, we use EL Education, a curriculum designed to build deep comprehension, writing fluency, and critical thinking skills. This program focuses on close reading of complex texts, text-based discussions, and structured writing assignments, preparing students for higher-order literacy demands.

Montessori-inspired literacy instruction supplements these programs by incorporating multisensory phonics materials (sandpaper letters, moveable alphabets) and independent book studies to promote self-directed learning and engagement with literature.

Mathematics

Our mathematics curriculum is based on Eureka Math (EngageNY), a cohesive, sequential program that develops mathematical fluency, conceptual understanding, and problem-solving skills. Eureka Math aligns directly with the Next Generation Mathematics Learning Standards (NGLS) and ensures that students build upon prior knowledge systematically.

To deepen conceptual understanding, Montessori math materials such as golden beads, number rods, and place value boards are incorporated into instruction. These materials provide concrete representations of abstract mathematical concepts, reinforcing Montessori's hands-on approach to math mastery.

Science

For science instruction, we implement Amplify Science, a phenomena-based curriculum aligned with Next Generation Science Standards (NGSS). This program supports inquiry-based learning and hands-on experimentation, allowing students to engage in real-world problem-solving. Montessori materials in botany, zoology, and physics are integrated into science explorations to enhance conceptual learning through tactile, discovery-based experiences.

Social Studies

Our social studies curriculum follows the New York State Social Studies Framework, providing a strong foundation in civics, history, geography, and economics. Instruction is supplemented with Montessori cultural studies materials, such as timeline work, geography puzzles, and primary source analysis, to develop historical thinking and global awareness.

Social-Emotional Learning

Figure 6a-1 Schenectady Scholars K-4 Curriculum Breakdown					
Grade Level	**Literacy Curriculum**	**Math Curriculum**	**Social Studies Curriculum**	**Science Curriculum**	**Second Step Curriculum**
K	Core Knowledge Language Arts (CKLA); Montessori Phonics Materials	Eureka Math (EngageNY); Montessori Golden Beads & Number Rods	NY State Social Studies Framework; Montessori Geography Materials	Amplify Science; Montessori Botany & Zoology	Second Step Elementary K-5
1st	Core Knowledge Language Arts (CKLA); Montessori Phonics Materials	Eureka Math (EngageNY); Montessori Math Materials for Place Value	NY State Social Studies Framework; Community & Culture Studies	Amplify Science; Hands-On Inquiry & NGSS-Aligned Experiments	Second Step Elementary K-5
2nd	EL Education; Structured Writing & Close Reading	Eureka Math (EngageNY); Problem Solving & Conceptual Fluency	NY State Social Studies Framework; Early Civilizations & Geography	Amplify Science; Scientific Investigations & Engineering Design	Second Step Elementary K-5
3rd	EL Education; Text-Based Analysis & Writing	Eureka Math (EngageNY); Multi-Step Problems & Fractions	NY State Social Studies Framework; Government & Economics	Amplify Science; Energy, Forces, and Ecosystems	Second Step Elementary K-5
4th	EL Education; Advanced Comprehension & Composition	Eureka Math (EngageNY); Pre-Algebra Concepts & Geometry	NY State Social Studies Framework; U.S. History & World Connections	Amplify Science; Human Body Systems & Earth Science	Second Step Elementary K-5

Curriculum Alignment with Schenectady Scholars Educational Philosophy, Mission, & Key Design Elements

The curriculum at Schenectady Scholars Charter School is thoughtfully designed to align with the school's educational philosophy, mission, and key design elements, ensuring a learning experience that is both rigorous and responsive to the needs of our students. By blending a charter-based curriculum with the Montessori method, our academic framework fosters deep conceptual understanding while promoting independence, critical thinking, and a love of learning. This integration allows us to maintain the structured, data-driven approach necessary for student success while incorporating Montessori's hands-on materials to enhance engagement and comprehension.

At the heart of our curriculum is a commitment to nurturing compassionate, knowledgeable, and confident learners. The Montessori method serves as a foundational pillar of our instructional approach, reinforcing the idea that children learn best when they can explore, discover, and take ownership of their education. Using Montessori materials in core subjects such as mathematics and literacy, students develop a concrete understanding of abstract concepts, which translates into stronger problem-solving skills and academic independence. This approach supports our mission by fostering a holistic and engaging atmosphere where students build both intellectual and personal confidence.

Our curriculum also reflects our dedication to culturally responsive teaching, ensuring that students see themselves reflected in their learning and that instruction is responsive to their lived experiences. Recognizing that Schenectady Scholars serves a diverse student population, we incorporate literature, historical narratives, and problem-based learning that center voices and perspectives from historically marginalized communities. This approach deepens students' connection to the material while reinforcing their sense of identity and belonging. By embedding culturally relevant pedagogy into every aspect of the curriculum, we empower students to engage critically with their world, preparing them to become informed and socially responsible individuals.

In addition to providing a dynamic and inclusive academic experience, we are committed to data-driven instruction that ensures every student receives the targeted support they need to succeed. Our curriculum is structured around research-based programs such as Core Knowledge Language Arts (CKLA) for literacy and Eureka Math for numeracy, both of which align with New York State Learning Standards and have demonstrated success in closing achievement gaps. Regular assessment and progress monitoring allow teachers to make informed instructional decisions, ensuring that lessons are tailored to meet the unique needs of each student. By maintaining a balance between structured academic rigor and the flexibility of Montessori's individualized learning approach, we create an environment where all students can thrive.

Finally, our commitment to authentic relationships is woven into the fabric of our curriculum and school culture. Learning is most effective when students feel seen, heard, and supported, and we prioritize strong connections between students, teachers, and families. We are going to use our Second Step curriculum and restorative practices to create those relationships with teachers and scholars. These elements reinforce our mission by ensuring that Schenectady Scholars is not just a place for academic achievement but a community where character, confidence, and compassion are cultivated.

By integrating the Montessori method, culturally responsive teaching, data-driven instruction, and authentic relationships into every aspect of our curriculum, we provide an educational experience that is aligned with our vision of academic excellence and character development. Schenectady Scholars Charter School is committed to developing learners who are not only prepared for success in school but who also possess the knowledge, resilience, and empathy to navigate the world beyond the classroom.

At Schenectady Scholars Charter School, teachers will have a clear and structured framework to guide their instruction, ensuring that they know what to teach and when to teach it. Our instructional planning will be primarily charter-driven, aligned with New York State Learning Standards, and reinforced by Montessori materials as a supplemental tool to deepen student understanding. A well-defined set of curriculum resources—including curriculum maps, scope and sequence documents, and pacing guides—will provide teachers with the structure necessary for effective lesson delivery while allowing for flexibility in integrating Montessori materials.

The Assistant Principal will lead instructional planning in Year 1, working closely with the Principal to ensure consistency and alignment across all grade levels. The Assistant Principal will oversee the development and selection of curriculum resources, ensuring that all materials are standards-based, research-driven, and appropriate for our student population. As the school expands and an Instructional Coach is hired, the responsibility of refining and supporting instructional planning will transition to that role under the guidance of the Assistant Principal. Additionally, we anticipate engaging consultants with expertise in both charter and Montessori education to help refine our curriculum approach, particularly in the early stages of implementation.

Teachers will be supported by a comprehensive curriculum framework, which will include the following key resources:

- **Curriculum Maps**: These documents will provide an overview of the content and skills to be covered across the school year, ensuring alignment with New York State Learning Standards. They will outline the integration of Montessori materials within each unit, demonstrating how hands-on learning supports conceptual understanding.
- **Scope and Sequence Documents**: Each subject area will have a detailed scope and sequence, clearly defining the progression of learning objectives. These documents will prioritize the charter curriculum structure while identifying key opportunities for Montessori material integration, particularly in math, literacy, and science.
- **Pacing Guides**: Teachers will follow pacing guides that establish a structured timeline for delivering instruction. These guides will ensure that content is covered efficiently while allowing for differentiation and student-driven learning, which are core tenets of Montessori education.
- **Lesson Planning Templates**: To maintain instructional consistency, all teachers will use a standardized lesson planning template. This template will include sections for direct instruction, small-group work, hands-on Montessori applications, and assessments to monitor student progress.
- **Assessment and Data-Driven Instruction**: A data-driven approach will ensure that instruction is responsive to student needs. Teachers will conduct regular formative assessments, and the Assistant Principal, in collaboration with the Principal and instructional leaders, will analyze data to drive instructional adjustments and targeted interventions.

While the charter curriculum will provide the primary instructional framework, Montessori materials will serve as a supplemental tool to support conceptual understanding and hands-on exploration. The integration of Montessori elements will be strategically mapped out to ensure that they enhance—not replace—standards-aligned instruction.

By providing a structured, standards-aligned curriculum supported by strong instructional leadership, Schenectady Scholars will ensure that all teachers have the tools, resources, and support needed to deliver high-quality instruction while embracing the philosophical benefits of Montessori learning. This approach will empower educators, support student success, and reinforce the school's mission of fostering compassionate, knowledgeable, and confident learners.

Literacy Curriculum at Schenectady Scholars Charter School

Schenectady Scholars Charter School is committed to providing a rigorous, structured, and research-based literacy curriculum that ensures all students develop the foundational skills necessary for lifelong academic success. The literacy program follows a heavy charter school approach with explicit, direct instruction in phonics, reading comprehension, vocabulary development, and structured writing instruction. At the same time, Montessori-inspired elements are integrated strategically, particularly in early literacy development, to promote hands-on, exploratory learning that enhances student engagement and conceptual understanding.

The literacy curriculum is aligned with New York State Next Generation Learning Standards and follows the Science of Reading framework, which emphasizes systematic phonics instruction, oral language development, fluency, and text-based writing. The literacy block is structured to include whole-group instruction, small-group guided reading, independent reading and writing, and targeted interventions to meet the diverse needs of all students.

K-1st Grade Literacy Curriculum

The Kindergarten and 1st-grade literacy program focuses on building a strong foundation in phonemic awareness, phonics, fluency, vocabulary, and early writing skills. During these early years, students develop letter recognition, decoding skills, high-frequency word mastery, and oral language proficiency, which are

critical for their future success in reading comprehension and academic achievement. Our K-1st literacy program is as follows in Figure 6a-2.

Figure 6a.2 K-1 Literacy Program	
Literacy Block	**Description**
Phonemic Awareness & Phonics Instruction	In K-1st grade, phonemic awareness and phonics instruction are explicit, systematic, and sequential. Students engage in daily phonemic awareness exercises, including rhyming, blending, segmenting, and manipulating phonemes to develop a strong understanding of the sounds that make up words. CKLA's systematic phonics instruction introduces letters and sounds in a carefully designed sequence, ensuring students develop strong decoding skills. Montessori materials, such as sandpaper letters and phonics object boxes, allow students to trace letters while associating them with their sounds, reinforcing kinesthetic learning.
Guided Reading & Early Fluency Development	Guided reading is a key component of the literacy curriculum, where students work in small, leveled groups to practice reading strategies tailored to their needs. In Kindergarten, students begin with decodable books and predictable texts that reinforce phonics skills, while in 1st grade, they transition to leveled readers that introduce more complex sentence structures and vocabulary. Teachers provide explicit fluency instruction, focusing on accuracy, pacing, and expression, using echo reading, choral reading, and repeated reading strategies.
Shared Reading & Oral Language Development	In early grades, shared reading is used to develop print awareness, listening comprehension, and oral language skills. Teachers model prosody and expression through interactive read-alouds using big books, nursery rhymes, and rich, knowledge-building texts from the CKLA curriculum. Class discussions focus on retelling, predicting, and making connections, supporting students in building comprehension and vocabulary acquisition.
Writing Development and Handwriting Instruction	Students begin writing instruction through oral storytelling, drawing to express ideas, and labeling pictures. As they develop letter-sound knowledge, they transition to sentence construction, personal narratives, and opinion writing. Writing instruction follows a structured progression, starting with letter formation and tracing, then moving to invented spelling and sentence writing. Handwriting Without Tears is incorporated into early writing instruction to ensure students develop proper pencil grip, letter formation, and handwriting fluency.
Literacy Centers & Independent Learning	During independent literacy time, students rotate through literacy stations, including Montessori phonics work, listening centers, word-building activities, and fine motor skill development. These centers reinforce literacy skills through hands-on, engaging activities that promote self-directed learning and mastery of foundational skills.
Assessment & Progress Monitoring	Teachers assess students using mCLASS DIBELS to track phonemic awareness, fluency, and decoding skills, along with running records and informal assessments. Data is used to group students strategically for intervention, enrichment, and targeted phonics instruction.

2nd-4th Literacy Curriculum

As students' progress into 2nd-4th grade, literacy instruction shifts toward reading comprehension, fluency, vocabulary development, and writing composition. At this stage, students transition from learning to read to reading to learn. The curriculum is designed to increase reading stamina, analytical thinking, and writing proficiency, ensuring students develop the skills necessary for academic success across all subject areas.

Schenectady Scholars uses EL Education 2nd-4th as the primary literacy curriculum, a rigorous, standards-aligned program that focuses on close reading, knowledge-building, and inquiry-based discussions. Montessori elements are infused through student-driven book studies, independent research projects, and vocabulary-building activities that allow students to take ownership of their learning. Our 2nd-4th grade literacy program is as follows in FIgure 6a.3.

Figure 6a.3 2nd-4th Literacy Program	
Literacy Block	**Description**
Reading Comprehension & Text Analysis	Students engage in close reading of complex literary and informational texts, focusing on text-based discussions, annotating, and citing evidence to support responses. Instruction includes explicit modeling of comprehension strategies, such as questioning, summarizing, and making inferences, helping students develop deeper analytical skills.
Vocabulary Development & Word Study	Vocabulary instruction shifts toward morphology, context clues, and Greek and Latin root words to enhance students' ability to decode and understand new words. Students engage in word analysis activities, including word sorts, affix study, and interactive word walls, which support their ability to apply vocabulary knowledge across all content areas.
Fluency & Independent Reading	Students continue daily fluency practice, incorporating poetry readings, repeated readings, and partner reading activities. They also engage in independent reading with self-selected books, following the Accelerated Reader program to track progress and build reading confidence.
Writing Composition & Grammar Instruction	Writing instruction follows a structured progression, focusing on narrative, informational, and opinion writing. Students learn to develop thesis statements, organize paragraphs, and revise their work using teacher feedback. Grammar instruction is embedded within writing lessons, ensuring students understand sentence structure, punctuation, and mechanics in real-world contexts.
Assessment & Program Monitoring	Students are assessed using NWEA MAP Growth – Reading to measure fluency and comprehension progress, along with writing rubrics, running records, and formative assessments to track literacy development. Teachers use this data to provide individualized support, targeted small-group instruction, and enrichment opportunities.

STEM at Schenectady Scholars

Mathematics at Schenectady Scholars Charter School is designed to build a strong foundation in numeracy, problem-solving, and real-world application while ensuring alignment with New York State Next Generation Mathematics Standards. The curriculum follows a structured, charter-aligned approach, emphasizing explicit instruction, fluency, and data-driven decision-making while incorporating Montessori-inspired hands-on learning to reinforce conceptual understanding.

Schenectady has a rich history in STEM, with General Electric headquartered in the city. This industrial and technological presence offers a real-world connection to mathematics, making it essential for students to develop critical thinking, mathematical reasoning, and problem-solving skills that prepare them for careers in engineering, technology, and advanced manufacturing. By integrating STEM-focused learning experiences into the mathematics curriculum, students are exposed to applied mathematics, data analysis, and engineering concepts that connect their learning to real-world industries and careers.

To ensure students develop the necessary skills to thrive in a technologically evolving world, Schenectady Scholars will introduce early exposure to coding, engineering challenges, and data-driven problem-solving within the math curriculum. The use of Montessori materials, manipulatives, and hands-on problem-solving activities reinforces core mathematical concepts, making abstract ideas more tangible and accessible to all students.

Math at Schenectady Scholars

In K-1st grade, mathematics instruction focuses on developing number sense, fluency with basic operations, and an understanding of mathematical concepts through tactile, hands-on learning experiences. Instruction is structured yet exploratory, allowing students to engage with mathematical ideas in a way that connects to real-world applications and personal discovery.

Students begin with counting, numeral recognition, and early place value concepts, progressing to addition and subtraction strategies, measurement, geometry, and data interpretation. Mathematics instruction in these grades ensures that students develop fluency with numbers while also fostering a deep conceptual understanding of mathematical relationships.

As students' progress into 2nd-4th grade, the mathematics curriculum shifts toward developing higher-level problem-solving skills, multi-step operations, and a deeper understanding of mathematical reasoning. Students transition from learning basic operations to applying them in increasingly complex ways, ensuring readiness for upper elementary and middle school mathematics.

The 2nd-4th grade math program continues to use Eureka Math as the primary curriculum, supplemented with Montessori math materials and inquiry-based problem-solving activities. The emphasis is on mastering computation, strengthening problem-solving strategies, and developing mathematical reasoning through real-world applications. Figure 6a-3 illustrates school wide Math Program

Figure 6a.3 Schoolwide Math Program

Math Block	Description
Fluency & Number Sense Development	Students engage in daily number talks, mental math exercises, and counting routines to build numerical fluency.
Conceptual Understanding Through Hands-On Exploration	Students work with Montessori math materials, including golden beads, number rods, sandpaper numbers, and the spindle box, to develop a concrete understanding of mathematical concepts before moving to abstract representations.
Guided Math Instruction	Teachers led whole-group mini-lessons that introduce new concepts through direct instruction and interactive problem-solving.
Small Group & Independent Practice	Students rotate through guided math groups, working on teacher-led problem-solving tasks, hands-on learning activities, and math centers focused on targeted skill development.
Application & Problem-Solving	Lessons emphasize real-world applications of math, encouraging students to use manipulatives and mathematical reasoning to solve everyday problems.

Science Curriculum at Schenectady Scholars Charter School

Schenectady Scholars Charter School provides a rigorous, inquiry-based science curriculum that aligns with the NYSSLS and NGSS. The curriculum is structured with a strong charter school model, emphasizing explicit instruction, hands-on experimentation, and scientific inquiry, while incorporating Montessori-inspired materials to enhance conceptual understanding through hands-on exploration.

Schenectady Scholars uses Amplify Science (K-4) as its primary science curriculum, a highly interactive, standards-aligned program that engages students in investigating scientific questions, conducting experiments, and applying concepts to solve problems. Montessori materials, such as botany puzzles, land and water form models, and physics exploration kits, are used to support hands-on discovery and deepen conceptual understanding. Figure 6a.4 K-1 and 2nd-4th Grade Science Program.

Figure 6a.4 K-1st & 2nd-4th Science Program	
Science Block	**Description**
K-1st	In K-1st grade, the focus is on building scientific curiosity and foundational knowledge through hands-on exploration, guided observation, and structured inquiry-based investigations. Students are introduced to core scientific principles in life science, earth science, and physical science, using visual models, sensory-based activities, and exploratory play to develop early scientific thinking. Through Amplify Science, students engage in phenomenon-based investigations, such as exploring how plants grow, why the sun moves across the sky, and how animals adapt to their environment. Montessori materials, including botany puzzles, classification cards, and weather observation tools, provide additional opportunities for hands-on discovery. Students are introduced to the scientific method, learning to ask questions, make predictions, conduct simple experiments, and record observations. The curriculum incorporates STEM challenges, such as building simple machines, designing bridges, and creating wind-powered vehicles, to encourage engineering and design thinking from an early age.
2nd-4th	As students progress into 2nd-4th grade, science instruction becomes more structured, with a focus on developing deeper content knowledge, conducting systematic investigations, and analyzing data to draw conclusions. The curriculum follows the Amplify Science progression, allowing students to explore more complex scientific phenomena through hands-on labs, simulations, and inquiry-based discussions. Students conduct structured experiments and lab investigations, learning how to collect data, analyze patterns, and present findings through lab reports and science presentations. Science instruction also integrates coding and computational thinking, allowing students to simulate scientific models and explore engineering concepts through digital tools.

Social Studies at Schenectady Scholars

The Social Studies curriculum at Schenectady Scholars Charter School is designed to develop students' civic responsibility, historical awareness, and cultural literacy while ensuring alignment with the New York State Social Studies Framework. The curriculum follows a structured, charter-aligned approach with explicit instruction in historical events, geography, government, and economics, while integrating Montessori-inspired inquiry-based learning, hands-on exploration, and student-driven research projects.

Schenectady Scholars Charter School will use the New York State Social Studies Framework (K-4) as the foundation for its Social Studies curriculum. This will be supplemented with Core Knowledge History and

Geography (CKHG) for Grades K-2 and Inquiry-Based Learning (aligned with the NYS K-4 Social Studies Practices) for Grades 3-4.

Through a blend of direct instruction, primary source analysis, and interactive learning experiences, students will develop the ability to ask questions, evaluate sources, and draw conclusions about the world around them. Lessons will emphasize historical perspectives, civic engagement, and connections to the diverse cultural histories of Schenectady and the broader global community. Figure 6a.5 K-1st & 2nd-4th Social Studies Program

Figure 6a.4 K-1st & 2nd-4th Social Studies Program	
Science Block	**Description**
K-1st	Social Studies instruction in Kindergarten and 1st grade focuses on community awareness, citizenship, geography, and cultural traditions. Students explore concepts such as rules and responsibilities, family and community structures, and historical traditions and celebrations. Lessons incorporate storytelling, role-playing, and hands-on Montessori geography materials, such as puzzle maps, globe activities, and land and water forms to introduce students to basic geography and world awareness. Students engage in collaborative projects, community studies, and simple research tasks to begin developing the skills of asking questions, gathering information, and making connections between past and present. By the end of 1st grade, students will have a foundational understanding of the roles of citizens, community helpers, and how people interact within a society.
2nd-4th	In 2nd through 4th grade, Social Studies instruction shifts toward historical analysis, government structures, economics, and global connections. Students explore state and national history, the development of early civilizations, Indigenous cultures, and historical figures, and the principles of civic responsibility and democracy. The curriculum includes Montessori-inspired research projects, where students investigate historical events, analyze primary sources, and create presentations or timelines to demonstrate their understanding. Lessons integrate hands-on learning experiences, such as map exploration, artifact analysis, and classroom debates, to encourage students to think critically about history and their role as citizens. By the end of 4th grade, students will be able to identify major historical events, explain the functions of government, understand economic principles, and make connections between history and the present. They will also have developed key skills in source evaluation, argumentation, and civic engagement, preparing them for deeper historical studies in upper grades. The Social Studies curriculum at Schenectady Scholars Charter School ensures that students develop a strong sense of identity, history, and civic responsibility, while engaging in interactive, inquiry-based learning experiences that make history meaningful and relevant.

Teachers, Curriculum & Instructional Planning

At Schenectady Scholars Charter School, teachers will have a clear and structured framework to guide their instruction, ensuring that they know what to teach and when to teach it. Our instructional planning will be primarily charter-driven, aligned with New York State Learning Standards, and reinforced by Montessori materials as a supplemental tool to deepen student understanding. A well-defined set of curriculum

resources—including curriculum maps, scope and sequence documents, and pacing guides—will provide teachers with the structure necessary for effective lesson delivery while allowing for flexibility in integrating Montessori materials.

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Curriculum Maps: These documents will provide an overview of the content and skills to be covered across the school year, ensuring alignment with New York State Learning Standards. They will outline the integration of Montessori materials within each unit, demonstrating how hands-on learning supports conceptual understanding.

Scope and Sequence Documents: Each subject area will have a detailed scope and sequence, clearly defining the progression of learning objectives. These documents will prioritize the charter curriculum structure while identifying key opportunities for Montessori material integration, particularly in math, literacy, and science.

Pacing Guides: Teachers will follow pacing guides that establish a structured timeline for delivering instruction. These guides will ensure that content is covered efficiently while allowing for differentiation and student-driven learning, which are core tenets of Montessori education.

Lesson Planning Templates: To maintain instructional consistency, all teachers will use a standardized lesson planning template. This template will include sections for direct instruction, small-group work, hands-on Montessori applications, and assessments to monitor student progress.

Assessment and Data-Driven Instruction: A data-driven approach will ensure that instruction is responsive to student needs. Teachers will conduct regular formative assessments, and the Assistant Principal, in collaboration with the Principal and instructional leaders, will analyze data to drive instructional adjustments and targeted interventions.

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By providing a structured, standards-aligned curriculum supported by strong instructional leadership, Schenectady Scholars will ensure that all teachers have the tools, resources, and support needed to deliver high-quality instruction while embracing the philosophical benefits of Montessori learning. This approach will empower educators, support student success, and reinforce the school's mission of fostering compassionate, knowledgeable, and confident learners.

Review, Evaluate, & Revise Curriculum

At Schenectady Scholars Charter School, the process of reviewing, evaluating, and revising the curriculum will be structured, data-driven, and continuous to ensure its effectiveness for all students, alignment with New York State standards, and cohesion from grade to grade. Given our charter-led instructional model with Montessori integration, it is essential to regularly assess student outcomes and instructional effectiveness while maintaining a seamless transition between grade levels.

The Assistant Principal will serve as the point person for all curriculum evaluation and revision efforts, ensuring that our academic program remains rigorous, responsive, and aligned with our mission. As the school expands, the Instructional Coach (hired under the Assistant Principal's guidance) will take on increasing responsibility for curriculum oversight, working closely with teachers and consultants specializing in charter and Montessori education.

Teachers will play an active role in the curriculum review process through collaborative data meetings, instructional feedback cycles, and professional learning communities. The process will involve formal and informal review mechanisms to ensure continuous improvement across all grade levels. Figure 6a.5 Foundational Learning and Montessori Readiness, Figure 6a.6 1st and 2nd Grades Literacy and Numeracy Mastery, & 6a.7 3rd and 4th Grades-Academic Rigor and State Testing Preparation

Figure 6a.5 Kindergarten-Foundational Learning & Montessori Readiness				
Evaluation Focus	**Assessment Tools**	**Review Cycle**	**Teacher Involvement**	**Revision Process**
Early literacy development, numeracy foundations, fine motor skills, social-emotional learning	NYS approved K readiness assessments, literacy screenings (DIBELS or similar), observational assessments on Montessori material engagement	Quarterly assessments with mid-year and end of year curriculum review led by the Assistant Principal	K teachers will participate in weekly PLCs, to analyze scholar progress and make instructional adjustments based on real time data	Adjustments will be made based on student assessment trends, teacher feedback, and Montessori material effectiveness in reinforcing core skills

Figure 6a.6 1st-2nd Grades-Literacy & Numeracy Mastery				
Evaluation Focus	**Assessment Tools**	**Review Cycle**	**Teacher Involvement**	**Revision Process**
Phonics and reading fluency, foundational writing skills, conceptual math development, hands on material effectiveness	Benchmark reading (CKLA assessments, NYS approved phonics assessments) Eureka Math module tests, Montessori based progress tracking	Quarterly curriculum audits by the Assistant Principal and instructional team, with monthly check-ins to ensure alignment between Montessori and charter driven instruction	Teachers will participate in monthly data review meetings, where they will submit student progress data and provide feedback on curriculum pacing and effectiveness	Adjustments will be made on data trends, observed learning gaps, and teacher input. If Montessori materials are found to be less effective in supporting certain academic objectives, they will be adjusted or supplemented with alternative instructional strategies

Figure 6a.7 3rd-4th Grades-Academic Rigor & State Testing Program				
Evaluation Focus	**Assessment Tools**	**Review Cycle**	**Teacher Involvement**	**Revision Process**
Reading comprehension, analytical writing, multi-step math problem-solving, science and social studies integration	NYS 3rd & 4th grade assessments, interim benchmark testing, project-based assessments, writing rubrics	Biannual curriculum reviews, with additional revisions leading up to NYS state testing to ensure all students are adequately prepared	Upper elementary teachers will join grade level instructional planning meetings to analyze trends in student performance and suggest curriculum refinements	Adjustments will be made to strengthen test taking strategies, align Montessori materials with NYS assessment expectations, and ensure that student are progressing at the expected grade level

In addition to grade-specific curriculum evaluation, the Assistant Principal will lead an annual school-wide curriculum review to:

- Ensure vertical alignment from Kindergarten through 4th grade, preventing instructional gaps between grade levels
- Analyze assessment data and teacher feedback to determine whether Montessori materials are effectively supporting student learning
- Collaborate with external charter and Montessori consultants to identify best practices and potential curriculum enhancements
- Conduct curriculum walkthroughs and classroom observations to assess how effectively instructional plans are being implemented

Throughout this process, the Assistant Principal and Instructional Coach (once hired) will work closely with teachers, valuing their input and classroom experience to refine instructional practices. Teachers will have direct opportunities to provide feedback on curriculum pacing, instructional challenges, and student engagement, ensuring that revisions reflect both teacher and student needs.

By maintaining a structured yet adaptive approach to curriculum review, Schenectady Scholars will ensure that all students receive a high-quality, research-based education, aligned with New York State standards, while benefiting from the individualized, hands-on learning Montessori materials provided.

B. Assessment System

Describe the diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:

- *Describe each assessment's purpose, design, format, and rationale for its selection;*
- *Describe key considerations in the selection or creation of any assessments not yet identified including as it relates to ascertaining the impact of student learning loss;*
- *Describe how the school will collect and analyze assessment results;*
- *Explain how the school will ensure assessment results are valid and reliable;*
- *Describe who will be responsible for administering assessment and collecting and analyzing the results;*
- *Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments;*

- *Explain how the following stakeholders will have to access to and be able to use assessment results: teachers, school leaders, the education corporation's board of trustees, and students and parents; and*
- *Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency, and nature of the information*

Assessment Strategy Schenectady Scholars Charter School

At Schenectady Scholars, assessments are designed to balance the individualized, student-driven Montessori education with the structured accountability of a charter school model. While Montessori principles guide student exploration and self-directed learning, the charter framework ensures rigorous assessment to measure progress and support academic growth. Our assessment approach includes diagnostic, formative, and summative measures to provide a comprehensive understanding of student learning.

Diagnostic assessments serve as the foundation for understanding students' academic strengths and areas for growth. These assessments are administered at the beginning of the year and periodically throughout to ensure instruction is tailored to student needs. The school will utilize early literacy and phonemic awareness assessments, such as DIBELS, to evaluate foundational reading skills, while I-Ready diagnostics will assess students' mathematical understanding. Additionally, Montessori based observational assessments will be incorporated to capture students' conceptual development through hands-on learning activities. These diagnostic tools allow educators to design personalized learning plans, ensuring that each student receives the appropriate level of support and challenge.

Formative assessments are embedded into daily instruction to provide continuous feedback and guide instructional decisions. Teachers will use observational assessments to track student progress, making anecdotal notes and collecting student work samples to monitor growth over time. Exit tickets, reading running records, and project-based learning checkpoints will be incorporated to measure student understanding in real time. Additionally, interim benchmark assessments, such as NWEA Map Growth, will be administered every six to eight weeks to track progress in reading and math. This approach allows educators to make timely adjustments to instruction, ensuring that students receive the necessary support to achieve mastery.

Summative assessments evaluate overall student achievement and proficiency at key points throughout the year. End-of-unit performance tasks will require students to demonstrate their understanding through essays, presentations, and applied learning projects. In compliance with state requirements, students will take the NYS Assessments in ELA and Math, alongside standardized growth measures such as the NWEA Map assessment. Additionally, students will compile portfolios showcasing their academic work, reflecting both traditional and Montessori based learning experience. At the end of the school year, students will complete a capstone project integrating multiple subjects, reinforcing their ability to apply knowledge in meaningful ways.

This assessment strategy ensures that student progress is measured comprehensively, combining quantitative data with qualitative insights. By integrating Montessori's focus on individualized growth with the charter model emphasis on accountability, Schenectady Scholars provides a balanced, rigorous, and student-centered approach to evaluating learning.

Key Considerations in the Selection & Creation of Assessments

Schenectady Scholars recognizes the need for a balanced assessment system that aligns with both Montessori and charter school principals while addressing the challenges of student learning loss. In addition, to the identified assessments, careful consideration will be given to selecting or designing additional tools that provide a comprehensive understanding of student progress, particularly for those who have experienced gaps in learning.

One key consideration in the diagnosis of learning loss caused by factors such as interrupted schooling, lack of early literacy development, or disparities in educational access. To effectively measure and address these challenges, the school will explore adaptive assessments that can pinpoint specific skill deficits while allowing for individualized growth tracking. The selection of a universal screening tool such as Acadeience Reading for K-2 students will provide a research-based method for identifying foundational skill gaps in phonemic awareness, decoding, and fluency. In mathematics, a conceptual understanding assessment will be developed using Montessori aligned tasks to gauge students' number sense and problem-solving abilities alongside traditional computational assessments.

Another important factor is ensuring assessments are developmentally appropriate and culturally responsive. Given the diverse student population the school will serve, assessments will be evaluated for bias and accessibility. For younger students, authentic performance-based assessments that align with Montessori principles such as student-led demonstrations of learning, hands-on manipulative tasks, and verbal explanations will be prioritized alongside structured multiple choice or short response items. These assessments will allow educators to observe deeper learning and ensure that students are not solely evaluated through standardized measures.

To further support intervention planning, the school will implement progress monitoring tools that track student improvement over time. These may include weekly fluency checks, small group comprehension discussions, and ongoing informal math assessments to ensure students who are below grade level receive targeted support. The use of data dashboards will allow teachers to aggregate assessment results and tailor instruction to meet individual student needs.

Additionally, given the school's blended model, there will be a strong emphasis on assessments that measure executive functioning and independence in learning. Tools that assess students' ability to manage tasks, problem solve, engage in self-directed learning will be incorporated into Montessori observational assessments.

By combining structured diagnostic assessments with Montessori based observational measures, Schenectady Scholars will ensure a well-rounded approach to assessing and addressing student learning loss while fostering academic growth. This throughout approach will allow teachers to identify challenges early, implement targeted interventions, and create an instructional experience that meets students where they are while propelling them forward.

Collection & Analysis of Assessment Results

Schenectady Scholars will implement a structured process for collecting and analyzing assessment data to ensure informed instructional decisions and continuous student growth. Assessment data will be gathered systematically from diagnostic, formative, and summative assessments through both digital and manual methods.

For standardized assessments such as the NWEA, MAP Growth, and NYS Assessments, results will be collected through secure online platforms that provide detailed reports on student performance. Data from these assessments will be analyzed at the individual, class, and school wide levels to identify trends, proficiency levels, and learning gaps. Teachers and administrators will review this data during scheduled data meetings to adjust instructional strategies, implement targeted interventions, and track student progress over time.

For formative and Montessori based assessments, teachers will utilize anecdotal notes, observational checklists, and student work portfolios. These qualitative measures will be collected daily and recorded in a

centralized student tracking system, allowing educators to monitor individual progress holistically. Exit tickets, project-based learning artifacts, and teacher created quizzes will be analyzed weekly to identify areas where students need additional support.

To ensure timely intervention and instructional planning, Schenectady Scholars will implement a data driven instructional cycle, where assessments are reviewed at regular intervals:

1. Weekly teacher reflections: Teachers analyze formative assessments data to modify lesson plans.
2. Bi-weekly team meetings: Grade level teams review student progress and adjust instructional strategies.
3. Quarterly data reviews: School leadership analyzes benchmark and summative assessment data to evaluate school wide trends and curriculum effectiveness.

Ensuring Validity & Reliability of Assessments

To maintain the integrity of assessments results, Schenectady Scholars will implement measures that ensure assessments are both valid (accurately measuring what they intend to measure) and reliable (producing consistent results across different testing conditions).

Alignment to Standards & Research Based Practices

All standardized assessments, including NWEA, MAP Growth, and state assessments, are research backed and norm-referenced, ensuring they provide valid and reliable measures of student learning. Internally developed assessments, such as end of unit performance tasks and Montessori observational tools, will be aligned with NYS Learning Standards and national best practices for competency-based assessment.

Assessment Calibration & Consistency

To ensure consistency in grading and scoring, teachers will participate in professional development on assessment literacy, focusing on how to administer, grade, and interpret results accurately. Rubric-based assessments, particularly for writing and project-based tasks, will be standardized among teachers to minimize subjectivity and enhance reliability.

Multiple Measures of Assessment
To enhance validity, the school will employ a triangulation method, combining standardized test scores, formative classroom assessments, and teacher observations to build a comprehensive picture of student learning. This approach prevents over-reliance on any single assessment and ensures that student performance is evaluated from multiple perspectives.

Test Security and Administration Protocols
For formal assessments, clear administration protocols will be followed to ensure test security and consistency. Testing accommodations will be provided as needed, ensuring that all students have an equitable opportunity to demonstrate their knowledge.

Through these practices, Schenectady Scholars will ensure that assessment results are accurate, actionable, and reflective of true student learning, allowing teachers to provide targeted support and continuously refine instruction.

Responsibilities for Administering, Collecting, & Analyzing Assessment Results

At Schenectady Scholars Charter School, a structured and collaborative approach will be taken to ensure that assessment administration, data collection, and analysis are carried out effectively.

Teachers will be primarily responsible for administering formative assessments, including classroom-based quizzes, exit tickets, project-based assessments, and teacher observations. They will also conduct progress monitoring and gather student work samples for ongoing evaluation. Teachers will input assessment data into the school's designated data tracking system, review trends, and adjust instructional strategies as needed.

Assistant Principal and Instructional Coaches will oversee the administration of diagnostic and benchmark assessments, such as the NWEA MAP Growth, and will support teachers in analyzing the data. They will facilitate biweekly data meetings, guiding teachers in identifying student strengths and areas for improvement, ensuring targeted interventions are put in place.

School Leadership, including the Principal and Assistant Principal, will be responsible for overseeing summative assessments, such as the New York State Assessments. They will ensure that test administration protocols are followed, analyze school-wide performance data, and implement instructional changes based on the results. Additionally, they will monitor assessment validity and reliability, ensuring alignment with state standards and school goals.

Ensuring Student Work Reflects Readiness for State Assessments

To ensure that student work aligns with the rigor of state assessments, Schenectady Scholars Charter School will implement several strategies to embed state-aligned skills and content into daily instruction.

Curriculum Alignment & Pacing
Teachers will follow a curriculum that integrates New York State Learning Standards while incorporating Montessori-based instructional strategies. Regular curriculum mapping and alignment meetings will ensure that lesson plans address both state test expectations and deeper conceptual understanding.

Data-Driven Instruction & Feedback Loops
Assessment results will be used to inform instructional planning through real-time data adjustments. Teachers will analyze student work and assessment trends to identify gaps and implement targeted interventions. Students identified as struggling will receive small-group instruction and individualized support based on formative assessment data.

Practice with State Assessment Formats
While maintaining a Montessori-inspired instructional approach, students will regularly engage with test-aligned question formats to build familiarity with state assessments. Teachers will integrate multiple-choice questions, evidence-based writing tasks, and multi-step math problems into daily instruction and assessments. Low-stakes practice assessments will be administered periodically to simulate state testing conditions, ensuring students are comfortable with the test structure.

Performance-Based Assessments for Higher-Order Thinking
To develop critical thinking and problem-solving skills, students will complete rigorous performance-based assessments that mirror state assessment expectations. These tasks will require students to apply knowledge in real-world contexts, engage in extended writing, and demonstrate mastery through presentations and project work.

Teacher Professional Development on Assessment Literacy
Ongoing PD workshops will train teachers to design assessments that accurately measure student readiness.

Teachers will engage in scoring calibration exercises to ensure consistency in evaluating student work and providing meaningful feedback.

Through these intentional practices, Schenectady Scholars will ensure that student work not only reflects mastery of key academic concepts but also prepares students for success on state assessments and beyond.

Access to and Use of Assessment Results by Stakeholders

At Schenectady Scholars Charter School, assessment data will be made accessible to key stakeholders—including teachers, school leaders, the education corporation's board of trustees, students, and parents—to ensure transparency, data-driven decision-making, and continuous academic growth.

Teachers will have direct access to all assessment data through a centralized student performance tracking system. This data will be reviewed in weekly planning meetings and biweekly data meetings, where teachers will analyze student progress, identify trends, and adjust instruction accordingly. Teachers will also use assessment results to create individualized learning plans and provide targeted interventions for students in need.

School Leaders, including the Principal, Assistant Principal, Instructional Coaches, will oversee assessment administration and ensure that data is used effectively to drive school-wide improvement. Leaders will review student performance through quarterly data reviews, identifying trends across grade levels and subject areas. They will also facilitate professional development sessions to help teachers interpret and apply data in their instructional practices.

The Schenectady Scholars Board of Trustees will receive summarized assessment reports during quarterly board meetings. These reports will highlight overall student performance trends, benchmark results, and growth indicators aligned with school goals. The board will use this data to evaluate the effectiveness of instructional programs and ensure accountability in meeting academic performance benchmarks.

Students and Parents will receive assessment results through multiple channels to promote transparency and engagement in student learning. Students will participate in goal-setting conferences, where teachers will discuss their progress and areas for improvement, empowering them to take ownership of their learning. Parents will have access to an online parent portal, where they can view assessment results, attendance records, and progress reports in real-time.

Informing Parents and Students About Academic Achievement and Progress

Schenectady Scholars Charter School is committed to keeping parents and students informed about academic performance through a structured and consistent communication plan.

1. Report Cards: Issued quarterly, report cards will provide a comprehensive overview of student achievement, including grades, assessment scores, and teacher comments on academic and behavioral progress.
2. Parent-Teacher Conferences: Held twice per year (fall and spring), these conferences will allow parents to discuss their child's progress in-depth with teachers, review assessment results, and collaborate on learning strategies. Additional conferences will be scheduled as needed for students requiring additional support.
3. Progress Reports: Sent home midway through each quarter, progress reports will offer a snapshot of student performance, highlighting strengths, areas for growth, and recommendations for improvement.

4. Standardized Assessment Reports: Parents will receive detailed reports after major benchmark assessments (e.g., NWEA MAP Growth) and New York State Assessments. These reports will be accompanied by parent information sessions where school leaders explain assessment results, proficiency levels, and how to support student learning at home.
5. Goal-Setting and Reflection Meetings: Students will participate in individual goal-setting meetings with their teachers, where they will review their assessment results and set personal learning goals. These meetings will encourage student ownership of their academic progress and foster a growth mindset.
6. Family Workshops on Student Achievement: The school will host quarterly parent workshops focused on understanding assessments, interpreting student data, and supporting learning at home. These workshops will provide parents with strategies to reinforce key skills and promote academic success outside of school.
7. Ongoing Digital Communication: Parents will have access to assessment results via the school's online portal and will receive updates through email, text messages, and newsletters. Teachers will also maintain open lines of communication through classroom newsletters and direct outreach.

By implementing these structured communication practices, Schenectady Scholars ensures that assessment data is transparent, accessible, and used to foster a collaborative approach to student success.

C. Instructional Methods

Describe the pedagogical approach the school will use to implement its curriculum including:

- *The instructional methods or techniques to be employed in the school including any specific requirements for implementing this pedagogical approach (e.g., co-teaching or aides, technology, physical space, approaches to classroom management, etc.);*
- *Research or existing models that support the use of these instructional methods, especially considering the school's target population and curricular choices outlined in Response 6 (a) Curriculum Selection Process; and,*
- *An explanation of how the instructional methods align with the school's educational philosophy and further its specific mission, key design elements, and unique themes.*

Pedagogical Approach for Schenectady Scholars Charter School

Schenectady Scholars Charter School will implement a blended instructional model that integrates Montessori philosophy with the structure and rigor of a traditional charter school. This approach will provide students with a highly engaging, student-centered, and academically rigorous learning environment. The instructional model is designed to foster independence, inquiry-based learning, and mastery of foundational skills, while also ensuring that students meet high academic standards through structured, data-driven instruction. Each classroom will follow a co-teaching model, where a lead teacher and a teaching assistant work together to provide individualized instruction, small-group learning, and targeted interventions. Additionally, classroom management will be rooted in high expectations, restorative practices, and culturally responsive pedagogy, ensuring that all students experience a supportive and structured learning environment.

Blended Montessori and Charter School Approach

The instructional model at Schenectady Scholars Charter School will be a balance of Montessori-inspired learning and traditional charter school methods. Montessori will shape the structure of the learning environment, emphasizing self-directed exploration, hands-on materials, and multi-sensory learning. Students will be encouraged to take ownership of their education through work cycles that allow them to engage in deep, uninterrupted exploration of core academic concepts. The classroom environment will be carefully prepared

with learning materials that guide students toward conceptual understanding, allowing them to progress at their own pace while still receiving targeted instruction from teachers.

At the same time, the school will ensure that students develop strong literacy and numeracy skills through direct and explicit instruction. The traditional charter school approach will provide structured lessons in reading, writing, and mathematics, with teachers using clear learning objectives and evidence-based teaching methods to support academic achievement. Instructional practices will include whole-group lessons, guided practice, and independent work that allows students to apply their learning in meaningful ways. Regular assessments will inform instruction, ensuring that students receive the appropriate support and interventions to meet their learning goals.

Blending these two approaches will allow students to develop independence and problem-solving skills while also ensuring they receive structured, rigorous instruction that aligns with academic standards. The combination of self-directed Montessori learning and traditional, high-expectation instruction will provide students with a well-rounded educational experience that promotes both academic excellence and critical thinking skills.

Co**-Teaching Model**

The co-teaching model at Schenectady Scholars will ensure that every classroom has a lead teacher and a teaching assistant, providing students with consistent support, individualized instruction, and small group learning opportunities. This model is essential for delivering differentiated instruction and ensuring that all students receive the attention they need to succeed.

The lead teacher will be responsible for delivering core instruction, managing the classroom environment, and using data to inform instructional decisions. They will guide students through whole-group lessons while also facilitating small-group learning experiences tailored to students' needs. The teaching assistant will provide additional instructional support, working with students in small groups or one-on-one to reinforce concepts introduced by the lead teacher. They will also assist in monitoring student progress, offering immediate feedback, and ensuring that students remain engaged and on task.

The co-teaching structure allows for flexible grouping, meaning students can rotate between teacher-led instruction, peer collaboration, and independent work. This approach ensures that students at different skill levels receive appropriate support and challenges. It also allows teachers to provide targeted interventions for struggling students while offering enrichment opportunities for those who are ready for more advanced learning.

Having two educators in the classroom will also strengthen behavior management, as both the lead teacher and the teaching assistant will play active roles in maintaining a structured and positive learning environment. This will be particularly beneficial in implementing restorative practices, ensuring that all students feel supported, valued, and accountable for their behavior and learning.

Classroom Management Approach

A strong and positive classroom culture is foundational to student success at Schenectady Scholars. The school will implement a structured yet nurturing approach to classroom management that blends high academic and behavioral expectations with a commitment to restorative practices and relationship-building. Teach Like a Champion (TLAC) strategies will serve as the foundation for maintaining high expectations and ensuring that students remain engaged in rigorous learning. Teachers will use clear and consistent techniques such as Cold Call to ensure active participation, No Opt-Out to reinforce perseverance, and Strong Voice to

maintain authority and clarity in the classroom. Classroom routines will be highly structured, with clearly defined expectations for student behavior, transitions, and engagement in learning.

Restorative practices will be a critical component of the school's culture, ensuring that discipline is centered around relationship-building and accountability rather than punitive measures. Teachers will use proactive strategies such as daily community circles to foster a sense of belonging and open communication. When conflicts arise, students will participate in restorative conversations, where they will reflect on their actions, understand their impact, and develop solutions to repair any harm caused. This approach will help build a school culture rooted in mutual respect, empathy, and responsibility.

In addition to TLAC and restorative practices, the school will incorporate elements of the Responsive Classroom approach to support students' social-emotional development. Morning meetings will be used to establish a strong classroom community and create a space for students to share their thoughts and feelings in a structured and supportive environment. Logical consequences will be used to help students understand the relationship between their actions and outcomes, ensuring that discipline is meaningful and constructive.

The physical environment of the classroom will also play a key role in supporting effective classroom management. Classrooms will be designed to promote engagement, independence, and collaboration. Students will have access to clearly defined learning centers, flexible seating options, and visual schedules that reinforce daily expectations. The use of calm-down corners will provide students with a structured space to regulate their emotions and re-engage with learning when needed.

By integrating these three approaches—TLAC, restorative practices, and Responsive Classroom techniques—Schenectady Scholars will establish a learning environment where students feel safe, supported, and motivated to achieve their highest potential. Teachers will be trained extensively in these strategies to ensure consistency across all classrooms, creating a cohesive and effective school culture.

Schenectady Scholars pedagogical approach is designed to provide students with a well-rounded, rigorous, and supportive education that prepares them for academic success and personal growth. By blending Montessori methods with traditional charter school instruction, students will develop both the independence and critical thinking skills associated with student-directed learning, as well as the strong foundational skills gained through structured, high-expectation teaching. The co-teaching model will allow for personalized instruction and targeted interventions, ensuring that all students receive the support they need. The classroom management approach will emphasize high expectations, restorative practices, and social-emotional learning, creating a structured yet nurturing environment where students thrive.

Through this intentional and research-based approach, Schenectady Scholars will cultivate a community of engaged learners who are compassionate, knowledgeable, and confident. The combination of innovative instructional strategies, a strong co-teaching model, and a commitment to equity and relationship-building will set students on a path toward long-term academic and personal success.

Research and Existing Models Supporting Schenectady Scholars Charter School's Instructional Methods

Schenectady Scholars blended approach—combining Montessori methods with traditional charter school structures, a co-teaching model, and a structured classroom management system—aligns with evidence-based best practices for improving academic outcomes, particularly for students from historically underserved backgrounds. Research and successful school models demonstrate that these instructional methods can be highly effective in closing achievement gaps, fostering student independence, and creating a positive school culture.

Montessori Education and Its Impact on Urban & Underserved Students

Research has shown that Montessori education, when implemented effectively, leads to positive academic and social-emotional outcomes, particularly for students from low-income and minority backgrounds. A study conducted by Lillard and Else-Quest (2006) found that students in Montessori schools demonstrated superior executive function, problem-solving skills, and academic performance compared to their peers in traditional schools. These benefits are particularly important for students who may face systemic barriers to educational success.

The Montessori model's emphasis on student-directed learning and hands-on experiences aligns with research on culturally responsive teaching, which suggests that students from diverse backgrounds benefit from instructional approaches that encourage autonomy, critical thinking, and real-world application of knowledge (Gay, 2018). Schools like the Breakthrough Montessori Public Charter School in Washington, D.C., have successfully implemented a public Montessori model in an urban setting, demonstrating that Montessori methods can be effective in closing early literacy and math gaps while also developing students' self-regulation and motivation.

By incorporating Montessori principles—such as multi-sensory learning, individualized pacing, and work cycles—Schenectady Scholars will ensure that students have opportunities to develop foundational academic skills while also gaining independence and confidence in their ability to navigate complex tasks.

Charter School Instructional Methods & Student Achievement

The decision to blend Montessori methods with structured, direct instruction reflects best practices from high-performing charter schools that serve similar student populations. Charter schools that have successfully closed achievement gaps for Black and Brown students often combine data-driven instruction, structured classroom environments, and strong teacher-student relationships.

Studies on Knowledge Is Power Program (KIPP) schools and other high-performing urban charter networks indicate that direct and explicit instruction, frequent assessments, and structured routines lead to significant learning gains for students from underserved backgrounds (Angrist, Pathak, & Walters, 2013). By incorporating explicit phonics instruction, structured math lessons, and data-driven interventions, Schenectady Scholars will ensure that students receive the direct support they need to master essential academic skills.

Another successful model is the Uncommon Schools network, which has demonstrated that a structured curriculum, high expectations, and frequent teacher coaching can dramatically improve student outcomes. Uncommon's approach aligns closely with Schenectady Scholars' commitment to combining inquiry-based and teacher-led instruction to support deep understanding and skill mastery.

The blend of Montessori and structured instruction allows students to develop autonomy while also receiving targeted, systematic instruction in foundational skills. This dual approach is particularly effective in urban educational settings, where students may enter school with varying levels of academic preparedness.

The **Effectiveness of Co-Teaching Models in Diverse Educational Settings**

Research strongly supports the use of a co-teaching model, particularly in settings where differentiation and individualized instruction are essential. The co-teaching model, where a lead teacher and a teaching assistant collaborate in the classroom, has been widely studied in inclusive education and urban school reform efforts.

A study by Friend and Cook (2013) found that co-teaching models improve student engagement, reduce behavioral disruptions, and allow for more individualized support. Having two educators in the classroom

ensures that instruction is responsive to student needs and that all students receive attention and feedback in real time.

Schools that have implemented successful co-teaching models—such as the Equity Project Charter School in New York City—demonstrate that staffing classrooms with multiple educators allows for flexible grouping, targeted interventions, and stronger teacher-student relationships.

The co-teaching model at Schenectady Scholars will provide students with consistent academic support and real-time behavior interventions. It will also allow teachers to engage in small-group instruction and individualized coaching, ensuring that no student falls behind while others are pushed toward advanced learning opportunities.

Teach Like a Champion (TLAC) Strategies and Their Impact on Classroom Management

The implementation of TLAC strategies at Schenectady Scholars is grounded in research on effective teaching and classroom management techniques that improve student engagement and academic success.

Doug Lemov's "Teach Like a Champion" framework is widely used in high-performing urban charter schools and is based on research demonstrating that clear behavioral expectations, strong instructional routines, and active student participation lead to increased academic achievement. Key TLAC techniques—such as Cold Call, No Opt-Out, and 100% Compliance—have been shown to increase student participation, reduce distractions, and create a highly focused learning environment.

A study by Dobbie and Fryer (2013) found that charter schools with strong behavior management systems and high academic expectations outperform those without clear, structured routines. TLAC strategies are particularly effective in schools serving students from historically marginalized backgrounds, as they ensure that all students are actively engaged in rigorous learning and receive immediate feedback.

The structured classroom management approach at Schenectady Scholars, which combines TLAC with restorative practices, will create an environment of high expectations, accountability, and support. This method ensures that students develop not only academic discipline but also social-emotional skills that foster resilience and positive peer relationships.

Restorative Practices and Student Development

Restorative practices will be a central part of the school's approach to discipline and relationship-building. Research by Gregory, Clawson, Davis, & Gerewitz (2016) shows that schools using restorative justice models experience lower suspension rates, reduced racial discipline disparities, and stronger student-teacher relationships.

Rather than relying on punitive measures, Schenectady Scholars will use community circles, restorative conversations, and peer mediation to address conflicts and behavioral issues. This approach aligns with best practices in urban education, ensuring that students learn to take responsibility for their actions, repair harm, and develop strong interpersonal skills.

Successful restorative justice models in Oakland Unified School District and Denver Public Schools have shown that restorative practices improve school climate, increase student engagement, and reduce disciplinary incidents. By integrating restorative justice alongside TLAC strategies, Schenectady Scholars will create a learning environment where students feel respected, valued, and supported in their academic and social development.

Alignment of Instructional Methods with Schenectady Scholars Educational Philosophy, Mission, & Key Design Elements

Schenectady Scholars Charter School is founded on the belief that all children, regardless of background, deserve an education that fosters intellectual curiosity, academic excellence, cultural pride, and social-emotional development. The school's instructional approach is intentionally designed to integrate research-based methods that align with its mission to close the achievement gap and empower students to become compassionate, knowledgeable, and confident learners.

To fulfill this mission, Schenectady Scholars is structured around four key design elements: the Montessori Method, Data-Driven Instruction, Culturally Responsive Teaching, and Authentic Relationships. The instructional methods employed—including a blended Montessori and charter school approach, a co-teaching model, TLAC strategies, and restorative practices—are purposefully chosen to support these pillars and create a transformative educational experience for students.

Montessori Method: Encouraging Independence & Inquiry-Based Learning

At the heart of Schenectady Scholars' educational philosophy is the belief that children learn best when they have ownership over their learning process, engage in meaningful exploration, and develop a deep understanding of concepts through hands-on experiences. This philosophy aligns with the Montessori method, which emphasizes student-centered learning, individualized pacing, and a prepared environment that supports curiosity and independence.

The school's commitment to Montessori practices is reflected in its use of multi-sensory learning materials, self-directed work cycles, and a classroom structure that allows students to explore concepts at their own pace while receiving targeted support from teachers. In alignment with the Montessori framework, instruction will focus on guiding students toward mastery rather than rote memorization, allowing them to develop critical thinking skills, perseverance, and a love of learning.

This approach is particularly relevant to the school's mission of serving students from diverse backgrounds who may not have had access to inquiry-based, exploratory learning environments. By integrating Montessori principles, the school ensures that all students can develop academic independence, confidence in their abilities, and a strong sense of personal agency.

At the same time, the school recognizes that many students benefit from direct instruction in foundational literacy and math skills, which is why the Montessori approach is balanced with more structured, data-driven teaching methods to ensure that students build the necessary skills to succeed academically.

Data-Driven Instruction: Ensuring Academic Rigor & Personalization

Schenectady Scholars believe that every child has the capacity to achieve academic excellence when instruction is informed by real-time data and tailored to their needs. To uphold this commitment, the school will employ data-driven instruction as a core component of its educational model, ensuring that teachers continually assess student progress, adjust teaching strategies, and provide targeted interventions that maximize learning outcomes.

The co-teaching model plays a critical role in supporting this approach by allowing for flexible student grouping, differentiated instruction, and real-time academic interventions. Lead teachers and teaching assistants will work together to analyze student data from formative assessments, adjust lesson pacing, and ensure that students receive appropriate support based on their individual learning profiles.

Additionally, the use of TLAC strategies will reinforce data-driven instruction by ensuring that all students remain engaged in rigorous academic discourse, receive immediate feedback, and develop mastery of essential skills. These high-leverage techniques will help create a culture of high expectations and accountability for learning, ensuring that students are continuously challenged to grow and achieve.

By integrating Montessori exploration with structured, data-driven instruction, the school will strike a balance between student autonomy and academic rigor, ensuring that all students, regardless of their starting point, make meaningful academic progress and are prepared for future success.

Culturally Responsive Teaching: Empowering Students Through Representation and Relevance

A defining feature of Schenectady Scholars Charter School is its commitment to culturally responsive teaching, which ensures that students see themselves reflected in the curriculum, engage in learning that is relevant to their lived experiences, and develop a strong sense of cultural pride. The school recognizes that students from historically marginalized communities often experience an education that is disconnected from their identities and backgrounds, leading to disengagement and lower academic achievement.

To address this, Schenectady Scholars will integrate culturally relevant content across all subjects, employ diverse instructional materials, and use teaching practices that validate and affirm students' experiences. This approach aligns with the Montessori philosophy of respecting the child's identity and individuality, while also leveraging explicit instruction and discussion-based learning to critically engage students with the world around them.

The co-teaching model further enhances cultural responsiveness by ensuring that students have multiple adults in the classroom who can provide different perspectives, build strong relationships with students, and foster an inclusive and affirming learning environment. Teaching assistants and lead teachers will be trained in culturally responsive strategies, such as using student-centered discussions, incorporating community knowledge, and developing inclusive classroom practices that honor diverse linguistic and cultural backgrounds.

Additionally, the school's emphasis on restorative practices is directly aligned with culturally responsive pedagogy, as it creates a school culture that prioritizes relationship-building, empathy, and collective responsibility. Rather than relying on exclusionary discipline practices, which disproportionately impact students of color, Schenectady Scholars will use community circles, restorative conversations, and peer mediation to foster a sense of belonging and accountability.

By implementing a culturally responsive approach, the school not only increases student engagement and motivation but also ensures that students develop a strong sense of identity, social consciousness, and confidence in their ability to succeed academically and beyond.

Authentic Relationships: Creating a Supportive and Inclusive School Community

Schenectady Scholars Charter School is deeply committed to building authentic relationships between students, educators, and families, recognizing that strong personal connections are fundamental to academic and social-emotional success. Research consistently shows that students who feel seen, valued, and supported by their teachers are more likely to be engaged, motivated, and successful in school.

The school's co-teaching model is designed to maximize opportunities for relationship-building, ensuring that students have two dedicated educators in the classroom who know them well, provide individualized support, and create a safe and nurturing learning environment. The small class sizes and co-teaching structure also

allow for more personalized interactions, enabling teachers to develop deep, meaningful relationships with students and their families.

The emphasis on restorative practices further strengthens authentic relationships by fostering open communication, trust, and mutual respect within the school community. Through daily morning meetings, community circles, and structured conflict resolution practices, students will have ongoing opportunities to build positive peer relationships, develop emotional intelligence, and practice accountability in a supportive setting.

Additionally, the school's commitment to family engagement will be reflected in regular communication, community events, and opportunities for parents to play an active role in their child's education. By partnering with families and the broader community, Schenectady Scholars will create a school culture where students feel connected, supported, and empowered to succeed.

D. Course or Subject Overview

Provide course descriptions for every subject and grade level the school will serve within the initial five years of operation, accounting for both core and non-core subject areas including all courses identified in Request 7-Calendar and Schedules and specials (e.g., physical education, art, etc.). This should include, at a minimum:

- *A general of the specific content and skills that would be addressed in the course, if known;*
- *The curricular program (e.g., Core Knowledge, Singapore Math, FOSS, etc.) that would be used in each course;*
- *Essential course specific assessments (e.g., the state's 3rd-8th grade assessments/Regents exams, end of course portfolios or performance, etc.); and,*
- *If serving students in grades 9-12, provide an outline of course sequences and credits awarded for course completion that would lead to graduation.*

Schenectady Scholars Course Descriptions (Grades K-4)

Curriculum: Core Knowledge Language Arts (CKLA) Grades K-2 transitioning to EL Education (Grades 3-4)

K-2nd Grade (CKLA)

Course Descriptions: Scholars build foundational literacy skills through phonemic awareness, phonics, vocabulary, fluency, and comprehension. CKLA's knowledge-building approach immerses scholars in rich, thematic units that develop their understanding of Science, Social Studies, and literature. Through interactive read-aloud, decoding practice, and structured writing exercises, scholars develop strong literacy habits.

K: Letter recognition, phonemic awareness, early decoding sight words, and basic sentence writing.

1st Grade: Phonics, fluency, vocabulary development, comprehension strategies, and early paragraph writing.

2nd Grade: Advanced phonics, reading fluency, deeper comprehension, and structured writing using topic sentences and supporting details.

Students transition to a more rigorous, inquiry-based literacy framework that integrates reading, writing, speaking, and listening. EL Education emphasizes student driven discussions, research based writing, and high-quality complex texts.

3rd Grade: Literature and information text analysis writing with evidence, grammar, and fluency practice.

4th Grade: Critical reading and analysis, multi-paragraph writing, independent research projects, and deeper literary discussions.

Mathematics

Curriculum: Eureka Math K-4th grade with Montessori Math materials integration

K-4 Grades

Course Descriptions: Eureka Math ensures scholars develop a deep conceptual understanding of numbers, operations, geometry, and problem-solving. Montessori Math materials, such as number rods, golden beads, and place value charters reinforce hands-on learning and conceptual mastery.

K: Number recognition, counting, simple addition/subtraction, patterning, and introduction to measurement.

1st Grade: Place value, addition/subtraction fluency, time, money, and early problem-solving strategies.

2nd Grade: Multi-digit addition and subtraction, early multiplication/division concepts, and data representation

3rd Grade: Mastery of multiplication/division, fractions, area/perimeter, and problem-solving applications.

4th Grade: Fraction equivalence, multi-digit multiplication/division, decimals, and geometry concepts.

Science

Curriculum: K-4 Amplify Science

Course Descriptions: Amplify Science is a phenomenon-based hands-on curriculum aligned with Next Generation Science Standards (NGSS). Scholars learn through interactive investigations, real world problem solving, and technology integration.

K: Weather patterns, force and motion, living vs, non-living things, and plant/animal needs.

1st Grade: Sound and light, animal survival strategies, and states of matter.

2nd Grade: Plant and animal adaptations, changes in matter, and Earth' natural resources.

3rd Grade: Ecosystems, weather and climate, forces and motion, and heredity.

4th Grade: Energy transfer, rock cycle, waves and sound, and engineering design.

Social Studies

Curriculum: Grades K-4 New York State Social Studies Framework with Montessori Cultural Studies Integration

Course Descriptions: This curriculum integrates the New York State Social Studies Framework with Montessori materials (timeline cards, continent maps, cultural stories) to develop students' historical and geographical understanding.

K: Self, family, and community; basic geography concepts; introduction to historical figures .

1st Grade: My place in the world, community roles, and economic needs/wants

2nd Grade: Citizenship, government structures, historical events shaping communities.

3rd Grade: World geography, diverse cultures, and famous historical events shaping communities.

4th Grade: NYS history, Indigenous cultures, colonial America, and the American Revolution.

SPECIALS

Art: K-4th Grades

- Art lessons emphasize creativity, technique, and appreciation of diverse artistic styles.

PE: K-4th Grades

- NYS PE Learning Standards. Students develop motor skills, teamwork, and fitness awareness through structured movement

Music: K-4th Grades

- Students explore rhythm, melody, and musical expression through singing, movement, and instrumental play.

Schenectady Scholars: Essential Course Specific Assessments

ELA

Curriculum

- Grades K-2nd: CKLA
- Grades 3-4th: EL Education

Assessments

Grades K-2nd Grade

- CKLA Curriculum Based Assessments: Bi-weekly and unit-based assessments measuring phonemic awareness, decoding, fluency, and comprehension
- Acadience/DIBELS Assessment: Three times per year to measure foundational literacy skills and fluency
- Teacher-created writing rubrics: assessing writing development across genres

Grades 3-4th Grade

- EL Education Curriculum Based Assessment: Performance tasks, written responses, and text based discussions
- NYS ELA Exam(3rd-4th Grade) assess reading comprehension, writing, and language skills
- MAP Growth Reading Assessment: Three times per year to monitor progress in reading comprehension
- Benchmark writing assessment: To evaluate narrative, informative, and opinion writing

Mathematics

Curriculum

- Grades K-4th: Eureka Math with Montessori Math Materials

Assessments

Grades K-2nd

- Eureka Math Mid-Module and End of Module Assessments: Measure conceptual understanding and problem solving
- Montessori Math Observational Assessments: Teacher observations of students using hands on Montessori materials for number sense, place value, and operations.
- MAP Growth Math Assessment: Three times per year to monitor progress

Grades 3-4th Grade

- Eureka Math Curriculum Based Assessments: Unit assessments testing fluency, reasoning, and multi-step problem solving.
- NYS Math Exam 3rd-4th Grade: Measuring proficiency in grade level Math concepts.
- MAP Growth Math Assessment: Three times per year for adaptive progress monitoring.

Science

Curriculum

Grades K-4th: Amplify Science

Assessments

Grades K-4th

- Amplify Science Performance Tasks: Unit based assessments where students apply their knowledge through hands-on experiments and written responses
- Teacher Observations & Science Notebooks: Students document predictions, observations, and conclusions from experiments.
- Amplify Science End-of-Unit Assessments: Multiple-Choice and short response tests measuring understanding of scientific concepts.

Social Studies

Curriculum

Grades K-4th: NYS Social Studies Framework with Montessori Cultural Studies Integration

Assessments

Grades K-2nd

- Montessori Cultural Studies Portfolio: Students create visual and written projects on geography, history, and cultural topics
- Teacher Created Performance Tasks: Oral presentations, map projects, and storytelling-based assessments.

Grades 3-4th

- NYS Social Studies Framework Based Assessment: Assessing historical knowledge, geography, civics and economics.
- Document Based Questions and Inquiry Based Assessments: Students analyze historical sources and write responses.

Summary of Key Assessment Guide K-4th Grade

Figure 6d.1 table below provides an overview of the essential assessments used across all grade levels and subjects at Schenectady Scholars. This comprehensive assessment plan ensures that scholar progress is tracked effectively while meeting state accountability requirements and supporting instructional decision making.

Figure 6d. 1 Overview Assessment Guide: ELA, Math, Science, & Social Studies

Grades	English Language Arts	Math	Science	Social Studies	State Assessments
K	• CKLA Curriculum Based Assessments • Acadience (DIBELS) Early Literacy Screening • Teacher created Writing	• Eureka Math Mid-Module and End of Module Assessments • Montessori Math Observational Assessments • Teacher created Fluency Checks	• Amplify Science Performance Tasks & Handouts on Investigations • Teacher observation & Science Notebooks	• Montessori Cultural Studies Portfolio • Teacher Created Performance Task	N/A
1	• CKLA Curriculum Based Assessments • Acadience (DIBELS) Early Literacy Screening • Benchmark Writing Assessments	• Eureka Math Mid-Module and End of Module Assessments • Montessori Math Observational Assessments • MAP Growth Math Assessment	• Amplify Science Performance Tasks & End of Unit Assessment • Teacher observation & Science Notebooks	• Montessori Cultural Studies Portfolio • Teacher Created Performance Task	N/A

2	• CKLA Curriculum Based Assessments • Acadience (DIBELS) Reading Fluency and Comprehension • Benchmark Writing Assessments	• Eureka Math Mid-Module and End of Module Assessments • Montessori Math Observational Assessments • MAP Growth Math Assessment	• Amplify Science Performance Tasks & End of Unit Assessment • Teacher observation & Science Notebooks	• Montessori Cultural Studies Portfolio • Teacher Created Performance Task	N/A
3	• EL Education Performance Tasks & Written Responses • MAP Growth Reading Assessment • NYS ELA Exam • Benchmark Writing Assessments	• Eureka Math Mid-Module and End of Module Assessment • MAP Growth Math Assessment • NYS Mathematics Exam	• Amplify Science Performance Tasks & End of Unit Assessment • Teacher observation & Science Notebooks	• NYS Social Studies Framework Based Assessments • Document Based Questions and Inquiry based Assessments	NYS ELA Exam & NYS Math Exam
4	• EL Education Performance Tasks & Written Responses • MAP Growth Reading Assessment • NYS ELA Exam • Benchmark Writing Assessments	• Eureka Math Mid-Module and End of Module Assessment • MAP Growth Math Assessment • NYS Mathematics Exam	• Amplify Science Performance Tasks & End of Unit Assessment • Teacher observation & Science Notebooks	• NYS Social Studies Framework Based Assessments • Document Based Questions and Inquiry based Assessments	NYS ELA Exam & NYS Math Exam

E. Promotion and Graduation Policy

Explain the school's policies for promoting students from one grade to the next including specific descriptions of the academic and nonacademic criteria the school will consider in making promotion decisions, including early promotion. Address when and how the school will inform students and parents about promotion and graduation policies and decisions.

Schenectady Scholars Charter School Promotion Policy

At Schenectady Scholar, we are committed to ensuring that all scholars receive the academic, social, and emotional support necessary to thrive. Our promotion policy is designed to ensure that scholars progress through grade levels with the skills and knowledge required for future success while also recognizing and addressing individual challenges.

Criteria for Promotion

Promotion from one grade to the next will be based on a comprehensive review of each scholar's academic progress, attendance, and overall readiness. The following criteria will be considered:

1. Academic Performance

a. Mastery of grade level standard in core subjects (ELA, Math, Science and Social Studies)
b. Performance on classroom assessments, projects, and standardized tests.
c. Teacher evaluations and recommendations

2. Attendance & Engagement

a. Consistent attendance is crucial for academic success. Excessive unexcused absences may impact promotion decisions.
b. The school will consider real world situations that may affect a scholar's attendance and work with families to provide necessary interventions.

3. Behavior & Social-Emotional Readiness

a. Demonstration of age appropriate social and emotional skills
b. Ability to engage in the learning environment productively

4. Interventions and Support

a. If a scholar is at risk of retention, the school will initiate appropriate interventions, such as academic support, tutoring, and parental engagement.
b. Scholars identified as needing additional services will go through the RTI process and if, applicable, SPED referral for further evaluation.

Retention Policy

Schenectady Scholars believes in advancing scholars with the appropriate academic and social readiness but also acknowledges that, in rare cases, retention may be beneficial. Retention decisions will be made thoughtfully, ensuring:

- No scholar will be retained more than once in a grade level.
- No scholar will be retained more than once within their K-4 experience unless they have undergone the RTI process and/or have been evaluated for special education services.
- Parents will be involved in retention discussions, and decisions will only be made after all support options have been exhausted.

Early Promotion

In rare cases, a scholar may demonstrate exceptional academic and social-emotional readiness for an accelerated grade-level placement. Requests for early promotion will be reviewed by a team of educators, administrators, and parents.

- Criteria for early promotion include exceeding grade-level benchmarks in multiple subject areas, teacher recommendations, and an evaluation of the scholar's social and emotional preparedness.
- The final decision will be made in consultation with the family and school leadership.

Communication with Families

- Beginning of the School Year: Promotion and graduation policies will be communicated to all families through the school handbook and orientation meetings.

- Ongoing Communication: Families will receive regular updates on their child's academic and behavioral progress through report cards, conferences, and progress reports.
- If a Scholar is at Risk of Retention:
    - Families will be notified in writing by the end of the second marking period.
    - A formal meeting will be scheduled to discuss intervention strategies and next steps.
    - The final retention decision will be communicated no later than the third marking period to allow for proper planning.

Schenectady Scholars is committed to supporting each scholar's growth while making data-informed, student-centered decisions about promotion and retention. Through early intervention, strong family partnerships, and individualized support, we strive to ensure all scholars have the opportunity to succeed in their academic journey. Figure 6e.1 academic promotional requirements by grade level

Figure 6e.1 Academic Promotional Requirements by Grade Level				
Grade	**Reading Level Expectations & Numerical Benchmark**	**Math Level Expectations & Numerical Benchmark**	**Assessment Tools Used**	**Promotion Decision**
K	Basic letter recognition, phonemic awareness, early decoding skills DIBELS: PSF 20+ MWF-CLS 15+	Number recognition, counting to 100, basic addition/subtraction MAP Growth: 135-145 Counting 100 accurately	DIBELS Teacher Observations, MAP Growth	Leadership team reviews all data for final decisions
1	Fluent decoding, sight word recognition, comprehension of simple texts MAP Growth: 140-150 Running Records: Level D/E	Addition/subtraction within 20, place value understanding MAP Growth: 150-160 Addition/Subtraction within 20 fluency	MAP Growth Running Records Teacher Assessments	Leadership team reviews all data for final decisions
2	Reading fluency, comprehension of grade level texts, inference skills MAP Growth: 160-175 Running Records: J/K	Addition/subtraction within 100, beginning multiplication MAP Growth: 165-180, Mastery of Addition/Subtraction within 100	MAP Growth Running Records Benchmark Assessments	Leadership team reviews all data for final decisions
3	Comprehension of complex texts, summarization, text analysis State Assessment: Meet Standards MAP Growth: 185-200	Multiplication/division fluency, fractions introduction State Assessment: Meet Standards MAP Growth: 185-200	State Assessment MAP Growth Benchmark Assessments	Leadership team reviews all data for final decisions
4	Fluent reading, critical thinking in reading, multi-paragraph analysis State Assessment: Proficient MAP Growth: 205+	Advanced multiplication/division, fractions/decimals, problem solving State Assessment Proficient MAP Growth: 205+	State Assessment MAP Growth End of Year Benchmark	Leadership team reviews all data for final decisions

F. Programmatic Audits

Describe a plan for annual programmatic audits of the implementation and effectiveness of the school's education program. Programmatic audits should include an evaluation of the effectiveness of the school's academic program, governance, and operations. This plan should include, but is not limited to, the:

- *Purpose and objectives;*
- *Areas to be audited;*
- *Schedule of events;*
- *Responsible persons, who may include outside consultants;*
- *Description of the written end product; and,*
- *How and to whom such written end product will be disseminated*

Schenectady Scholars Programmatic Audits

The purpose of the programmatic audit is to evaluate the effectiveness of Schenectady Scholars' educational program, governance, and operations to ensure alignment with the school's mission, strategic goals, and compliance requirements. The objectives include:

- Assessing the effectiveness of the academic program, including curriculum implementation, student achievement data, and instructional quality.
- Evaluating school governance, including board effectiveness, leadership, and policy implementation.
- Reviewing operational efficiency, including student support services, financial health, staffing, and facilities.
- Identifying areas for growth and improvement, providing actionable recommendations for strategic planning.
- Ensuring compliance with state charter school regulations and accreditation standards.

Areas to be Audited

A. **Academic Program Effectiveness**

- Student achievement data (e.g., state test scores, internal assessments, progress monitoring).
- Curriculum alignment with state standards and Montessori-traditional blended instructional goals.
- Teacher effectiveness (classroom observations, student engagement, and instructional strategies).
- Intervention programs (effectiveness of supports for struggling students).
- Special education and ELL program compliance and effectiveness.

Governance and Leadership

- Board functionality, including adherence to bylaws, strategic planning, and oversight effectiveness.
- School leadership evaluation, including principal performance, staff retention, and instructional leadership.
- Stakeholder engagement, including parent and student feedback on school climate and communication.

Operations and Compliance

Academic Program Effectiveness

- Student achievement data (e.g., state test scores, internal assessments, progress monitoring).
- Curriculum alignment with state standards and Montessori-traditional blended instructional goals.

- Teacher effectiveness (classroom observations, student engagement, and instructional strategies).
- Intervention programs (effectiveness of supports for struggling students).
- Special education and ELL program compliance and effectiveness.

Governance and Leadership

- Board functionality, including adherence to bylaws, strategic planning, and oversight effectiveness.
- School leadership evaluation, including principal performance, staff retention, and instructional leadership.
- Stakeholder engagement, including parent and student feedback on school climate and communication.

Operations and Compliance

- Financial health, including budgeting, grant compliance, and resource allocation.
- Human resources, including hiring practices, staff professional development, and retention rates.
- Facilities and safety, ensuring a secure and conducive learning environment.
- Student services, including counseling, nutrition programs, and extracurricular opportunities.

Responsible Persons

The audit will be led by an Audit Committee, which will include:

- Board of Trustees Representative: Ensures alignment with governance policies.
- School Leadership Team: Principal and department heads provide operational and instructional insights.
- Data and Assessment: Assistant Principal Collects and analyzes student achievement data.
- Finance and Operations Director: Reviews fiscal management and operational effectiveness.
- Parent and Community Representative: Ensures stakeholder perspectives are considered.

Description of the Written End Product

The final Programmatic Audit Report will include:

1. Executive Summary: High-level findings and key recommendations.
2. Academic Performance Review: Student outcomes, teacher effectiveness, curriculum assessment.
3. Governance and Leadership Analysis: Board performance, school leadership evaluation.
4. Operational and Compliance Review: Financial health, student services, facilities.
5. Strengths and Areas for Improvement: Identified gaps and action steps.
6. Recommendations and Next Steps: Strategic priorities for the following year.

Report Dissemination

The final report will be shared with:

- Board of Trustees: To guide governance decisions and strategic planning.
- School Leadership Team: To inform instructional and operational improvements.
- Staff and Teachers: To provide transparency and professional development focus areas.
- Parents and Community (Summary Version): Key takeaways shared in newsletters and meetings

R-06g-Draft Accountability Plan

Complete the Accountability Plan Template available. This response should serve as a draft based on the applicant's understanding of the Institute's account ability requirements and align with the proposed school model. Institute staff will work with successful applicants in the school's first year of operation to finalize the plan.

Schenectady Scholars Charter School

Accountability Plan
for the Accountability Period - 2026-2027 to 2030- 2031

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Students will be proficient in English Language Arts

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 3th-4th.

- Each year, the school's aggregate Performance Index ("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.

- Each year, at least 80% of students will demonstrate growth in reading proficiency as measured by a nationally normed assessment (e.g., NWEA MAP, i-Ready, or a similar school-approved diagnostic tool), ensuring students are on track to meet or exceed grade-level expectations

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.

- Each year, the school's percentage of students achieving proficiency on the state English language arts exam will exceed that of charter schools serving similar student populations in the Capital Region

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 3rd – 4th grades will be above the target of 50.

- Each year, in longitudinal cohort analysis, students will demonstrate an average annual growth of at least five (5) percentile points until the cohort's average percentile rank reaches the 75th percentile, positioning them within the top quartile of national performance

GOAL II: MATHEMATICS

Goal: Students will demonstrate competency in mathematical reasoning, computation, and problem-solving, applying these skills fluently to real-world and academic challenges

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 mathematics exam for grades 3-4.

- 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.

- Each year, at least 80% of students will demonstrate master on internally developed, standards-aligned interim mathematics assessments.

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 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.

- Each year, the school's math proficiency rate will be at least 5 percentage points higher than that of the local school district's proficiency rate

Growth Measure

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in 3rd – 4th grades will be above the target of 50.

- Each year, students will demonstrate an average annual growth of at least 5 percentile points in mathematics, as measured by longitudinal cohort analysis, until the cohort's average percentile rank reaches the 75th percentile of national performance.

GOAL III: 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: the state has not identified the school as needing comprehensive or targeted assistance.

GOAL V: Social Emotional Intelligence

Goal: Schenectady Scholars will demonstrate emotional and charter growth

- Each year, the school will maintain full implementation of the Second Step curriculum across all grade levels, ensuring fidelity in SEL instruction.

- Each year, the school will reduce the number of disciplinary infractions and suspensions by at least 5% compared to the previous school year, reflecting improved student behavior and school climate.

ORGANIZATIONAL GOAL & NON-ACADEMIC STUDENT GOAL

Goal I: Enrollment

- Each year, the school will meet or exceed its enrollment target by the first day of school, ensuring that at least 95% of available seats are filled, with a strong waitlist to maintain stability in student population.

- Each year, the school will retain at least 85% of enrolled students from year to year.

- Each year, the school will engage in at least 10 targeted outreach events to increase awareness and drive enrollment from priority communities.

Goal II: Fiscal Soundness

- Each year, the school will maintain a balanced budget, ensuring that revenues meet or exceed expenditures while maintaining a positive cash flow and an operating reserve sufficient to cover at least two months of expenses.

- Each year, the school's Board of Trustees will review and approve a financial report at least quarterly, ensuring fiscal transparency, alignment with the approved budget, and compliance with all financial reporting requirements.

Goal III: Family & Community Satisfaction

- Each year, at least 85% of families will express satisfaction with the school's academic program, communication, and overall school experience, as measured by an annual family survey.

- Each year, at least 75% of families will attend one or more school-sponsored events, such as curriculum nights, parent-teacher conferences, or community celebrations, strengthening the school-home connection.

R-07ac-Calendar and Schedules

School Calendar

Provide a copy of the school's calendar for its first year of operation that clearly articulates the following, and which demonstrates compliance with New York State requirements for minimum instructional hours, which all schools must provide:

- *Total number of days for the school year including whole and half days;*
- *Total number of hours of instruction for the school year including and not including additional instructional time outside school hours such as tutoring;*
- *First and last day of classes;*
- *Organization of the school year (i.e., semesters, trimesters, quarters, etc.);*
- *All planned holidays and other days off, as well as planned half days; and,*
- *Dates for summer school, orientation, and other activities outside of the core academic calendar, if planned*.

Schenectady Scholars School Calendar and Engagement Plan

Schenectady Scholars is committed to an annual school calendar that reflects our mission of fostering compassion and academic excellence. Our approach prioritizes the development of the whole child, recognizing that education extends beyond academics to nurture well-rounded individuals.

Our proposed calendar (see Figure 7a.1) is designed to create an optimal learning environment that supports all scholars. Key components include New Parent Orientation, Report Card Nights, Summer Training Camp, Professional Development, and daily teacher meetings, all of which serve as foundational elements of our school's structure. The academic year is divided into trimesters to align with our assessment and reporting cycles. Our inaugural school year will consist of 185 instructional days, including six Professional Development days, along with 10 full Professional Development days during the Summer Training Camp.

To ensure a strong start to the school year, we dedicate 10 full days in August to intensive teacher development. This training focuses on instructional strategies, Montessori methods, restorative practices, and clear expectations regarding teacher performance, roles, and responsibilities. The Summer Training Camp is designed to ensure full alignment with Schenectady Scholars' mission and vision, emphasizing how all aspects of the school connect back to our core values.

Throughout the school year, ongoing Professional Development will address instructional trends, teacher preparedness, and data-driven decision-making. It will also play a crucial role in maintaining a strong adult culture within the school. Additionally, six times during the year, students will have an early dismissal at 12:30 PM to allow for three hours of dedicated Professional Development for staff.

Family Engagement

Family engagement is a cornerstone of Schenectady Scholars. We believe in fostering strong relationships with families to ensure they understand and support our mission. To establish this connection, we will host a New Parent Orientation before the school year begins, providing an opportunity for families to familiarize themselves with our school community. Additionally, we will hold a Back-to-School BBQ, offering a relaxed setting for scholars, families, teachers, and staff to connect through food, games, and celebration.

Throughout the school year, we will organize monthly events that bring families together to discuss academics, school culture, and build community in a fun and engaging way. These events will include:

- Back-to-School Night
- Academic Game Night
- Fall Festival
- Spring Festival
- Gentlemen & Donuts
- Ladies & Tea

By prioritizing strong school-home partnerships, we aim to create an inclusive and supportive environment that fosters student success.

August 26'				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
Total # of Days: 6				

Aug 3rd-7th- New Parent Orientation
Aug 10th-August 21st- Summer Training Camp
Aug 24th-First Day of School

September 26'				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
Total # of Days: 21				

Sept 7th-No School Labor Day
Sept 18th-Half-Day PD
Sept 23- Back to School Night

October 26'				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
Total # of Days:21				

Oct 12th-No School-Indigenous People's Day
Oct 23rd- Half-Day PD

November 26'				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

Nov 11th- No School Veteran's Day
Nov 19th-Trimester 1 Ends
Nov 20th- Half-Day PD
Nov 25th-Nov 28th Thanksgiving Break

30				
Total # of Days:18				

December 26’				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
Total # of Days: 22				

Dec 11th-Report Card Conference
Dec 18th Half-Day PD
Dec 24th -Dec 31st Christmas Break

January 27’				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
Total # of Days: 19				

Jan 1st No School
Jan 18th No School MLK
Jan 29th Half-Day PD

February 27’				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
Total # of Days: 17				

Feb 12th Half-Day PD
Feb 15th- Feb 19th No School Winter Break

March 27’				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
Total # of Days: 20				

March 5th Trimester 2 Ends
March 9th No School Eid-al-Fitr
March 11th Report Card Conference
March 25th Half-Day PD
March 26th No School Good Friday
March 29th-April 2nd No School Spring Break

April 27’				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
Total # of Days: 21				

April 1st-April 2nd No School Spring Break
April 16th Half-Day PD

May 27'				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
Total # of Days: 20				

May 14th Half-Day PD
May 31st No School Memorial Day

June 27'				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
Total # of Days: 19				

June 11th Trimester 3 Ends
June 18th No School Juneteenth
June 25th Last Day of School

Total Number of Days	185
Total Number of Hours	1,462
First Day of School	August 24th, 2026
Last Day of School	June 25th, 2027

b. Sample Student Schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, high) provide the following for a typical week of instruction:

- *A narrative describing the typical school day (including the approximate start and dismissal times and any regular variations; for example, one day a week early dismissal for teacher professional development), components of the school day devoted to before or after school electives; and, remediation or other non-core academic components of the proposed school design*
- *A table that clearly identifies the minimum number of weekly minutes the school will devote to individual core academic subjects in each grade (e.g., ELA, Math, Science and Social Studies), and the total number of instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.); and*
- *A sample student schedule for a typical week.*

We have designed a daily schedule at Schenectady Scholars that ensures a strong emphasis on ELA and Math. Consistent with our key design elements, we recognize that our scholars need ample support in acquiring and practicing foundational skills, such as phonemic awareness in reading and accurate, fluent counting in math. Our schedule also prioritizes the development of non-academic habits and a strong student culture. We believe in directly teaching social-emotional learning (SEL) during Morning Meeting and reinforcing it throughout the school day.

From Monday through Friday, we will follow a standard daily schedule. Arrival begins at 7:30 AM, instruction starts at 8:05 AM, and the school day concludes at 3:30 PM. At least six times during the school year, we will have early dismissal at 12:30 PM to allow for professional development for the entire school staff.

Daily Schedule for Schenectady Scholars (K-2)

Schenectady Scholars will receive 120 minutes of ELA and 60 minutes of Math each day, Monday through Friday. On half-day schedules, instructional time for ELA and Math will be reduced, with 90 minutes of ELA and 45 minutes of Math.

Given the importance of building foundational literacy skills in K-2, ELA receives the highest allocation of daily instructional minutes. Figure 7b-1 provides a breakdown of each block of the day, along with brief descriptions of their purpose. For more comprehensive details on the curriculum and instructional components, refer to R-06ad: Curriculum and Instruction.

Figure 7b.1 Descriptions of Instructional Components for K-2		
Instructional Components	Daily Minutes	Descriptions
Breakfast/Arrival	30 min	Students are welcomed by teachers and staff, reinforcing a positive start to the day. Students eat a nutritious breakfast in the classroom or cafeteria while engaging in quiet conversation. Teachers lead students in a calm morning routine including a greeting, social-emotional check-in, and preview of the day's schedule.

Morning Meeting	25 min	Teachers model kind, respectful greetings to foster a sense of belonging. Breathing exercises, stretching, or a short, guided mindfulness activity to help students transition into the day. Scholars reflect on classroom responsibilities. Teachers model conflict resolution using Restorative Practices. Teacher presents a daily message. Scholars engage in a quick phonics or math warm-up. Scholars share a goal or feeling for the day. Teacher reinforces positive behavior, kindness, and empathy through affirmations or a class pledge.
Phonics & Word Study	30 min	Explicit phonics instruction, decoding, fluency, and spelling. Includes CKLA Skills lessons.
Guided Reading	45 min	Small-group instruction with leveled readers, comprehension strategies, and fluency practice. Centers for independent reading and literacy activities.
Writing Workshop	30 min	Modeled, shared, and independent writing. Focus on sentence structure, creative expression, and CKLA-based writing prompts.
Read Aloud & Discussion	15 min	CKLA Knowledge lessons, vocabulary development, and interactive discussions to build background knowledge.
Math Meeting	15 min	Number sense activities, counting routines, math talks, and fluency games using Montessori materials (e.g., number rods, golden beads).
Math Whole Group	25 min	Whole-group instruction focusing on new concepts from Eureka Math, with direct modeling and hands-on practice.
Math Small Group Sessions	20 min	Teacher-led small groups while other students use Montessori materials (e.g., place value blocks, number boards, and spindle boxes) for hands-on exploration.
Science	45 min	Scholars will do interactive activity, observation of real-world phenomena, or Montessori inspired exploration. Introduction of science concepts through storytelling, visuals, and teacher guided questioning. Hands on experimentation using Amplify materials and Montessori tools. Scholars share their findings, relate concepts to daily life, and extend learning through questioning. Science themed read-aloud, journaling, or drawing to document observations.
Social Studies	45 min	Scholars will be introduced to the daily topic using essential questions, picture books, or Montessori cultural materials. Teacher-led instruction based on the NYS Social Studies Framework. Scholars engage with Montessori materials such as puzzle maps, cultural objects, or role-playing activities to deepen understanding. Scholars share their learning through discussions, drawings, or interactive exercises. Wrap-up discussion where students reflect on how the lesson connects to their lives and the community.

Art	45 min	Scholars engage in drawing, painting, sculpture, and mixed-media projects that develop fine motor skills and creative expression. Activities are inspired by Montessori methods, encouraging exploration and self-expression.
Music	45 min	Focuses on rhythm, movement, singing, and playing instruments. Students learn about melody, tempo, and cultural music traditions through interactive songs, movement, and storytelling.
Gym	45 min	Emphasizes gross motor skill development, teamwork, and active play. Activities include structured games, movement exercises, and foundational fitness skills that promote health and coordination.
Work Cycle	45 min	The classroom environment is calm, focused, and intentionally prepared to support freedom within limits. Students work independently or in small groups, selecting from a range of Montessori-aligned tasks in literacy, math, science, or cultural studies. Teachers circulate strategically, conducting individual conferences or observing student habits to guide future instruction
RTI	45 min	Tier 1 students (on or above grade level) participate in enrichment activities like novel studies, writing projects, or applied math challenges. Tier 2 students receive small group re-teaching on foundational literacy or math concepts using evidence-based tools. Tier 3 students receive intensive intervention in very small groups (1:2 or 1:1), focused on early decoding, phonological awareness, number sense, or language development.

Figure 7b.2 illustrates total instructional time for core academic components in K-2. Schenectady Scholars will receive 1,125 total minutes of core instructional time per week.

Figure 7b.2 K-2nd Instructional Minutes By Component		
Instructional Components	**Daily Instructional Minutes (Mon-Friday)**	**Weekly Instructional Minutes**
ELA	120 min	600 min
Math	60 min	300 min
Science	45 min*	135 min
Social Studies	45 min*	90 min
Total Instructional	265 minutes	1,125 Total Core Instructional Minutes Per Week

We are going to alternative Science/Social Studies during the week. We are going to assume a week with science 3x week and Social Studies 2x week.

Figure 7b.3 illustrates our proposed draft of the kindergarten grade schedule for full day school.

Figure 7b-3 Monday-Friday K Schedule	
7:30-8:00	Arrival+Breakfast
8:05-8:30	Morning Meeting
8:30-9:30	CKLA
9:30-10:00	Guided Reading
10:00-11:00	Math
11:00-11:25	Lunch
11:25-11:50	Recess
11:50-12:35	Work Cycle
12:35-1:20	SPECIAL (Math, Art, Music)
1:20-1:50	Writing
1:50-2:35	RTI+Snack
2:35-3:20	Social Studies/Science
3:20-3:30	Pack-Up/Dismissal

At Schenectady Scholars Charter School, the Kindergarten Day is structured to provide a balance of rigorous academics, Montessori-inspired learning, and nurturing classroom culture. In three separate classrooms—led by teachers who bring warmth, structure, and engagement—scholars like George, Ashley, and Vivian experience a full day of learning, movement, and discovery.

The morning begins as scholars arrive and settle into breakfast, a time to build community and prepare for the day ahead. By 8:05 AM, the classrooms are buzzing with energy as Morning Meeting begins. In George's classroom, the teacher gathers scholars on the rug to set a positive tone, practicing greetings, sharing reflections, and reviewing the day's goals. In Ashley's room, the class engages in a brief mindfulness activity, ensuring a calm and focused start. Over in Vivian's class, the teacher leads an engaging song that reinforces social-emotional learning and classroom expectations.

As the morning unfolds, scholars dive into their 120-minute ELA block, a crucial time for developing strong literacy skills. In George's class, students participate in the CKLA lesson, exploring letter sounds and vocabulary through interactive storytelling. Ashley's classroom moves into guided reading, where small groups rotate between working with the teacher, engaging in independent reading, and completing phonics-based activities. Meanwhile, in Vivian's class, writing takes center stage as scholars practice forming sentences, drawing pictures to support their storytelling, and sharing ideas with their peers.

Math follows, split into two structured sessions throughout the day. George's class begins with an introduction to a new concept, using hands-on Montessori materials to explore numbers and patterns. Ashley's scholars engage in problem-solving activities, working in pairs to strengthen their understanding of addition and subtraction. Vivian's classroom is lively with math stations, where students rotate between working with manipulatives, practicing counting games, and completing a brief teacher-led lesson.

Lunch at 10:55 AM provides a break for nourishment and socialization before scholar's head to recess at 11:25 AM. On the playground, George and his friends engage in imaginative play, while Ashley and her classmates race across the field. Vivian's class enjoys a structured game led by their teacher, reinforcing teamwork and movement.

Following recess, scholars return to the classroom for the second half of their math instruction, reinforcing concepts introduced earlier. The day continues with Specials, where George heads to Art, Ashley to Gym, and Vivian to Music. Each class experiences hands-on, creative, and expressive learning that enriches their academic experience.

The afternoon brings the Montessori-inspired Work Cycle, where scholars engage in independent and small-group learning. George carefully selects an activity from the shelves, practicing a practical life skill. Ashley focuses on a math puzzle, while Vivian uses Montessori bead chains to explore place value. Teachers observe, guide, and provide gentle encouragement, allowing scholars to take ownership of their learning.

Science and Social Studies integrate seamlessly into the day, with snack built into this learning time to maintain a natural flow. In George's class, students investigate the life cycle of a butterfly while enjoying their snack, making observations and sharing their thoughts. Ashley's class explores community helpers, engaging in a lively discussion about the different roles people play in society. Vivian's class uses Montessori cultural materials to study the world map, placing puzzle pieces to match continents and oceans.

The last academic block of the day is dedicated to RTI and Closing Reflection. Scholars receive targeted support based on their individual needs, whether in small groups with the teacher or engaging in peer-supported practice. In George's class, students work on letter recognition, while Ashley's class focuses on blending sounds. Vivian's classroom is quiet with concentration as scholars review the day's learning and set goals for tomorrow. The final minutes before dismissal at 3:30 PM are spent reflecting on successes, sharing appreciations, and packing up for the day.

As families arrive, scholars leave with a sense of accomplishment, having spent the day in an environment that fosters academic growth, independence, and a deep love for learning.

Figure 7b.4 shows a draft of the 1st grade schedule for the 1st grade classrooms.

Figure 7b-4 Monday- Friday 1st Grade Schedule	
7:30-8:00	Arrival+Breakfast
8:05-8:30	Morning Meeting
8:30-9:15	Work Cycle
9:15-10:15	CKLA
10:15-10:45	Guided Reading
10:45-11:30	RTI
11:30-11:55	Lunch
11:55-12:20	Recess
12:20-1:20	Math
1:20-2:05	SPECIAL (Art, Music, Gym)
2:05-2:35	Writing+Snack
2:35-3:20	Social Studies/Science
3:20-3:30	Pack-Up/Dismissal

A Day in the Life of a 1st Grade Scholar at Schenectady Scholars Charter School

As the doors open at Schenectady Scholars Charter School, Troy, Amaya, and Meghan eagerly walk in, greeting their teachers and friends. They start the morning with Breakfast, chatting about their favorite books and what they're excited to learn today.

Once breakfast wraps up, the scholars gather for Morning Meeting, where they set the tone for a great day. Troy shares a fun fact he learned at home, while Amaya leads the class in a quick mindfulness exercise. Meghan is excited to read the morning message aloud, getting everyone focused and ready to learn.

The first academic block of the day is ELA (English Language Arts). Scholars engage in their CKLA Block, listening to stories, learning new vocabulary, and practicing phonics. Amaya works hard to sound out new words, while Troy is excited to write his response to the story of the day.

Next, the class moves into Guided Reading, where scholars are split into small groups based on their reading levels. Meghan works with the teacher on a nonfiction book, asking thoughtful questions, while Troy practices reading fluency with a partner.

Writing follows, where scholars get creative with their thoughts. Today, they are writing about their favorite place. Amaya describes her grandmother's house in great detail, while Meghan illustrates her story with colorful drawings.

After a focused morning, it's time for Math, where scholars explore number sense, addition, and problem-solving. Troy Loves using manipulatives to solve equations, while Amaya impresses the class with her quick mental math skills. The teacher challenges the scholars with a word problem, and they collaborate to find the best solution.

Midday brings Lunch, where scholars relax, refuel, and enjoy conversation with friends. After eating, they head outside for Recess, where Meghan plays jump rope, Troy joins a game of soccer, and Amaya takes time to draw with sidewalk chalk.

After a refreshing break, scholars transition to Specials, where they rotate between Art, Gym, and Music throughout the week. Today, in Music, Troy plays the xylophone, while Amaya sings along to a new song the class is learning.

In the afternoon, scholars engage in the Work Cycle, a dedicated time for self-directed learning. Meghan chooses to work on a math puzzle, Troy practices letter formation with a Montessori sand tray, and Amaya explores a science activity about animal habitats.

Next, it's time for Science/Social Studies + Snack, where scholars get hands-on learning experiences while enjoying a healthy snack. Today, they are learning about community helpers. Troy shares that his aunt is a nurse, while Meghan talks about wanting to be a firefighter when she grows up.

As the day ends, scholars gather for RTI + Closing Reflection, where they receive targeted support in reading and math. They also take time to reflect on their day. Amaya shares something she learned, while Troy sets a goal for tomorrow.

Finally, Dismissal begins. Meghan hugs her teacher goodbye, Troy high-fives his friend, and Amaya excitedly tells her mom about her favorite part of the day as she heads home, eager for another exciting day at Schenectady Scholars Charter School tomorrow.

Figure 7b.5 shows a draft of the 2nd grade classroom schedule.

Figure 7b-5 Monday- Friday 2nd Grade Schedule	
7:30-8:00	Breakfast
8:05-8:30	Morning Meeting
8:30-9:30	CKLA
9:30-10:00	Guided Reading
10:00-10:45	RTI

10:45-11:15	Writing
11:15-12:00	SPECIAL (Art, Music, Gym)
12:00-12:25	Lunch
12:25-12:50	Recess
12:50-1:35	Work Cycle
1:35-2:35	Math
2:30-3:20	Science/Social Studies+Snack
3:20-3;30	Pack-Up/Dismissal

A Day in the Life of Jackson, Jessica, and Jayla – 2nd Grade at Schenectady Scholars Charter School

As the sun rises over Schenectady, Jackson, Jessica, and Jayla arrive at school with their backpacks and big smiles, greeted by the warm and welcoming staff. After enjoying a nourishing breakfast, they make their way to their classroom, where the day begins with a cheerful Morning Meeting. The class circles up to share affirmations, review the day's learning goals, and check in with one another. Today, Jackson leads the greeting, Jessica shares something she's proud of from home, and Jayla offers a class-wide compliment that makes everyone smile.

The scholars then begin their day with the Work Cycle, choosing independent and small-group activities that challenge their thinking. Jayla selects a hands-on word sort to strengthen her spelling, while Jackson builds a number pattern using base ten blocks. Jessica, who loves reading, browses the classroom library and writes a few notes in her reading journal before joining a peer to work on a phonics game.

Next, it's time for Math, and the room buzzes with energy. Jessica is mastering two-digit subtraction using a number line, while Jackson solves a real-world word problem about toy cars. Jayla, working in a small group with the teacher, proudly explains her strategy for regrouping — she even teaches it to a classmate!

After Math, the class dives into their ELA block, where they explore a Core Knowledge story about folktales. Jayla is captivated by the story and volunteers to act out a character. Jackson adds new vocabulary words to his personal word bank, and Jessica writes a thoughtful response to a question about the text. During Guided Reading, Jackson works in a small group focused on fluency, Jessica reads nonfiction independently, and Jayla practices summarizing with her reading partner.

The class transitions to Writing, and the room grows quiet with focus. Jessica writes a personal narrative about visiting her cousin, Jackson revises a story about a wild robot adventure, and Jayla adds dialogue to her story about a magical forest. Each of them shares a sentence they're proud of during the author's chair.

Lunchtime brings laughter and a chance to unwind. The three friends sit together, sharing what they've written and talking about their weekend plans. After lunch, they head outside for Recess, where Jackson races to the basketball court, Jessica plays a game of tag, and Jayla draws hearts in the dirt with a stick.

Refreshed and recharged, the class returns to the building and explores the world during Science and Social Studies. Today they're learning about ecosystems. Jayla shares what she knows about the rainforest, Jackson is fascinated by desert animals, and Jessica adds a fact about ocean pollution. While learning, they enjoy a light snack and continue engaging in hands-on learning.

In the afternoon, it's time for Specials. Jackson heads to the gym, where he practices teamwork in a relay race. Jayla is in music class, learning to keep rhythm with percussion instruments, while Jessica explores a new painting technique in art, blending bright colors for a sunset scene.

As the day begins to wind down, the scholars enter their RTI block, where they receive support tailored to their needs. Jessica works on her math facts with flashcards, Jayla gets one-on-one help with reading comprehension, and Jackson participates in a math enrichment group. To close the day, the class reflects on what they've learned, shares goals for tomorrow, and celebrates small wins. Jackson says he finally nailed his math strategy. Jessica proudly announces she finished her book. Jayla smiles as she says she made someone laugh.

At dismissal, their teacher gives each of them a high five and a reminder of how much they've grown. Jackson, Jessica, and Jayla leave the building full of stories, ideas, and pride — ready to come back tomorrow and do it all again.

Daily Schedule for Schenectady Scholars (3-4)

Schenectady Scholars will receive 120 minutes of ELA and 60 minutes of Math each day, Monday through Friday. On half-day schedules, instructional time for ELA and Math will be reduced, with 90 minutes of ELA and 45 minutes of Math.

Given the importance of building foundational literacy skills in 3rd-4th, ELA receives the highest allocation of daily instructional minutes. Figure 7b-6 provides a breakdown of each block of the day, along with brief descriptions of their purpose. For more comprehensive details on the curriculum and instructional components, refer to R-06ad: Curriculum and Instruction.

Figure 7b. 6 Descriptions of Instructional Components for 3-4

Instructional Components	Daily Minutes	Descriptions
Breakfast/Arrival	30 min	Students are welcomed by teachers and staff, reinforcing a positive start to the day. Students eat a nutritious breakfast in the classroom or cafeteria while engaging in quiet conversation. Teachers led students in a calm morning routine including a greeting, social-emotional check-in, and preview of the day's schedule.
Morning Meeting	25 min	Teachers model kind, respectful greetings to foster a sense of belonging. Breathing exercises, stretching, or a short, guided mindfulness activity to help students transition into the day. Scholars reflect on classroom responsibilities. Teachers model conflict resolution using Restorative

		Practices. Teacher presents a daily message. Scholars engage in a quick phonics or math warm-up. Scholars share a goal or feeling for the day. Teacher reinforces positive behavior, kindness, and empathy through affirmations or a class pledge.
Vocabulary & Language Work	30 min	Explicit vocabulary instruction, morphology, and word work from EL Education modules.
Closed Reading & Text Analysis	45 min	Deep reading of complex texts with guided discussions, annotation, and comprehension strategy practice.
Writing Workshop	30 min	Modeled, shared, and independent writing aligned to module themes. Includes narrative, opinion, and informational writing.
Speaking & Listening / Wrap-Up	15 min	Collaborative discussions, presentations, and reflections on the day's reading and writing work.
Math Fluency	10 min	Mental math, number talks, skip counting, and multiplication/division fluency (Montessori beads, number chains).
Math Whole Group	20 min	Whole-group instruction with direct modeling, discussion, and problem-solving aligned to Eureka Math lessons.
Math Small Group Sessions	20 min	Teacher-led small groups while other students engage in Montessori-based problem-solving (e.g., stamp game for place value, fraction circles, decimal boards).
Closing /Math Discourse	10	Students explain their reasoning, share strategies, and apply concepts to real-world math problems.
Science	45 min	Lessons are inquiry-driven, encouraging students to ask questions, make predictions, collect data, and construct explanations. Each unit blends literacy, science content, and engineering practices, helping students build both conceptual understanding and academic vocabulary.
Social Studies	45 min	Instruction is designed to build a strong foundation in civics, geography, history, economics, and cultural understanding through grade-level content that connects students to their communities and the world. Students explore topics such as local government, early American history, global cultures, and human rights, using maps, timelines, primary sources, and literature to deepen their understanding. The Montessori component enriches this experience by incorporating hands-on materials, artifacts, and timelines that allow students to explore history chronologically and thematically.
Art	45 min	Scholars engage in drawing, painting, sculpture, and mixed-media projects that develop fine motor skills and creative expression. Activities are inspired by Montessori methods, encouraging exploration and self-expression.

Music	45 min	Focuses on rhythm, movement, singing, and playing instruments. Students learn about melody, tempo, and cultural music traditions through interactive songs, movement, and storytelling.
Gym	45 min	Emphasizes gross motor skill development, teamwork, and active play. Activities include structured games, movement exercises, and foundational fitness skills that promote health and coordination.
Work Cycle	45 min	Scholars will engage in independent, small group, and teacher-guided learning, with an emphasis on student choice, self-regulation, and purposeful work. Montessori-inspired materials (moveable alphabet, number rods, bead chains, geography puzzles) are used to promote hands-on, conceptual learning. Teachers provide targeted check-ins, reinforce classroom routines, and guide students in time management, responsibility, and focus. The environment encourages independence, with clear expectations and intentional choices within a structured timeframe.
RTI	45 min	Tier I Scholars participate in enrichment or extension activities that deepen grade-level learning. Tier II (Strategic Support) students receive small group re-teaching on targeted foundational skills in reading or math. Tier II (Intensive Intervention) students work in very small groups or one-on-one with a teacher or interventionist using research-based intervention programs (e.g., phonics-based reading instruction, number sense routines).

Figure 7b.7 illustrates total instructional time for core academic components in K-2. Schenectady Scholars will receive 1,125 total minutes of core instructional time per week.

Figure 7b.7 3rd-4th Instructional Minutes By Component		
Instructional Components	**Daily Instructional Minutes (Mon-Friday)**	**Weekly Instructional Minutes**
ELA	120 min	600 min
Math	60 min	300 min
Science	45 min*	135 min
Social Studies	45 min*	90 min
Total Instructional	265 minutes	1,125 Total Core Instructional Minutes Per Week

We are going to alternative Science/Social Studies during the week. We are going to assume a week with Science 3x week and Social Studies 2x week.

Figure 7b.8 illustrates our proposed draft of the 3rd grade schedule for full day school.

Figure 7b-8 Monday- Friday 3rd Grade Schedule	
7:30-8:00	Breakfast
8:05-8:30	Morning Meeting
8:30-9:30	Math
9:30-11:00	ELA
11:00-11:45	Work Cycle+Snack
11:45-12:30	Science/Social Studies
12:30-12:55	Lunch
12:55-1:20	Recess
1:20-2:05	RTI
2:05-2:50	SPECIAL (Art, Music, Gym
2:50-3:20	Writing
3:20-3:30	Pack-Up/Dismissal

A Day in the Life of Angela, Jackie, and Floyd – 3rd Grade at Schenectady Scholars Charter School

At Schenectady Scholars Charter School, the day begins with bright smiles and a sense of purpose. As Angela, Jackie, and Floyd walk through the doors, they're greeted by the familiar rhythm of the school morning breakfast with friends, cheerful greetings from teachers, and a cozy classroom waiting to welcome them.

The morning meeting sets the tone, giving everyone a chance to connect, set goals, and get centered. Angela shares her personal goal to finish a paragraph in writing. Jackie adds a thoughtful compliment to a classmate who showed kindness the day before. Floyd, who's been working on speaking up more, volunteers to lead the greeting — and earns a proud nod from his teacher.

The class dives into their Work Cycle, where students choose meaningful tasks to build independence and focus. Angela works with place value materials and a partner to solve number puzzles. Floyd journals quietly in the peace corner, choosing a prompt from the board. Jackie explores sentence building, matching word cards into creative statements, and reading them aloud with confidence.

Later, in Math, the room is buzzing with hands-on problem-solving. Floyd leads his table group through a multi-step story problem. Jackie raises her hand to explain how she broke down a tricky equation, and Angela finds joy in using a number line to double-check her answers. The lesson blends direct instruction and partner work, helping each of them grow at their pace.

The class transitions into their ELA block, centered around a compelling text from their EL Curriculum. As they read together, Floyd asks a thoughtful question about the main character's motivation. Angela highlights new vocabulary in her notebook, and Jackie underlines a quote that reminds her of her own life. During writing, Angela crafts a story about a girl finding her courage, while Floyd writes a letter to a historical figure and Jackie adds details to her personal narrative. Snack is enjoyed calmly during this time — students stay focused on their learning, sipping water and nibbling as they continue working.

As the morning winds down, the class prepares for lunch — a time to recharge and catch up. Laughter fills the cafeteria as Jackie shares a joke, Floyd talks about his weekend soccer game, and Angela quietly draws with a friend on a napkin before heading to recess, where the three take turns on the swings and race across the blacktop.

Back in class, Science and Social Studies bring hands-on learning and discovery. Today's lesson is about communities and ecosystems. Floyd is fascinated by the desert animals, Angela draws a labeled diagram of a food chain, and Jackie presents her group's chart to the class with pride.

In the afternoon, it's time for Specials — a favorite part of the day. Jackie heads to art class to work on a watercolor landscape. Floyd explores rhythm patterns on a drum in music, and Angela runs laps in PE with determination and joy. Each student gets a chance to express themselves beyond the core academics.

The day ends with RTI and a class reflection, where scholars revisit the goals, they set during morning meetings. Jackie shares that she met her writing goal. Angela smiles when a classmate compliments her teamwork in math. Floyd writes in his planner that tomorrow; he wants to lead his science group.

As the dismissal bell rings, backpacks zip and hugs are exchanged. Angela, Jackie, and Floyd leave school filled with new ideas, a sense of accomplishment, and the quiet confidence that they are becoming the best version of themselves one day, one lesson, one choice at a time.

Figure 7b.9 illustrates our proposed draft of the 4th grade schedule for full day school.

Figure 7b-8 Monday- Friday 4th Grade Schedule	
7:30-8:00	Breakfast
8:05-8:30	Morning Meeting
8:30-10:00	ELA
10:00-10:45	SPECIAL (Art, Music, Gym)
10:45-11:45	Math+Snack

11:45-12:15	Writing
12:15-1:00	Social Studies/Science
1:00-1:25	Lunch
1:25-1:50	Recess
1:50-2:35	RTI
2:35-3:20	Work Cycle
3:20-3:30	Pack-Up/Dismissal

A Day in the Life of Bobby, Caleb, and Dorothy – 4th Grade at Schenectady Scholars Charter School

As the morning light filters through the school windows, Bobby, Caleb, and Dorothy arrive for another day of discovery and growth. After enjoying a warm breakfast and chatting about their favorite books and weekend plans, they gather with their classmates for Morning Meeting. It's a time to reset, reflect, and refocus. Today, Dorothy leads the greeting with a burst of cheerful energy, while Bobby shares a goal to stay focused during ELA. Caleb offers a shoutout to his table partner for being a great collaborator.

ELA kicks off the academic day with energy and purpose. The class digs into a new module from the EL Curriculum, exploring themes of courage and resilience. Bobby connects deeply with the main character's struggle, jotting notes in the margin of his text. Dorothy participates in a small group discussion, confidently citing evidence from the reading. Caleb, who's been working on expanding his vocabulary, eagerly raises his hand to define a word in context. They read, discuss, annotate, and respond — sharpening their thinking with each passing minute.

Afterward, the class transitions into Specials — a time when students get to express their creativity and move their bodies. In music, Dorothy plays the keyboard with focus and rhythm. Bobby shines in gym class during a team relay, and Caleb, in art, layers blues and purples for a stunning ocean scene. Each of them finds their own way to shine.

Back in class, the math block begins. It's a blend of whole group instruction and hands-on problem solving. While working through multi-digit multiplication, Bobby uses place value blocks to model his thinking. Caleb helps a partner work through a tricky word problem, showing patience and clarity. Dorothy quietly munches on her snack while reviewing her math journal and finding her own mistake — then correcting it proudly.

After Math it's time for writing. Today, they're revising their personal narratives. Dorothy adds a powerful metaphor to her story's conclusion. Bobby experiments with dialogue to bring his characters to life. Caleb reads his piece aloud to a partner, listening carefully for feedback and nodding as suggestions are made.

Then, the class shifts into Science and Social Studies. Caleb's eyes light up during a lesson on natural disasters, while Bobby leads his group in organizing a chart about weather patterns. Dorothy, ever the researcher, digs into a biography about a historical leader and shares an interesting fact with the class.

Lunchtime arrives, and the trio eats together, sharing laughs and ideas. Afterward, they head outside for recess — a welcome break. Bobby joins a quick game of basketball, Caleb walks laps with friends, and Dorothy practices her cartwheel until she finally nails it.

The day continues with RTI, where each student receives support tailored to their needs. Dorothy works in a small group on comprehension strategies, Bobby dives into an enrichment task involving geometry, and Caleb gets one-on-one coaching in reading fluency. Everyone is engaged, challenged, and supported.

As the day winds down, students move into the Work Cycle. Caleb finishes an independent research project on volcanoes. Dorothy completes a vocabulary foldable and checks her progress log. Bobby chooses a quiet corner to read a nonfiction book on robotics, completely absorbed.

During the final minutes of the day, the classroom softens. Backpacks are zipped, chairs are stacked, and the energy shifts from productivity to peace. As they pack up and say their goodbyes, Bobby, Caleb, and Dorothy reflect on the goals they met, the new things they learned, and the fun they had — ready to return tomorrow with curiosity, confidence, and joy.

C. Sample Teacher Schedule

For each division of the school, provide a sample teacher schedule for a typical week of instruction including:

- *Length of teachers' workday; and,*
- *Time devoted to core teaching assignments, planning, and other activities*

K-2 Teacher Schedule

At Schenectady Scholars Charter School, all K–2 classrooms will have two teachers: a lead teacher and a co-teacher. In Kindergarten, lead teachers will be certified Montessori educators. We will implement a co-teaching model where each teacher has defined roles and responsibilities based on their certification and experience. However, both teachers are jointly responsible for the academic growth, student culture, and safety of all scholars.

Our two-teacher model is a deliberate investment to ensure a successful blend of Montessori and charter school approaches. This structure allows us to create a supportive environment where educators have the resources and conditions they need to thrive daily.

Teachers will work from 7:15 a.m. to 4:00 p.m., totaling 8 hours and 45 minutes per day. Lead teachers will receive approximately 110 minutes of planning and preparation time each day, while co-teachers will receive about 85 minutes. Lead teachers will have dedicated planning time before school, during lunch, recess, and during SPECIAL classes. Over time, strong co-teachers may take the lead on Social Studies and Science instruction during these blocks.

In our first year, part-time SPECIALs teachers will assist with lunch and recess coverage. As they transition to full-time roles in year two, their teaching schedules will be adjusted to allow for more direct involvement in the classroom. Figure 7c. 1 and Figure 7c.2 will be a draft of a sample Teaching Schedule for 1st and 2nd grade teachers.

Figure 7c.-1 Monday- Friday 1st Grade Teacher Schedule			
Time	Subject	Lead Teacher	Teaching Assistant
7:15-7:30	Teacher Arrival	☑	☑
7:30-8:00	Arrival+Breakfast	☑	☑
8:05-8:30	Morning Meeting	☑	☑
8:30-9:15	Work Cycle	☑	☑
9:15-10:15	CKLA	☑	☑
10:15-10:45	Guided Reading	☑	☑
10:45-11:30	RTI	☑	☑
11:30-11:55	Lunch	☐	☐
11:55-12:20	Recess	☐	☑

12:20-1:20	Math	☑	☑
1:20-2:05	SPECIAL (Art, Music, Gym)	☐	☐
2:05-2:35	Writing+Snack	☑	☑
2:35-3:20	Social Studies/Science	☑	☑
3:20-3:30	Pack-Up/Dismissal	☑	☑

A Day in the Life of Mrs. Corcoran and Mr. Brown

1st Grade Classroom – Schenectady Scholars Charter School

Mrs. Corcoran and Mr. Brown start each school day with intention and care. As the lead teacher and teaching assistant in the first-grade classroom, they arrive early to prepare the environment—organizing materials, reviewing the day's lessons, and setting up spaces to support student independence and engagement.

As students enter the classroom and enjoy breakfast, both educators are present to greet them warmly. These early moments are filled with check-ins, smiles, and quiet encouragement, setting a positive tone for the day.

The class gathers for a morning meeting, where the focus is on community-building, sharing, and social-emotional learning. Mrs. Corcoran leads the discussion while Mr. Brown supports with logistics and student engagement.

Students then transition into their work cycle—a blend of Montessori-inspired independent learning and small-group instruction. During this time, Mrs. Corcoran provides targeted support to students through mini-lessons and conferences, while Mr. Brown ensures students have the materials and guidance, they need to stay focused and productive.

The next block of learning centers on literacy through the Core Knowledge Language Arts (CKLA) curriculum. Mrs. Corcoran leads whole-group instruction, helping students build foundational reading and comprehension skills. Mr. Brown assists individual students and small groups, offering encouragement and redirection as needed.

Guided reading follows, where students work in small, leveled groups to deepen their reading fluency and understanding. Mrs. Corcoran leads the instruction, while Mr. Brown manages literacy centers and supports students working independently.

During intervention time, Mrs. Corcoran works with students who need additional academic support, using data-driven strategies to target specific needs. Mr. Brown works with on level and advanced groups to ensure that all students are challenged appropriately.

After a well-earned lunch and recess break, students return ready to dive into math. Mrs. Corcoran leads the instruction using Eureka Math, incorporating Montessori manipulatives to support hands-on learning. Mr. Brown plays a key role in checking for understanding, supporting small groups, and celebrating student success.

Students then attend a SPECIALs class such as art, music, or physical education with a specialist teacher. During this time, Mrs. Corcoran and Mr. Brown use the opportunity for planning, collaboration, and preparation.

In the afternoon, students return to the classroom for writing. Mrs. Corcoran models writing techniques and guides students through the writing process, while Mr. Brown offers support and feedback to students as they develop their ideas.

The day closes with a focus on social studies or science. Lessons are project-based and exploratory, often led by Mrs. Corcoran, but occasionally facilitated by Mr. Brown as he takes on more instructional leadership over time.

Before dismissal, the class takes time to reflect on the day, pack up, and prepare for the next. Mrs. Corcoran and Mr. Brown ensure every student leaves feeling seen, supported, and successful.

At Schenectady Scholars, the partnership between lead teacher and teaching assistant is foundational. Together, Mrs. Corcoran and Mr. Brown models collaboration, care, and high expectations creating a classroom where every child can thrive.

Figure 7c-2 Monday- Friday 2nd Grade Teacher Schedule

Time	Subject	Lead teacher	Teaching Assistant
7:15-7;30	Teacher Arrival	☑	☑
7:30-8:00	Breakfast	☑	☑

8:05-8:30	Morning Meeting	☑	☑
8:30-9:30	CKLA	☑	☑
9:30-10:00	Guided Reading	☑	☑
10:00-10:45	RTI	☑	☑
10:45-11:15	Writing	☑	☑
11:15-12:00	SPECIAL (Art, Music, Gym)	☐	☐
12:00-12:25	Lunch	☐	☐
12:25-12:50	Recess	☐	☑
12:50-1:35	Work Cycle	☑	☑
1:35-2:35	Math	☑	☑

2:30-3:20	Science/Social Studies+Snack		
3:20-3;30	Pack-Up/Dismissal		

2nd Grade Classroom – Schenectady Scholars Charter School

Mr. Norman and Mrs. Campbell make a dynamic and dedicated team in the 2nd grade classroom. From the moment they arrive, they are focused on creating a calm, joyful, and structured environment that supports both academic excellence and student well-being.

Their day begins with purposeful preparation—reviewing lesson plans, gathering materials, and setting the classroom up for student success. As scholars arrive and settle in, both educators are actively welcoming students, checking in on how they're feeling, and helping them transition into the school day with confidence.

Morning routines are a vital part of the classroom culture. Mr. Norman leads the class in thoughtful discussions and community-building activities during morning meetings, while Mrs. Campbell supports students who may need additional help getting ready for the day or transitioning into learning mode.

During independent work time and core academic blocks, Mr. Norman delivers high-quality, engaging instruction across subjects like reading, writing, and math. He differentiates lessons to meet the needs of diverse learners and provides small group instruction where necessary. Mrs. Campbell plays a key support role—circulating to monitor progress, helping students stay on track, and providing one-on-one assistance.

Throughout the day, students engage in a variety of instructional models, including whole group learning, targeted intervention, and inquiry-based science and social studies. Mr. Norman leads rigorous, standards-aligned lessons, while Mrs. Campbell enriches the classroom environment with her calm presence and hands-on support. Whether helping a student sound out a word or setting up a science experiment, her impact is felt across the room.

When students attend SPECIAL classes such as art, music, or gym, Mr. Norman and Mrs. Campbell take the opportunity to reflect and plan. On Mondays, the 2nd grade team uses this time for grade-level meetings—collaborating with other teachers to review data, align curriculum, and ensure all students are receiving high-quality instruction across classrooms.

Later in the day, writing and enrichment lessons provide time for students to express themselves and explore content in meaningful ways. Mr. Norman fosters creativity while reinforcing structure and expectations, and Mrs. Campbell continues to be an essential partner—encouraging students, managing transitions, and ensuring smooth classroom flow.

The day closes with a structured wrap-up and reflection time. Mr. Norman and Mrs. Campbell help students pack up, review the day's accomplishments, and prepare for tomorrow. Their partnership is rooted in consistency, communication, and shared responsibility for student growth and school culture.

At Schenectady Scholars, the collaboration between Mr. Norman and Mrs. Campbell is a model of what great co-teaching looks like—two educators working together to create a joyful, rigorous, and responsive classroom where all scholars can succeed.

K-2 Teacher Schedule

At Schenectady Scholars Charter School, all our classrooms will have two teachers: a lead teacher and a co-teacher. We will implement a co-teaching model where each teacher has defined roles and responsibilities based on their certification and experience. However, both teachers are jointly responsible for the academic growth, student culture, and safety of all scholars.

Our two-teacher model is a deliberate investment to ensure a successful blend of Montessori and charter school approaches. This structure allows us to create a supportive environment where educators have the resources and conditions they need to thrive daily.

Teachers will work from 7:15 a.m. to 4:00 p.m., totaling 8 hours and 45 minutes per day. Lead teachers will receive approximately 110 minutes of planning and preparation time each day, while co-teachers will receive about 85 minutes. Lead teachers will have dedicated planning time before school, during lunch, recess, and during SPECIAL classes. Over time, strong co-teachers may take the lead on Social Studies and Science instruction during these blocks. We want to create a model that empowers our teacher assistant, especially in the upper grade levels, to take on a deeper and impactfully way. Our hope and dream is to create a pipeline for our teaching assistants to become lead teachers.

In our first year, part-time SPECIALs teachers will assist with lunch and recess coverage. As they transition to full-time roles in year two, their teaching schedules will be adjusted to allow for more direct involvement in the classroom. Figure 7c.3 will be a draft of a sample Teaching Schedule for 4th grade teachers.

Figure 7b-8 Monday- Friday 4th Grade Teacher Schedule
(checkbox means teacher is in the classroom with scholars)

Time	Subject	Leader Teacher	Teaching Assistant
Time	Teacher Arrival	☑	☑
7:30-8:00	Breakfast	☑	☑

8:05-8:30	Morning Meeting	☑	☑
8:30-10:00	ELA	☑	☑
10:00-10:45	SPECIAL (Art, Music, Gym)	☐	☐
10:45-11:45	Math+Snack	☑	☑
11:45-12:15	Writing	☑	☑
12:15-1:00	Social Studies/Science	☑	☑
1:00-1:25	Lunch	☐	☐
1:25-1:50	Recess	☐	☑
1:50-2:35	RTI	☑	☑
2:35-3:20	Work Cycle	☑	☑

3:20-3:30	Pack-Up/Dismissal		

4th Grade Classroom Schenectady Scholars Charter School

In the 4th grade classroom at Schenectady Scholars, Mrs. Jordan, the lead teacher, and Mr. Edwards, her teaching assistant, work side by side to create a structured, supportive, and academically challenging environment for their students.

Their day begins before students arrive, with both educators preparing materials, reviewing student progress, and discussing instructional strategies. As students enter for breakfast, Mrs. Jordan and Mr. Edwards are there to greet them with warmth and encouragement, setting a positive tone for the day.

The morning begins with a community-building Morning Meeting that allows students to connect, share, and prepare mentally for the day ahead. Mrs. Jordan leads the discussion while Mr. Edwards provides support, ensuring all students are engaged and ready to learn.

As the class moves into their ELA block, Mrs. Jordan leads whole-group instruction using the EL Education curriculum, guiding students through close reading, discussion, and writing tasks. Mr. Edwards assists with small groups, checks for understanding, and supports students who may need additional help with reading comprehension or vocabulary development.

When students head to SPECIAL classes—like art, music, or physical education—both teachers use this time for planning and collaboration. On Thursdays, the 4th grade team gathers for grade-level meetings, where teachers analyze student data, align instructional goals, and share best practices to ensure consistent academic progress across classrooms.

After SPECIAL, the class returns for math instruction, where Mrs. Jordan blends direct instruction with problem-solving and hands-on activities. Mr. Edwards plays an active role during this block, helping students access content, manage materials, and build confidence in their mathematical thinking. A quick snack break is embedded to keep students energized and focused.

In the writing block, Mrs. Jordan models the writing process while students draft, revise, and share their work. Mr. Edwards supports by conferencing with students and providing feedback that helps move their writing forward.

Next, students explore content during Social Studies or Science, engaging in inquiry-based learning and project work. Mrs. Jordan facilitates the lesson while Mr. Edwards provides reinforcement and small group support, helping students make connections and deepen their understanding.

After lunch and recess, the class regathers for RTI (Response to Intervention), where students work in targeted groups based on their academic needs. Whether leading a small group or assisting with individual tasks, Mr. Edwards ensures each student is supported and challenged appropriately, while Mrs. Jordan uses this time for intensive instruction with priority students.

In the final stretch of the day, students enter a Work Cycle, where they apply skills across subjects in self-directed and teacher-guided tasks. Mrs. Jordan encourages independence and accountability, while Mr. Edwards ensures students stay focused and make meaningful choices in their learning.

Before dismissal, the team leads a structured wrap-up and reflection. Together, Mrs. Jordan and Mr. Edwards guide students through organizing materials, reviewing key learnings, and preparing for the next school day.

Their seamless partnership ensures that every child receives both academic challenge and emotional support. At Schenectady Scholars, Mrs. Jordan and Mr. Edwards demonstrate what it means to lead with purpose, teach with heart, and work together to help every scholar grow.

SPECIAL

We will have three part-time SPECIAL teachers in Year 1. They will be able to provide a level of coverage each day in classroom, recess, and lunch. After Year 1 they will be full-time teachers in our building providing all support throughout the school building. Figure 7c. 3 will illustrate a draft of Year 1 schedule for SPECIAL Teachers for KDG and 1st grade

Figure 7c.3 Sample Schedule of SPECIAL Teachers Yr 1

Time	Art	Music	Gym
9:30-10:00	Support Classroom	Support Classroom	Support Classroom
10:00-10:45	KDG	KDG	KGD
10:45-1:00	Support Classroom/Recess/Lunch	Support Classroom/Recess/Lunch	Support Classroom/Recess/Lunch
1:20-2:05	1st	1st	1st

R-08ad-Struggling Students

Discuss the school's methods and strategies for identifying and serving students who are struggling academically and at risk of academic failure including

- *How the school will determine and identify which students are struggling including within the context of a Response to Intervention ("RTI) program. The applicant should clearly define the term "struggling student" as it would be applied in the school;*
- *The strategies, programs specific curricula, and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings (e.g. planning time, small group instruction, tutoring, targeted assistance, technology, staff, and consultants*
- *Any research or evidence that supports the appropriateness of the proposed approach; and,*
- *The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students.*

At Schenectady Scholars Charter School, we believe every scholar has the potential to achieve excellence when provided with equitable support and high expectations. Our commitment is to meet each scholar at their current stage of development and collaborate with families to set meaningful, measurable goals. Together, we ensure every student grows academically, socially, and emotionally.

Tailored Support for Every Learner

We are dedicated to creating an environment where every scholar's unique needs are recognized and addressed. Using data-informed strategies, we provide individualized academic and social-emotional support. For students with disabilities, we offer targeted interventions and accommodations that empower them to meet the same high expectations as their peers in general education.

To uphold this commitment, we will hire highly qualified educators—particularly those certified in Special Education (SPED) and English as a Second Language (ESL). These educators will be essential in supporting diverse learners and helping us fulfill our mission of equitable education.

Our leadership team, including the Principal and SPED Director, will ensure teachers have access to cutting-edge instructional resources and professional development. Instructional Coaches will work closely with teachers, providing feedback and helping adjust instructional practices to meet the varied needs of all scholars.

Promoting Positive Behavior Through Consistent Support

Behavioral support is a core component of our approach. Our SPED Director and School Social Worker will oversee a consistent and effective positive reinforcement system, ensuring that behavior management strategies are applied fairly and effectively across the school.

Scholars who require additional behavioral support will be identified using data-driven systems overseen by the Principal and SPED Director. Those needing Tier II or Tier III interventions will be provided with targeted support immediately upon receiving parental consent. Weekly reviews of behavioral data will help us quickly identify and address recurring patterns or serious issues.

Enrollment Projections for Specialized Populations

Based on data from local school districts, we expect:

- 5% of our scholars are English Language Learners (ELLs).
- 18% of our scholars are students receiving Special Education (SPED) services.

These projections will guide our planning for staffing, professional development, and resource allocation.

Identifying Scholars in Need of Extra Support

At Schenectady Scholars, early identification and timely intervention are central to our educational approach. We base our strategies on successful models from institutions that blend Montessori and charter practices, such as Choice Charter School and Baltimore Montessori Charter School.

Our process begins with a review of our core instructional practices to ensure consistency and quality across classrooms. If performance trends suggest that certain groups or cohorts need additional support, we enhance teacher development through targeted coaching and support structures.

To identify scholars who may be struggling, we:

- Conduct ongoing analysis of student data to highlight those performing below grade level.
- Disaggregate assessment data to track individual growth across subjects.
- Use a system of regular progress monitoring to adjust support as needed.

Our leadership team will conduct weekly data reviews to ensure timely responses to academic challenges. Figure 8a-1 will outline specific academic triggers that signal the need for intervention.

Figure 8a-1. Academic Triggers for Struggling Scholars

Assessment	Target Achievement	Academic Trigger
I-ready Math & Reading	Mid-On Grade Level	• Performing two+ levels below grade level • No growth from previous diagnostic
Observation Based Assessments	Consistently Engaged: Works independently and with focus	• Frequent disengagement from lesson • Struggles to follow multi-step task • Does not progress in material complexity over time
NWEA Map	50th percentile or above for grade level proficiency	• Scoring below 40th percentile • More than 10 RIT points below grade level norm
Work Sampling & Portfolios	Mastery Level: Student consistently demonstrates skill independently	• Lack of independence in completing work • Work is incomplete or lacks depth • Slow progress across months in portfolio work

STAR Reading & Math	Scaled score matches grade level benchmarks	• Percentile rank below 30 • Large discrepancy between Lexile score and expected reading level
State Exams	Level 3 or Level 4	Level 1 or Level 2
Tri-Weekly Exams	Score 70% or Above	Score 60% or Below

At Schenectady Scholars Charter School, we recognize that academic performance is only one piece of a scholar's educational journey. To fully understand and address the needs of our scholars, we also consider behavioral patterns and attendance records as critical indicators of academic and personal well-being.

The collaborative efforts of the Principal, SPED Director, and Dean ensure that data related to school culture is reviewed consistently. This process helps us identify scholars who may be struggling socially or emotionally. Given the importance of Social-Emotional Learning (SEL) within our school's framework, any scholar showing limited growth in this area is flagged for additional support. Those with significant socio-emotional needs will receive intensive, personalized interventions informed by detailed data analysis.

In addition, attendance is closely monitored as a key factor for determining at-risk status. Scholars who accumulate three absences within a single trimester will be identified for additional support and categorized as at-risk. These students will then be placed into an intervention framework designed to address the underlying causes of their absenteeism while also working to close academic gaps.

Identifying and Supporting At-Risk Scholars: A Data-Driven Approach

At Schenectady Scholars Charter School, we take a comprehensive approach to identifying struggling scholars by analyzing multiple factors beyond academic performance. In addition to academic assessments, we carefully review behavioral data and attendance records to gain a holistic understanding of each scholar's needs.

The Principal, SPED Director, and Dean collaborate to review student culture data regularly, identifying scholars who may require additional support. Social-emotional growth is an essential component of our educational philosophy, and scholars who exhibit challenges in this area are considered at risk. For those struggling with socio-emotional development, we offer individualized, data-driven interventions designed to meet their unique needs and promote personal growth.

Attendance is another key indicator of at-risk status. Any scholar who accrues three absences within a trimester will be flagged for further support. These students will be classified as struggling and placed in an intensive support system to address the underlying factors contributing to their absenteeism.

Systematic Data Review and Targeted Intervention

Our leadership team employs a systematic process for reviewing data to identify scholars in need of support and determine the most effective interventions for closing academic gaps. This collaborative effort includes:

- **I-Ready Progress Monitoring:** Scholars who fail to make expected progress (e.g., not advancing at least one I-Ready level) will be closely analyzed through a comprehensive review of assessment data. This

analysis helps identify the specific standards, skills, and content knowledge that may have hindered their progress toward meeting target achievements.

- **Targeted Instructional Support:** The SPED Director and classroom teachers will use this data to develop small group instruction or one-on-one support for scholars performing significantly below their peers. Interventions will be personalized to address the specific academic deficits revealed through assessments.
- **State Exam Data Analysis:** Once state exam data becomes available, the Principal and Leadership Team will conduct a thorough review. This analysis will guide curriculum decisions and instructional practices for the following school year. Additionally, the team will determine if specific standards or content areas need to be revisited to ensure alignment with state benchmarks.

Proactive, Data-Informed Decision-Making

By combining academic, behavioral, and attendance data, we can proactively identify at-risk scholars and implement the necessary interventions to support their growth. Our goal is to ensure that no scholar falls through the cracks—whether due to academic challenges, socio-emotional needs, or external factors affecting attendance.

Through regular data reviews, collaboration among leadership, and a commitment to personalized instruction, Schenectady Scholars Charter School is dedicated to helping every scholar reach their fullest potential.

Academic Response to Intervention

At Schenectady Scholars Charter School, we implement a comprehensive Response to Intervention (RTI) framework to ensure every scholar receives the support they need to meet high academic expectations. This system is built on three tiers of support, each designed to meet scholars where they are and guide them toward achieving the same academic goals and outcomes as their peers.

Tier I: Core Instruction for All Scholars

All scholars will receive Tier I support as part of our core instructional program. We anticipate that our strong Tier I instruction will meet the needs of approximately 80-95% of our student population. This foundational level focuses on high-quality, evidence-based teaching practices designed to ensure that most scholars succeed without additional interventions.

Tier II: Targeted Interventions for Additional Support

Scholars who do not make adequate academic progress with Tier I support will receive Tier II interventions. These supports are designed for students who:

- Show minimal academic growth.
- Consistently fall within the academic trigger range outlined in Figure 6a-1.
- Struggle with social-emotional development.

The Instructional Coaches (ICs), SPED Director, and Assistant Principal (AP) will collaborate to design interventions tailored to individual needs. Certified special education teachers and teaching assistants will lead these sessions, ensuring that interventions are data-driven and seamlessly integrated into scholars' daily schedules.

For scholars requiring additional reading support:

- Small group instruction will focus on Reading Mastery lessons or reteaching previously covered material.
- Lessons will be paced according to student needs and may incorporate Montessori materials or other instructional aids.
- Whenever possible, interventions will be delivered in the classroom to minimize disruptions.

For services such as occupational therapy or speech pathology, scholars will be pulled from class as needed and work in designated instructional spaces to receive their mandated services.

Progress will be monitored on a weekly basis. Our objective is to help scholars without Individualized Education Programs (IEPs) exit Tier II interventions within six weeks, provided they show sufficient improvement. Details of the various Tier II intervention types can be found in Figure 8a-2.

Figure 8a-2. Description of Tier II Interventions

Interventions	Grade Level	Time	Description of Interventions
Structured Literacy & Guided	K-1st 2nd-4th	Scholars will be pulled during SPECIAL Time, Breakfast, and end of day	K-1st Phonic & Word Study • Root word, prefix, suffix study • Use sound walls • Multisyllabic word decoding 2nd-4th Fluency & Comprehension • Repeated readings of short passages at the scholar's instructional level • Time fluency drills • Choral reading and partner reading for fluency support
Content Reteach	K-4	Scholars will be pulled during SPECIAL Time, Breakfast, and during pack-up	• Use quick check (exit tickets, running records, or formative assessments • Guided Practice with Teacher Support K-1st Explicit Reteach with Multi-Sensory Approach • Use hands on Montessori style materials 2nd-4th • Use direct instruction approach

At Schenectady Scholars Charter School, we are dedicated to providing continuous, targeted support for scholars through a two-teacher classroom model. This approach ensures that during core content blocks, a second educator will always be present to meet the needs of scholars requiring Tier II and Tier III interventions. Each classroom will follow a co-teaching structure, where a general education teacher works alongside a teaching assistant or co-teacher. In this model, one teacher leads whole-class instruction while the second educator supports smaller groups through parallel teaching, conducts guided practice sessions, or moves around the classroom to offer individualized support directly at scholars' desks. This collaborative approach guarantees that all scholars, particularly those needing extra academic intervention, receive personalized attention to help them succeed.

For scholars who continue to struggle academically despite Tier II support, we will implement Tier III interventions to provide a more intensive level of assistance. These interventions may include one-on-one instruction delivered through a push-in model during the content block where the scholar is experiencing difficulty. Additionally, targeted pull-out sessions will be scheduled twice a week, both during the enrichment block and the content area requiring additional focus. Before making any changes to a scholar's schedule, we will consult with families to ensure that any modifications align with both the scholar's academic needs and the family's expectations. This ensures a collaborative, supportive environment where every scholar has the opportunity to thrive academically and personally.

Social-Emotional Response To Intervention

At Schenectady Scholars Charter School, we are committed to nurturing our scholars' social skills and emotional development through a structured Social-Emotional Response to Intervention (SEL RTI) framework. Our two-teacher classroom model, combined with a school culture grounded in positive reinforcement, reduced compliance-driven systems, and restorative practices, forms the foundation of our Tier I support. This proactive environment encourages emotional growth and fosters a sense of belonging for all scholars.

For those scholars who consistently exhibit behaviors that disrupt learning or compromise safety, individualized one-on-one SEL sessions and in-the-moment coaching will be provided by a member of the Leadership Team. The Dean, classroom teachers, and SPED Director will collaborate to determine whether a scholar requires a Behavior Support Plan (BSP) based on recurring behavioral referrals and data trends.

The Leadership Team will monitor the scholar's progress over a six-week period, using data to assess whether the interventions have successfully modified the scholar's behavior. If little or no improvement is observed after six weeks, the team will reconvene to adjust the intervention strategy or consider engaging with the Committee on Special Education (CSE) from the scholar's home district. Before initiating any further evaluations, the SPED Director will consult with the scholar's family and seek their permission to ensure collaborative decision-making.

Attendance Response to Intervention

At Schenectady Scholars, we recognize that consistent attendance plays a vital role in academic success and social-emotional development. Regular school attendance allows scholars to engage with their peers, immerse themselves in a supportive learning community, and develop essential skills and knowledge.

To monitor and support attendance, the Principal, Office Manager (OM), and Parent Coordinator (PC) will work collaboratively. The Parent Coordinator will lead Tier I attendance support, focusing on early intervention and proactive communication with families. The Office Manager will ensure the accuracy and consistency of the school's attendance tracking system and will follow up daily with families of absent scholars. During these

conversations, the OM will communicate the total number of absences recorded for the trimester and address any concerns regarding early dismissals, explaining the academic implications of missing instructional time.

In addition, the Parent Coordinator will partner with teachers to ensure that all missed assignments are sent home on the scholar's return, minimizing the impact of any absence. The Principal, OM, and PC will meet weekly to review attendance data and identify scholars with frequent absences or early dismissals who may require Tier II support.

For scholars needing Tier II interventions, the school will offer more intensive family support, including home visits and connections to external resources aimed at addressing challenges outside the classroom. These interventions will be personalized based on the family's specific circumstances and any new information shared with the school.

Scholars who accumulate more than two absences in a week or are on track to reach five or more absences in a trimester will be escalated to Tier III support. At this level, daily and monthly attendance incentives—such as recognition parties, stickers, or rewards—will be used to encourage improved attendance. Additionally, the Principal, Parent Coordinator, and School Social Worker will meet with the scholar's family to discuss the possibility of referrals to external agencies, including the New York State Office of Children and Family Services (OCFS), if the attendance issues persist.

The Leadership Team will review scholar attendance data during their weekly meetings to identify patterns and determine next steps for improving attendance rates. On an annual basis, the team will conduct a comprehensive review of attendance trends, disaggregating the data by subgroups, including scholars performing below proficiency levels and those exhibiting behavioral challenges.

Program Evaluation of Response to Intervention

At Schenectady Scholars Charter School, the continuous evaluation of our intervention strategies is essential to ensuring that every scholar receives the support they need. Throughout the school year, the Principal and Leadership Team will regularly monitor the progress of scholars enrolled in Tier II and Tier III interventions. Our goal is to tailor our academic and behavioral support systems to address the specific needs and challenges faced by our scholars.

During weekly Leadership Team meetings, we will conduct in-depth evaluations of our intervention programs, guided by a set of reflective questions designed to assess both effectiveness and equity. These questions will include:

1. **Are scholars with Individualized Education Programs (IEPs) and those receiving Tier II and Tier III interventions demonstrating measurable growth?**
2. **Which intervention strategies are producing the most consistent improvements, and why?**
3. **Are there trends in scholar performance across different grade levels or subject areas?**
4. **How effectively are teachers and staff implementing intervention strategies, and where do they need additional support or training?**
5. **What role do family engagement and community partnerships play in supporting scholars' progress, and how can we strengthen these relationships?**

To answer these questions, we will analyze a variety of data sources, including classroom assessments, standardized test scores, teacher observations, and performance metrics collected by the SPED Director. Teacher

surveys and anecdotal feedback will also provide insight into the practical challenges and successes of intervention implementation. The team will assess all aspects of the program—logistical planning, instructional delivery, teacher coaching, curriculum resources, and the process for identifying scholars in need of additional support.

Based on these reflections, the Principal will establish clear goals for improvement, outlining actionable steps for the team to implement before the next leadership meeting.

Establishing Growth Expectations and Continuous Improvement

We expect all scholars with IEPs, as well as those participating in Tier II and Tier III interventions, to show measurable improvement by the end of each academic year. Should progress fall short of expectations, the Leadership Team will adjust the intervention framework accordingly to ensure better outcomes for the following year.

Key adjustments may include:

- Redesigning or replacing interventions that have not yielded the desired outcomes.
- Refining instructional strategies and classroom practices based on the latest data.
- Enhancing professional development to equip staff with new tools for supporting scholars effectively.
- Improving the identification process to ensure scholars are receiving support as early as possible.

The Principal will set long-term improvement goals for the following school year and provide the necessary resources and development opportunities to help leadership and staff meet those objectives. This ongoing cycle of assessment, reflection, and refinement ensures that our support systems remain dynamic, targeted, and responsive to the evolving needs of our scholars.

B. Students with Disabilities

Discuss the school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B-Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document.

- *A statement agreeing to abide by all of the assurances found in Appendix B of this RFP-Special Education Assurances;*
- *Discussion of the relationship between the school and the district Committee on Special Education ("CSE");*
- *The process for identifying students with disabilities (child find), especially within the context of the school's RTI process;*
- *The resources, personal (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.) and a brief discussion about how specifically the school would ensure that students entitled to the these services would continue to receive them in a remote setting;*
- *The services or settings that will be provided by the school district of the student's residency or through a third-party contract (pursuant to the Act);*

- *Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;*
- *The process for coordination between general education teachers and special education teachers and service providers;*
- *The process that will be used to monitor the achievement and progress of students with disabilities in the general context of the program in addition to the goals and objectives provided in the student's IEP;*
- *Specific professional development provided to the instructional staff for identifying supporting, and evaluating the progress of special education students students including the implementation of the RTI and behavioral intervention plans ("BIPs") in the classroom; and*
- *The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.*

The education corporation provides the following assurances regarding the provision of special education and other services to students to be enrolled in the proposed charter school.

- The education corporation will adhere to all provisions of federal law relating to students with disabilities including IDEA, Section 504 of the Rehabilitation Act of 1973 ("Section 504") and Title II of the Americans with Disabilities Act ("ADA") which are applicable to it.
- The Education Corporation will, consistent with applicable law, work with Local Educational Agency ("LEA") school districts to ensure that all students with disabilities that qualify under the IDEA
    - Have available to them a free, appropriate, public education ("FAPE");
    - Are appropriately evaluated;
    - Are provided with an Individualized Education Program ("IEP")
    - Receive an appropriate education in the least restrictive environment ("LRE");
    - Are involved in the development of and decisions regarding the IEP, along with their parents; and
    - Have access to appropriate procedures and mechanisms, along with their parents to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.
- The Education Corporation will employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include coordinating with Committees on Special Education ("CSEs"); providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and, working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. The education corporation may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504, and Title II of the ADA.
- The education corporation will make available, as required by law, a student's regular and special education teachers (and other required school personnel) for meetings convened by such student's CSE and provide such teachers and personnel with copies of the student's IEP.
- The education corporation will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.
- The education corporation will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights Privacy Act ("FERPA") as they relate to students with disabilities including, not limited to, having procedures for maintaining student files in a secure and locked location with limited access.

- The school's special education coordinator will retain such data and prepare such reports as are needed by each disabled student's school district of residence or NYSED in order to permit such entities to comply with federal law and regulations.
- The education corporation will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111 and will provide appropriate notification to parents in connection therewith as applicable including notifying them prior to providing a child's name to a CSE for potential evaluation.
- The education corporation will not convene its own CSE, make IDEA evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs, or conduct due process hearings. The education corporation understands that these responsibilities are left solely to the CSE of the student's district of residence and will implement IEPs as written.

Statement of Assurance

I, George Borum, as Founder of Schenectady Scholars Charter School, hereby certify that Schenectady Scholars Charter School agrees to fully comply with all applicable assurances as outlined in Appendix B – Special Education Assurances of the Request for Proposal (RFP) issued by the SUNY Charter Schools Institute.

This agreement includes adherence to all relevant federal, state, and local laws, as well as regulations concerning the education of students with disabilities, including but not limited to:

- Providing a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) for all eligible students.
- Complying with the provisions of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA).
- Ensuring proper identification, evaluation, placement, and the provision of necessary related services in accordance with applicable laws.
- Maintaining qualified staff and ensuring ongoing professional development to effectively support students with disabilities.
- Adhering to all required reporting, data collection, and record-keeping practices as specified by the SUNY Charter Schools Institute.
- Appropriate education corporation personnel with attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the SUNY Trustees including those sponsored by the NYSED.

Relationship Between Schenectady Scholars & CSE of Schenectady

Schenectady Scholars Charter School will establish a collaborative and supportive relationship with the Schenectady City School District's Committee on Special Education (CSE) to ensure that all students with disabilities receive a Free Appropriate Public Education (FAPE) in compliance with the Individuals with Disabilities Education Act (IDEA). The district CSE will serve as the primary decision-making body responsible for determining student eligibility, developing Individualized Education Programs (IEPs), and conducting annual reviews and reevaluations as required by state and federal regulations. To facilitate this relationship, the school will designate a Special Education Coordinator who will act as the main liaison between the charter school and the district CSE. This individual will coordinate the scheduling of meetings, facilitate the sharing of relevant student data, and ensure that IEP meetings are attended by appropriate school staff members.

The school will also be responsible for implementing all services outlined in a student's IEP. This will include delivering accommodations, modifications, specialized instructional services, and ensuring access to related

services such as speech therapy, occupational therapy, or counseling, as required by the student's individual needs. When services beyond the capacity of the school are needed, Schenectady Scholars will work in partnership with the district to arrange for those services either on-site or through an external provider, ensuring continuity and compliance with the student's educational plan. Additionally, the Montessori approach's emphasis on individualized learning paths and self-paced instruction aligns naturally with the goals of special education. This will allow educators to tailor the learning environment to meet each student's developmental needs while still ensuring compliance with the student's IEP. The school will also remain actively involved in all CSE reviews, ensuring that the educational programming provided aligns with the student's IEP and that any necessary changes are discussed and implemented in a timely manner.

Process for Identifying Student with Disabilities

Schenectady Scholars Charter School will follow a proactive approach to identifying students with disabilities through the implementation of a comprehensive Child Find process. In alignment with federal and state requirements, the school will take responsibility for identifying, locating, and evaluating all students who may require special education services. This process will begin with early observation and documentation by classroom teachers who will be trained to recognize signs of potential developmental delays, learning difficulties, or behavioral challenges. Teachers, parents, or other school staff members who notice consistent academic struggles, emotional concerns, or behavioral patterns that could indicate a disability will be encouraged to refer students for further evaluation. Once a referral is made, the school will initiate a formal process that involves notifying the district's CSE to begin assessments and evaluations.

The Montessori framework will play a key role in this process by fostering close observation of each student's developmental progress. Montessori classrooms naturally emphasize individualized instruction, self-paced learning, and multi-sensory activities, which provide teachers with a deeper understanding of each student's unique strengths and challenges. This structure allows educators to detect subtle signs of learning difficulties or developmental delays early in the academic journey. Furthermore, the Montessori method's emphasis on hands-on learning and self-regulation offers valuable opportunities for students with disabilities to engage with the curriculum in a way that accommodates diverse learning styles.

In conjunction with Child Find, the school will implement a robust Response to Intervention (RTI) framework designed to support students who are struggling academically or behaviorally before referring them for special education services. The RTI process at Schenectady Scholars will be a three-tiered model of support. In Tier 1, all students will receive high-quality, research-based instruction in the general education classroom, and universal screenings will be conducted to assess student progress regularly. The Montessori method's flexible instructional design will allow teachers to differentiate their instruction effectively, ensuring that students receive personalized attention even at the Tier 1 level. For students who demonstrate difficulties despite receiving Tier 1 instruction, Tier 2 interventions will provide targeted small-group instruction focused on specific areas of need. If a student continues to show minimal progress in Tier 2, the school will move the student to Tier 3, where more intensive, individualized interventions will be implemented, and progress will be closely monitored over time.

If, after consistent intervention and monitoring, a student still does not demonstrate adequate progress, the school will refer the student for a comprehensive special education evaluation through the district CSE. This system ensures that Schenectady Scholars meet the needs of all learners while identifying and supporting those who may require specialized instruction and services. Throughout the RTI process, the school will maintain clear communication with families, ensuring that parents are actively involved in the identification and intervention process at every stage. The Montessori method's holistic approach will further support this process by encouraging educators to consider each child's emotional, social, and academic development comprehensively.

Our Special Education program will be led by our SPED Director in Year 1 and beyond. We will attempt to hire a certified SPED classroom teacher and/or a SPED teacher in Year 2. In Year 1, the SPED Director will lead Summer Training Camp sessions, developing our teacher's skills around identifying and supporting scholars with special needs. Throughout the school year, Friday PD and grade level meetings the SPED Director with collaborate with the AP will continue to lead teacher development around implementing accommodations included in IEPs and 504 plans as well as monitoring school progress. The SPED Director, with the support of the CSE, will ensure all scholar support services are provided to scholars whose IEPs require them. The SPED Director will assume a dual role in Year 1 oversee all services for scholars with disabilities, including push-in and pull instruction. SPED Director will correct relationships and connect service providers to meet the unique needs of our differently abled scholars. In Year 2, SPED Director will take a lead in hiring a certified SPED Teacher to take over the role of push-in and pull-out of scholars.

The SPED Director will work closely with Dean to identify differently-abled scholars who are not making SEL growth or who demonstrate repeatedly undesired behaviors. The SPED Director and Dean will work with teachers to create Behavior Support Plans (BSP0 with consultation from classroom teachers that identifies the gap and address it with a restorative and Montessori approach. The Social Worker will be added to meet with scholars one on one and/or small group sessions to ensure the activity or practice is targeted to the scholar's deficiency or skill gap.

Resources, Personnel, and Services for Students with Disabilities

Schenectady Scholars Charter School is committed to providing a full continuum of services and supports for students with disabilities, ensuring they receive a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE) as required by the Individuals with Disabilities Education Act (IDEA). The school will allocate a variety of resources, specialized personnel, and instructional strategies to meet the diverse needs of all learners across general education classrooms and specialized settings.

Personnel and Administrative Responsibilities:
The school will employ a dedicated Special Education Coordinator who will oversee all special education programming, coordinate services with the Schenectady City School District's Committee on Special Education (CSE) and ensure compliance with state and federal mandates. This individual will manage Individualized Education Program (IEP) implementation, facilitate annual reviews, and serve as the primary liaison between families, staff, and external service providers.

In addition to general education teachers, Schenectady Scholars will employ certified special education teachers to provide Special Education Teacher Support Services (SETSS). These services will include targeted instruction within general education classrooms or in a separate setting, depending on the student's needs as outlined in their IEP.

Direct and Related Services:
Students who require related services as part of their IEPs will have access to qualified providers for a range of specialized support, including:

- **Speech Therapy:** Delivered individually or in small groups to address language development, articulation, and communication skills.
- **Occupational Therapy (OT):** Designed to help students develop fine motor skills, sensory integration, and daily living skills.

- **Physical Therapy (PT):** Focused on improving gross motor skills, mobility, and physical development for students with physical disabilities.
- **Counseling Services:** Provided by certified school counselors or social workers to address students' social-emotional needs, behavioral challenges, and mental health concerns.

These services will be delivered both in the general education setting and in pull-out sessions, depending on what is outlined in each student's IEP.

Instructional Supports and Materials
Schenectady Scholars will ensure that all students, including those with disabilities, have access to appropriate instructional materials and technology. This includes assistive technology tools such as speech-to-text software, audiobooks, specialized keyboards, and adaptive devices. Classroom resources will also include differentiated instructional materials designed to meet the diverse needs of learners. Teachers will receive planning time specifically designated for collaboration with special education staff to align instructional goals and strategies effectively.

Professional Development and Staff Support
Schenctady Scholars will provide Friday PD and grade level meetings, focusing on differentiated instruction, behavior management, inclusive teaching strategies, and compliance with IEPs and Section 504 plans. Training will also include the use of assistive technology and effective collaboration between general and special education teachers. Outside consultants with expertise in specific disabilities or instructional practices may be brought in as needed to provide additional training and guidance.

Continuity of Services in a Remote Setting

In the event of a transition to remote learning, Schenectady Scholars Charter School will ensure that students with disabilities continue to receive the support and services required by their IEPs. The Special Education Coordinator will collaborate with the district CSE to develop remote learning plans tailored to meet each student's unique needs. Direct services, such as SETSS, speech therapy, occupational therapy, and counseling, will be delivered through secure virtual platforms using video conferencing tools like Zoom or Google Meet.

Instructional accommodations and modifications will continue to be provided in the virtual classroom, with assignments adjusted to meet individual learning goals. Teachers will use digital tools such as screen readers, interactive whiteboards, and closed captioning to make content accessible to all students. Regular progress monitoring will be conducted to ensure that students are making appropriate gains, and virtual IEP meetings will be scheduled as needed to review and update service plans.

In addition, the school will provide families with training and resources to support learning at home. This may include lending devices, offering technical support, and providing clear guidelines for participating in virtual learning. Teachers and service providers will maintain consistent communication with families to ensure that students remain engaged and supported, even in a remote learning environment.

Services and Settings Provided by the School District or Through Third-Party Contracts

Schenectady Scholars Charter School will work in close collaboration with the Schenectady City School District (or the student's district of residence, if applicable) to ensure that all students with disabilities receive the full range of services outlined in their IEPs, in accordance with the requirements set forth by the Individuals with Disabilities Education Act (IDEA).

District-Provided Services:
Certain specialized services that exceed the charter school's available resources or require district-level involvement will be provided directly by the student's district of residence through their CSE. These services may include:

- **Specialized Evaluations:** The district CSE will be responsible for conducting comprehensive evaluations and reevaluations to determine student eligibility for special education services. This includes psychoeducational assessments, speech and language evaluations, occupational and physical therapy assessments, and other specialized testing.
- **Placement in Specialized Programs:** If a student's needs require a more restrictive environment than Schenectady Scholars can provide, the district may place the student in an alternative setting, such as a specialized program within a district-operated school or a specialized private setting. The decision will be made in collaboration with the CSE, the school, and the family to ensure compliance with the least restrictive environment principle.
- **Transportation Services:** The district will provide transportation accommodations required by the student's IEP, including specialized vehicles, attendants, or other supports necessary to ensure safe access to the educational environment.

Third-Party Contracted Services:
Schenectady Scholars Charter School may also enter third-party contracts with certified external service providers to offer specialized services that the school or district cannot deliver directly. These services include:

- **Related Services:** Third-party providers may deliver related services such as speech therapy, occupational therapy, physical therapy, and counseling. These services can be provided either on-site at the school or in an external facility, depending on the student's needs and service delivery requirements.
- **Assistive Technology Support:** For students who require specialized technology as part of their educational programming, the school may work with external vendors to provide assessments, training, and access to assistive devices.
- **Professional Development and Consultation:** External consultants with expertise in special education law, instructional strategies for diverse learners, or specialized disability supports may be contracted to provide ongoing training and consultation for school staff.

Ensuring Service Delivery
Schenectady Scholars will work closely with both the district and contracted providers to ensure that all required services are delivered promptly and effectively. The Special Education Director will oversee the implementation of these services, monitor progress toward IEP goals, and ensure that all necessary documentation is maintained to comply with state and federal guidelines.

Regular communication between the school, district CSE, service providers, and families will be prioritized to ensure that services are delivered with fidelity. The school will also schedule regular review meetings to evaluate service delivery effectiveness and make necessary adjustments based on student progress and needs.

In cases where services are provided outside the general education setting, such as pull-out sessions for specialized instruction or therapy, the school will coordinate schedules to minimize disruptions to core academic instruction while ensuring students receive all required support.

Research and Evidence Supporting Schenectady Scholars' Approach to Serving Students with Disabilities

Schenectady Scholars Charter School's approach to serving students with disabilities is grounded in evidence-based practices that emphasize early intervention, inclusive instruction, individualized support, and collaboration between general and special education staff. The integration of the Montessori method with a RTI framework, as well as a strong partnership with the district CSE, reflects best practices supported by educational research.

Montessori Method and Students with Disabilities
Research has demonstrated that Montessori-based educational approaches are particularly effective for students with disabilities, particularly those with learning differences, developmental delays, and sensory processing issues. A study by Cossentino (2005) found that the individualized, self-paced learning model in Montessori classrooms fosters autonomy, enhances student motivation, and accommodates diverse learning needs. Additionally, the multi-sensory materials and emphasis on hands-on learning help students with various cognitive and motor skill challenges engage more deeply with academic content.

According to Lillard (2017) in *Montessori: The Science Behind the Genius*, students with disabilities in Montessori classrooms often benefit from the emphasis on individualized instruction and the development of executive functioning skills, which are essential for long-term academic success. The Montessori approach also promotes inclusion by allowing all students, regardless of ability, to work collaboratively within a mixed-ability environment, encouraging peer support and reducing stigmatization of students receiving specialized services.

Response to Intervention (RTI) and Early Identification
The school's use of a three-tier RTI framework is supported by extensive research as an effective means of identifying and supporting students with learning difficulties before they require formal special education services. Research by Fuchs and Fuchs (2006) demonstrates that RTI can lead to improved academic outcomes for struggling learners by providing timely interventions based on data-driven assessments. Early intervention through RTI has also been shown to reduce the number of students referred for special education services by addressing academic difficulties proactively.

The use of frequent progress monitoring within RTI allows teachers and specialists to make data-driven decisions about student support, ensuring that interventions are targeted and responsive to each student's specific needs. This approach aligns with the National Center on Response to Intervention's recommendations for identifying learning disabilities and providing evidence-based instructional practices.

Inclusive Education Models and Collaborative Teaching
The integration of Collaborative Team Teaching (CTT) and Special Education Teacher Support Services (SETSS) within the general education setting aligns with research supporting inclusive education models. A meta-analysis conducted by Ruijs and Peetsma (2009) found that inclusive education improves both academic outcomes and social-emotional development for students with disabilities, while also fostering empathy and understanding among their peers.

Research has also shown that co-teaching models, where general and special education teachers share instructional responsibilities, are effective in supporting students with disabilities. According to Friend, Cook, Hurley-Chamberlain, and Shamberger (2010) co-teaching allows for differentiated instruction, flexible grouping, and shared expertise, all of which contribute to improved academic outcomes for students with special needs.

Process for Coordination Between General Education Teachers, Special Education Teachers, and Service Providers

At Schenectady Scholars Charter School, the coordination between general education teachers, special education teachers, and service providers will be driven primarily by a structured, data-informed charter school model, with Montessori principles integrated into individualized instruction and classroom practices. The school's approach to serving students with disabilities will focus on clear accountability, data-driven decision-making, and rigorous instructional practices, while the Montessori influence will support differentiated learning and student autonomy.

In Year 1, the Special Education (SPED) Director will take the lead role in managing and coordinating all special education services. As the primary provider of specialized instruction and accommodations, the SPED Director will be responsible for ensuring that all students' Individualized Education Programs (IEPs) are implemented effectively and that services comply with federal and state requirements under the Individuals with Disabilities Education Act (IDEA). The SPED Director will also collaborate with the Schenectady City School District's Committee on Special Education (CSE) to facilitate meetings, coordinate evaluations, and monitor service delivery.

General education teachers will work closely with the SPED Director through structured collaboration, ensuring students with disabilities receive appropriate instructional accommodations and modifications in the general education classroom. Weekly Professional Learning Communities (PLCs) will serve as the foundation for this collaboration, providing dedicated time for general education teachers, the SPED Director, and related service providers (e.g., speech therapists, occupational therapists, and counselors) to discuss student progress, share instructional strategies, and review academic data. During these sessions, the team will review specific student cases, monitor academic and behavioral interventions, and adjust instructional practices based on student needs.

Throughout the week, the SPED Director will also conduct regular classroom observations and monitoring to proactively identify students experiencing academic, behavioral, or social-emotional challenges. The director will offer in-the-moment coaching for general education teachers and provide targeted support strategies to address these issues. This real-time feedback ensures that instructional practices remain inclusive and that students' needs are addressed promptly without waiting for formal intervention cycles.

In Year 2, Schenectady Scholars will hire a dedicated Special Education Teacher to expand the school's capacity to meet the needs of students with disabilities. The SPED Teacher will collaborate with the general education staff under the guidance of the SPED Director. This teacher will co-teach in general education classrooms and provide Special Education Teacher Support Services (SETSS) both in push-in (within the classroom) and pull-out (in separate instructional spaces) models, depending on student needs as outlined in their IEPs.

The school will also maintain strong coordination with external service providers who offer related services such as speech therapy, occupational therapy, physical therapy, and counseling. These service providers will participate in team meetings when necessary and will collaborate with general education and special education staff to ensure consistency in service delivery. The SPED Director will be responsible for maintaining communication with all third-party providers and ensuring that services are delivered according to each student's IEP.

The Montessori elements of individualized pacing, hands-on learning, and fostering independence will be embedded within this charter-driven special education framework. Teachers will be trained to apply Montessori strategies—such as differentiated materials and self-directed learning—while maintaining the accountability and structured progress monitoring systems characteristic of high-performing charter schools.

In summary, the coordination process at Schenectady Scholars will be driven by frequent collaboration, continuous monitoring, and data-driven decision-making. The leadership of the SPED Director in Year 1 will establish a strong foundation for inclusive practices, with the addition of a full-time SPED Teacher in Year 2 further expanding the school's capacity to meet the diverse needs of its students within a Montessori-charter blended framework.

Professional Development for Supporting Students with Disabilities

At Schenectady Scholars Charter School, professional development (PD) for instructional staff will be an ongoing, structured process designed to ensure that all educators are equipped to identify, support, and evaluate the progress of students with disabilities. The school's PD program will focus on the effective implementation of the Response to Intervention (RTI) framework, development and execution of Behavioral Intervention Plans (BIPs), and the use of in-house Behavior Support Plans (BSPs) for Tier II interventions. Training will also emphasize clear expectations around the school's positive reinforcement system, restorative practices, and classroom management techniques to foster a supportive learning environment for all students.

The school's SPED Director will lead the PD efforts throughout the academic year, providing both group training sessions and individualized coaching. Formal PD days will be scheduled periodically during the school year, with dedicated time set aside to train teachers on best practices for supporting students with disabilities in both general education and special education settings. These sessions will cover topics such as recognizing early signs of academic or behavioral struggles, understanding legal compliance for Individualized Education Programs (IEPs), and using data-driven methods to monitor progress.

A core focus of the PD program will be on effectively implementing the RTI process within the classroom. Teachers will be trained to differentiate instruction, use formative assessments to monitor progress, and apply targeted interventions for students who show signs of academic or behavioral difficulties. The SPED Director will provide direct support to teachers needing additional assistance with RTI implementation, offering classroom observations, feedback, and hands-on strategies tailored to the needs of individual educators.

The development and implementation of Behavioral Intervention Plans (BIPs) will also be a key component of the school's PD structure. Teachers will learn how to identify students who may benefit from a BIP based on ongoing behavioral data and observations. Training will focus on creating effective behavior strategies, setting measurable goals, and implementing interventions consistently across classroom settings. Staff will also be trained to recognize the root causes of challenging behaviors and use proactive strategies to prevent escalation. This training will be reinforced through ongoing coaching from the SPED Director and regular consultation with the Dean of Students.

In addition to formal BIPs, Schenectady Scholars will implement in-house Behavior Support Plans (BSPs) as part of its Tier II interventions within the RTI framework. These plans will offer individualized strategies to address persistent behavioral challenges before the need for a more formal BIP arises. Teachers will receive training on how to develop, implement, and monitor BSPs, ensuring early intervention for students showing signs of behavioral concerns. The Dean of Students will oversee the collection and analysis of behavioral data, collaborating with the SPED Director to track student progress and adjust intervention strategies as needed.

The school will also emphasize a positive reinforcement system as a key strategy for promoting desired behaviors and supporting students' social-emotional development. Professional development sessions will guide teachers in establishing clear expectations, using consistent praise and rewards, and fostering a classroom culture that recognizes and celebrates student growth.

Furthermore, all staff will be trained in restorative practices to promote a supportive and inclusive school culture. These practices will include restorative conversations, conflict resolution circles, and strategies for repairing harm and restoring relationships when behavioral incidents occur. Teachers will be equipped with tools to help students reflect on their actions and take responsibility for their behavior in a constructive manner.

Throughout the year, teachers who require additional support will receive individualized training from the SPED Director. This may include targeted coaching sessions, classroom modeling of specific instructional or behavioral strategies, and personalized feedback based on classroom observations. The goal is to ensure that every teacher, regardless of prior experience with special education, has the tools and knowledge necessary to meet the diverse needs of students with disabilities effectively.

The Dean of Students will play a central role in overseeing the behavioral data collection process, ensuring that trends and concerns are addressed promptly. The Dean will work closely with the SPED Director to ensure that behavioral interventions, including BSPs and BIPs, are implemented with fidelity across classrooms and that staff receive the necessary support to manage challenging behaviors effectively.

In summary, professional development at Schenectady Scholars will be an ongoing, collaborative process that empowers teachers to support students with disabilities through evidence-based practices. The focus on RTI, individualized behavioral supports, positive reinforcement, restorative practices, and strong collaboration between general education teachers, the SPED Director, and the Dean of Students will create a comprehensive system of support designed to ensure academic and behavioral success for every student.

Evaluating the Efficacy of the Special Education Program

At Schenectady Scholars Charter School, evaluating the efficacy of the special education program will be a comprehensive, data-driven process designed to ensure that the academic, social-emotional, and developmental needs of students with disabilities are effectively met. The school will blend a Montessori-inspired individualized approach with a charter-driven focus on accountability and measurable outcomes. This ongoing evaluation process will be led by the SPED Director and supported by general education teachers, instructional leaders, and service providers, ensuring that the school remains responsive to the diverse needs of its students.

The evaluation process will rely heavily on both academic and behavioral data, with a particular focus on measurable growth. One of the primary tools for academic monitoring will be i-Ready diagnostic assessments, administered three times per year—fall, winter, and spring. These assessments will provide growth data in both reading and mathematics, with the expectation that students with disabilities will meet or exceed 75% of their individual annual growth targets set by i-Ready's benchmarks. Students who are not meeting these growth expectations will be identified for additional supports and interventions through the school's Response to Intervention (RTI) framework.

In addition to i-Ready diagnostics, students' academic progress will be monitored using tri-weekly assessments in core subject areas. The benchmark for success will be that at least 80% of students with disabilities demonstrate mastery (defined as 70% or higher) on these assessments over a rolling 9-week period. These frequent assessments will provide valuable real-time data for instructional adjustments, allowing teachers to identify students who may need targeted academic interventions or additional instructional time.

For students with Individualized Education Programs (IEPs), the school will monitor progress toward specific academic, social-emotional, and behavioral goals outlined in each plan. Progress will be tracked on a quarterly basis, with the expectation that at least 85% of IEP goals will show measurable progress or achievement by the

end of the academic year. The SPED Director will conduct regular reviews of IEP data and collaborate with teachers and service providers to adjust supports and interventions as needed to help students meet their individualized goals.

The RTI framework will also be evaluated for its effectiveness in providing early academic interventions. The goal will be that at least 70% of students receiving Tier II interventions show measurable improvement within 8–10 weeks, as measured by assessment scores and classroom performance. For students receiving Tier III interventions, the expectation will be that 60% show growth within 6 weeks of intensive support, based on individualized progress monitoring data. If these benchmarks are not met, the school will reassess the interventions and make necessary adjustments to ensure that all students receive appropriate and effective support.

In addition to academic monitoring, the evaluation process will incorporate measures of classroom engagement, participation, and social-emotional development. The school will use teacher observations, student self-assessments, and feedback from service providers to assess these areas. The target will be that 90% of students with disabilities show improvement in classroom participation and engagement, based on teacher evaluations and observational checklists conducted throughout the school year.

To assess instructional quality, classroom observations will be conducted by the SPED Director and instructional leaders at least four times per year. Observations will focus on the implementation of accommodations, differentiation of instruction, and the integration of Montessori-inspired practices, such as individualized pacing and hands-on learning activities. The expectation will be that 100% of general education teachers implement at least two individualized accommodations consistently in their instructional practice, as required by students' IEPs.

At the end of each academic year, the school will conduct a formal program review. This review will analyze data from i-Ready assessments, tri-weekly benchmarks, IEP progress reports, RTI outcomes, and classroom observations to determine whether the special education program is meeting its intended goals. The school will also collect qualitative feedback from families, students, and service providers through surveys and focus groups. A target of 80% family satisfaction with special education services will be set as a benchmark for program effectiveness.

If the program review identifies areas for improvement, the school will develop an Improvement Action Plan that outlines specific changes for the upcoming academic year. This plan will include measurable goals, strategies for enhancing instructional practices, and potential adjustments to staffing or resource allocation. The SPED Director will lead the implementation of this plan and monitor its progress throughout the following year.

In summary, the evaluation process at Schenectady Scholars Charter School will be comprehensive, data-driven, and continuous. By using clearly defined metrics and benchmarks, including growth targets from i-Ready, IEP goal attainment, RTI success rates, and family satisfaction measures, the school will ensure that students with disabilities receive the highest quality of education and support. This process will enable the school to make data-informed decisions, refine instructional practices, and continuously improve services to meet the needs of all students effectively.

C. English Language Learners

Discuss the school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including:

- *The process for identifying students who first language is not English consistentwith New York State required procedures and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs;*
- *The approach, resources, and personnel (including qualifications and associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings);*
- *The research and evidence that supports the appropriateness of this approach;*
- *The process for coordination between general education teachers and staff serving ELLs and professional development for general education teachers serving ELLs;*
- *The process that will be used to monitor the achievement and progress of ELLs including exit criteria;*
- *How the school will make all necessary materials available to parents of ELLs in a language that they can understand;*
- *How the school will make after-school and other extracurricular programming accessible to ELLs;; and ,*
- *The process that will be used to evaluate the efficacy of the program and instructors and ensure that the needs of ELL students are being met.*

At Schenectady Scholars Charter School, we will follow the procedures outlined by the NYSED to accurately identify scholars who first language is not English. As part of the application and enrollment process, every family will complete a Home Language Survey. This required survey helps determine whether a language other than English is spoken at home or by the scholar. If the survey indicates that a language other than English is spoken at home, the student will undergo the New York State Identification Test for English Language Learners (NYSITELL). This assessment will determine that scholar's English proficiency level and eligibility for ELL services.

Schenectady Scholars will have a clear plan for providing ELL services. In Year 1, the school will employ a part-time ELL teacher to offer targeted language instruction and support. Beginning in Year 2, a full time ELL teacher will be hired to meet the growing needs of the student population. Throughout this process, the SPED Director will oversee the ELL program to ensure proper alignment with instructional practices and individualized support.

The scope of assistance provided to ELL scholars will be determined by their NYSITELL results and ongoing performance assessments. Each scholar will have an Individual Language Proficiency Plan (ILPP) that specifies the level of support needed, whether through pull-out sessions, push-in support, or integrated instruction within the general classroom environment. To avoid the misidentification of scholars as having special education needs, Schenectady Scholars will monitor scholars progress using various measures, including classroom performance, language development assessments, and teacher observations. If there are concerns regarding special education eligibility, the school will employ a culturally responsive and linguistically appropriate evaluation process to ensure language barriers are not mistaken for learning disabilities.

Progress monitoring will continue through annual reassessment using the NYSESLAT. This will help measure language development and determine whether the scholar continues to require ELL services. Scholars who achieve proficiency will exit the ELL program but will continue to receive monitoring for two additional years to ensure they maintain academic success without further support. This comprehensive approach ensures compliance with NYSED regulations while providing equitable and effective support for all students.

Approach, Resources & Personnel to Support ELLs at Schenectady Scholars Charter School

At Schenectady Scholars Charter School, we will use a blended instructional model that integrates the Montessori philosophy with a traditional charter school framework, with a heavier emphasis on structured, data-driven

charter school practices to meet the needs of ELL. Our approach will provide personalized learning opportunities, promote language development, and ensure academic rigor.

Schenectady Scholars classrooms, ELL scholars will benefit from differentiated instruction that aligns with Montessori principles of individualized learning and hands on activities while als incorporating the structured, standards based instructional strategies characteristic of high performing charter schools. Teachers will implement scaffolded instruction, using visual aids, interactive activities, and peer collaboration to help ELL scholars engage with the curriculum. Language development strategies such as language immersion, will be incorporated into daily instruction. Small group instruction will be available for targeted language support, particularly in literacy and content areas such as Math and Science.

Beyond general classroom settings, ELLs will receive additional support through targeted interventions provided by a part-time ELL teacher in Year 1, transitioning to a full time ELL teacher starting in Year 2. The ELL teacher will provide pull-out services focused on language acquisition, reading comprehension, and academic vocabulary development. Additionally, the school will implement a push-in support model to offer language assistance within the regular classroom environment. The ELL program will be overseen by the SPED Director, who will be responsible for ensuring compliance with NYS regulations, supporting teachers through professional development, and coordinating ELL services to align with the school's broader instructional goals.

Personnel qualification will meet NYS certification requirements for teaching English as a New Language. The ELL teacher will hold a valid NYS certification in ENL or Teaching English to Speakers of Other Languages (TESOL). All general education teachers will receive ongoing professional development in culturally responsive teaching practices and instructional strategies specifically designed to support ELLs. The SPED director, who will supervise the ELL program, will be certified in both special education and educational leadership, ensuring ELLs receive appropriate interventions without being misidentified for special education services.

Research and Evidence Supporting This Approach

The blended Montessori-charter model used at Schenectady Scholars Charter School is supported by research indicating that personalized, student-centered learning environments combined with data-driven instructional practices yield strong outcomes for ELL scholars. Montessori practices emphasize individualized instruction, hands-on learning, and a focus on self-paced progress, which research has shown to improve student engagement and promote language acquisition in ELL (Lillard, 2017).

On the other hand, evidence from high performing charter schools demonstrates that structured environments with rigorous academic standards and continuous assessment contribute to higher academic achievements for ELLs (Angrist, Dynarski, Kane, Pathak, & Walters, 2012). Strategies such as scaffolded instruction, frequent assessments, and data driven interventions are proven to help ELL scholars meet academic benchmarks while improving their English proficiency (Calderon, Slavin, & Sanchez, 2011).

By combining Montessori's individualized learning with the accountability and high expectations of a charter school model, Schenectady Scholars will provide ELL scholars with a supportive and rigorous academic environment. This approach will not only help ELLs acquire English proficiency but also ensure they meet or exceed grade level academic standards. The blend of personalized learning, structured interventions, and continuous monitoring aligns with research-based best practices for supporting ELLs in diverse educational settings.

Coordination Between General Education Teachers & ELL Staff at Schenectady Scholars

At Schenectady Scholars Charter School, the coordination between general education teachers and staff serving ELLs will be a collaborative process led primarily by the part-time ELL teacher in Year 1, transitioning to a full time ELL teacher in Year 2. Throughout both years, the SPED Director will provide oversight and support to ensure compliance with NYS regulations and alignment with the school's instructional goals. This structured collaboration will guarantee that ELL scholars receive appropriate academic and language support while being fully integrated into the general education classroom.

In Year 1, the part time ELL teacher will focus on providing targeted pull-out and push-in services while also leading biweekly coordination meetings with general education teachers. These meetings address scholar progress, instructional strategies, and data from assessments such as the NYSITELL and NYSESLAT. The SPED Director will ensure that collaboration remains consistent and effective, providing additional guidance to general education teachers when the part time ELL teacher is not available.

By Year 2, the full time ELL teacher will expand their role by co-teaching in classrooms, providing daily language support, and facilitating more frequent coordination meetings. In both years, the ELL teacher will work closely with classroom teachers to integrate language development strategies into daily lessons and help adapt instructional materials to ensure accessibility for students at various levels of language proficiency.

PD for General Education Teachers Serving ELLs

Schenectady Scholars will provide ongoing PD to ensure all general education teachers are equipped to effectively support ELLs. In Year 1, the part-time ELL teacher will collaborate with the SPED Director to lead PD sessions focused on foundational ELL strategies. Figure 8a-3 shows the strategies we will be using strategies

Figure 8a-3 Strategies for PD Sessions

Name	Description
Culturally Responsive Teaching Practices	Empower educators to create inclusive classrooms where students' cultural backgrounds are respected, reflected, and integrated into daily instruction. This strategy helps teachers build connections, affirm identity, and use students' home cultures as assets for learning.
Instructional Strategies for ELLs	Equip teachers with high-leverage, research-based techniques to support language development and content mastery. This includes visual aids, sentence frames, total physical response, wait time, and strategic grouping to increase ELL participation and comprehension.
Data-Driven Instruction	Use formative and summative data to understand where ELLs are in their language acquisition journey and academic content mastery. Teachers will learn how to analyze student work, track progress, and adjust instruction to meet language and academic goals.
Collaborative Planning	Foster cross-grade and cross-discipline collaboration among teachers to plan intentionally for ELLs. Through structured planning time, educators co-design lessons that integrate language objectives, scaffolds, and culturally relevant materials.

Differentiation Techniques	Support teachers in modifying instruction based on ELLs' English proficiency levels. This includes tiered activities, modified texts, flexible grouping, and the use of home language resources to ensure all learners can access rigorous content.

In Year 2, with a full-time ELL teacher, PD will become more robust and frequent, incorporating classroom observations, peer coaching, and individualized support for teachers. The full-time ELL teacher will provide ongoing mentorship to staff, offering real time feedback on instructional practices and strategies for ELLs. This comprehensive approach, supported by both the ELL teacher and the SPED Director, ensures that all educators at Schenectady Scholars are prepared to meet the diverse needs of ELL scholars while maintaining a rigorous academic environment rooted in a Montessori-charter school blend.

Monitoring the Achievement & Progress ELLs at Schenectady Scholars

At Schenectady Scholars, we will implement a comprehensive and data drive system to monitor the achievement and progress of ELLs. This system will align with NYSED guidelines and reflect a blend of Montessori principles and charter school accountability to ensure each ELL scholar receives appropriate support while progressing academically and linguistically.

The monitoring process begins with the administration of the NYSITELL. This initial assessment, administered to scholars who indicate a language other than English on their Home Language Survey, determines eligibility for ELL services and establishes a baseline for future progress monitoring.

Once identified, ELL scholars will be monitored continuously through a combination of formative and summative assessments. Teachers will regularly assess scholars' progress using classroom-based evaluations, including quizzes, projects, and performance tasks aligned with Montessori's individualized learning goals and the structured benchmarks of the chapter school framework. In addition, scholars will complete quarterly benchmark assessments measuring growth in reading, writing, speaking, and listening. The ELL teacher (part-time in Year 1, full-time in Year 2) will provide ongoing feedback to general education teachers based on scholar performance data, allowing for tailored instruction and interventions. Furthermore, the NYSESLAT will be administered annually to assess language proficiency across listening, speaking, reading, and writing domains.

The monitoring process will be a collaborative effort led by the ELL teacher, with oversight from the SPED Director. Regular data meetings will be held to analyze scholars progress, adjust instructional strategies, and set language development goals for each ELL scholar. General education teachers will be involved in these meetings to ensure a consistent and cohesive approach to supporting ELLs across all classrooms.

If an ELL scholar is not making adequate progress toward language proficiency or academic goals, additional support will be provided through targeted small group instruction led by the ELL teacher, one-on-one interventions focused on specific language skills (such as vocabulary development or academic writing), and adjustments to classroom instruction developed through collaborative planning between the ELL teacher and general education teachers.

In accordance with NYSED guidelines, ELL scholars will exit the ELL program when they demonstrate sufficient English proficiency, as evidenced by:

- Achieving a Commanding proficiency level on the NYSESLAT

- Consistent academic achievement in classroom assessments and benchmark tests that are comparable to their English speaking peers
- Teacher recommendations based on classroom performance, language use, and participation
- Parental consultation to ensure families are actively involved in the exit decision making process

After exiting the ELL program, scholars will continue to be monitored for an additional two years to ensure sustained academic success. During this monitoring period, teachers will track scholar performance through quarterly progress checks and provide interventions if necessary to prevent academic regression.

Access to Materials & Support for ELL Families at Schenectady Scholars

At Schenectady Scholars, we are committed to ensuring that all necessary materials and resources are accessible to parents and guardians of ELLs in a language they can understand. We will adhere to NYSED requirements and strive to create an inclusive and welcoming environment for all families, regardless of their language background. Figure 8a-4 illustrates the ways we will strategies and techniques

Figures 8a-4 Strategies for ELL Parents		
Name	**Description**	**Strategies**
Communication with Families in their Native Language	All essential school materials, including enrollment documents, report cards, progress reports, parent handbooks, disciplinary notices, and information about school events, will be translated into the home languages of our ELL families	• Utilize professional translation services to provide written materials in the languages most commonly spoken by our school community • Offer real time interpretation services during parent teachers, IEP meetings, and other important events • Ensure that all school communication platforms, including emails, newsletters, and school announcements, are accessible in multiple languages through translation tools and staff support
Partnerships with Community Organizations	To further support our ELL families, Schenectady Scholars will actively seek partnerships with community organizations that provide culturally and linguistically appropriate resources. We plan to collaborate with groups such as Capital District Latinos and other community-based organizations to offer additional support services	• Workshops for parents on navigating the U.S. school system, understanding language acquisition, and supporting their children's education at home • Access to community events and cultural programs that celebrate the diverse

Accessibility of After-School & Extracurricular Programming for ELLs	Schenectady Scholars will ensure that all after school and extracurricular programs are inclusive and accessible to ELL students	• Offering bilingual staff or volunteers to help ELL scholars fully participate in after school activities, clubs, and tutoring sessions • Creating culturally relevant programs that reflect the interests and backgrounds of ELL scholars and promote a sense of belonging

Evaluating the Efficacy of the ELL Program & Instructors at Schenectady Scholars

At Schenectady Scholars, we are committed to ensuring that our ELL program effectively meets the academic and linguistic needs of all ELL scholars. To achieve this, we will implement a comprehensive evaluation process that measures both the efficacy of the program and the performance of instructors. This evaluation system will be aligned with NYSED guidelines and will incorporate best practices from both Montessori and charter school instructional frameworks to promote academic success and language proficiency for all ELL scholars.

The effectiveness of the ELL program will be assessed through multiple data driven measures. First, we will conduct scholar progress monitoring through regular analysis of performance data, including results from the NYSESLAT, benchmark assessment, classroom performance, and standardized tests in core subjects such as Math and ELA. Each ELL scholar will also have an ILPP that outlines specific language development goals, with progress tracked quarterly to evaluate the effectiveness of instructional strategies. An annual program review will measure overall scholar outcomes, evaluate instructional practices against state standards, and assess the adequacy of resources allocated to the program. Additionally, feedback from stakeholders including scholars, parents, teachers, and community partners like Capital District Latinos will be collected through surveys and focus groups to ensure that the program is responsive to the needs of ELL families. The school will also conduct an exit data analysis to review the performance of scholars who have exited ELL program, ensuring they continue to meet or exceed grade level expectations during the two year post exit monitoring period required by NYSED.

To ensure the ongoing success of ELL students, we will implement a process for continuous monitoring and support. The ELL teacher will lead data meetings with general education teachers to review student progress, adjust instructional plans, and provide targeted interventions informed by real-time performance data. The SPED Director will provide oversight to ensure that ELL services are appropriately integrated with any special education needs, ensuring that language acquisition challenges are not misidentified as special education concerns. Furthermore, partnerships with organizations such as Capital District Latinos will help engage ELL families by providing resources in their home language and fostering stronger family-school connections. Feedback from families will be gathered regularly to inform adjustments to the program. At the end of each academic year, the school will publish an internal evaluation report summarizing ELL student outcomes, the effectiveness of instructional practices, and recommendations for improvement. This report will guide program adjustments for the following year and will be shared with the school's leadership team and board.

This multi-tiered evaluation process ensures that the ELL program at Schenectady Scholars Charter School remains responsive, data-driven, and aligned with the highest standards of educational excellence. Through continuous monitoring, staff development, and stakeholder engagement, the program will meet the diverse needs of ELL students while supporting consistent improvement among staff and instructors.

D. Gifted and Advanced Students

Discuss the school's method and strategies for identifying and serving students who are academically advanced and/or gifted including:

- *How the school will identify and advance and/or gifted and talented students; and,*
- *Strategies and programs that the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students including how the school would implement these strategies in a remote setting.*

Identifying and Serving Academically Advanced and Gifted Students

At Schenectady Scholars Charter School, our commitment to serving academically advanced and gifted students is grounded in our unique blend of Montessori philosophy and charter school rigor. We believe every child's potential should be nurtured through individualized support and enrichment, ensuring equitable opportunities for all students to excel.

The identification process for advanced and gifted students will be comprehensive and equitable, incorporating multiple measures to capture a wide range of talents. All students will participate in universal screening within the first two months of enrollment, using research-backed assessments in reading and mathematics to identify those performing above grade level. Alongside these assessments, teacher recommendations will play a critical role in identifying students who exhibit signs of giftedness, including advanced problem-solving skills, creativity, leadership, and intellectual curiosity. Our teachers will receive specialized training to recognize gifted characteristics and ensure unbiased evaluations.

We will also actively involve families by providing opportunities for parents and guardians to share insights into their child's abilities, interests, and extracurricular accomplishments. Performance-based assessments, such as portfolios, classroom projects, and observational data, will offer a holistic view of each student's capabilities beyond standardized tests. This ongoing assessment process ensures that students who develop advanced skills later in the year are promptly identified and supported.

Strategies and Programs to Accelerate Learning

Our instructional approach will integrate Montessori principles of individualized learning with the structured academic expectations of a charter school. Differentiated instruction will be central to classroom teaching, allowing educators to adjust lessons based on individual readiness and learning styles. Flexible groupings will enable students to collaborate with peers on advanced projects and engage in discussions that challenge their critical thinking abilities.

For students who demonstrate mastery of core content, curriculum compacting will allow them to skip redundant instruction and engage in more challenging material. Project-based learning will foster deep exploration of real-world topics, encouraging students to apply their knowledge creatively and think critically about complex issues. This method promotes autonomy and self-motivation while cultivating collaboration and leadership skills.

In addition to classroom differentiation, Schenectady Scholars will offer enrichment programs tailored to advanced learners. These will include advanced math and reading groups, participation in academic competitions, and specialized clubs focused on areas like robotics, debate, and coding. Students will also have

access to mentorship programs in partnership with local colleges, universities, and professionals, providing them with opportunities for intellectual growth beyond the classroom.

Remote Learning Strategies for Gifted and Talented Students

In the event of remote learning, Schenectady Scholars Charter School will ensure continuity of services for gifted students by offering a range of tailored strategies designed to maintain academic rigor and personalized support. Students will have access to personalized learning platforms that allow them to work at their own pace, mastering advanced material while receiving targeted feedback from teachers.

Virtual advanced coursework will be provided through live, interactive sessions and pre-recorded lessons, ensuring access to high-quality instruction regardless of setting. Project-based learning will remain a core instructional method, with students collaborating on virtual platforms to complete long-term, inquiry-driven projects that emphasize innovation, research, and problem-solving skills.

Teachers will conduct regular one-on-one virtual check-ins to monitor each student's progress, offer guidance, and set individualized learning goals. These strategies will ensure that gifted and advanced learners continue to be challenged, supported, and engaged whether learning takes place in person or remotely.

By combining Montessori's emphasis on individualized growth and autonomy with the structured support of a charter school, Schenectady Scholars Charter School will create an environment where advanced learners can thrive. Our approach ensures that all students are empowered to reach their full potential, both inside and outside the classroom.

R-09ad-Instructional Leadership Roles

Describe instructional leadership (i.e. individuals supervising implementation of the academic program) in the school over the first five years of operation including:

- *Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school including a delineation of which instructional staff each instructional leader is responsible for supporting;*
- *The process and criteria for identifying and selecting instructional leaders including how such criteria align with the school's educational philosophy and mission; and,*
- *How instructional leaders will monitor the effectiveness of the academic program and at-risk students' academic performance.*

At Schenectady Scholars, we deeply value the talent within our school team. We recognize that our scholars' success is directly tied to the quality of instruction they receive, and that continuous coaching and development are essential for our teachers to refine their practice. Understanding the profound impact leadership has on the school community, we invest significant time in recruiting leaders who are committed to the work, dedicated to people, and focused on achieving meaningful results.

Our organizational model begins with the Principal, who ensures that all school-level decisions align with Schenectady Scholars' mission and vision. The Principal will be responsible for deeply understanding, modeling, and embedding these guiding principles into every aspect of the school's operations. They will lead the hiring, development, and accountability of the Leadership Team, ensuring that each member meets performance expectations aligned with their specific role.

The Leadership Team will convene for the first time during Leadership Training Camp, a weeklong session in June designed to internalize the school's mission and vision while providing leaders with a clear understanding of their roles and responsibilities. On the first day, the Principal will ensure that all leaders grasp how their work contributes to achieving the school's mission (see Figure 9a.1).

In Year 1, the Leadership Team will consist of the Director of Operations, SPED Teacher/Director, Parent Coordinator, Dean, and Assistant Principal (AP). This structure will remain in place through Years 2-4, with Instructional Coaches potentially joining in Year 2 or 3 to further strengthen instructional leadership.

The Principal's Role

As the chief steward of the school's mission, the Principal is responsible for ensuring that all necessary resources are in place to support leaders, teachers, and staff in driving towards that mission. Key responsibilities include:

- Managing, developing, and evaluating Leadership Team members to ensure strong school operations, culture, and instructional effectiveness.
- Leading curriculum planning in Year 1 alongside the Assistant Principal, with the potential support of a curriculum consultant to design unit plans and assessments aligned with New York State Standards.
- Overseeing and providing feedback on all professional development led by members of the Leadership Team.
- Conducting weekly instructional walkthroughs to assess and refine teaching practices.
- Meeting with Leadership Team members through Leadership Coaching Meetings to provide targeted support and ongoing evaluation.
- Empowering staff to leverage their unique strengths in advancing the school's equity vision.

Leadership Team Roles & Responsibilities

SPED Teacher/Director

The SPED Teacher/Director will oversee Special Education and English Language Learner (ELL) programming. They will coordinate with the Committee on Special Education (CSE) to conduct student evaluations and ensure high-quality services, accommodations, and modifications that align with Schenectady Scholars' mission.

Key responsibilities include:

- Managing, developing, and evaluating SPED teachers (beginning in Year 2) and the ELL teacher (part-time in Year 1, full-time in Year 2).
- Analyzing student data to assess progress and refine intervention strategies.
- Collaborating with the AP to provide targeted professional development for teachers on best practices for supporting SPED and ELL scholars.
- Maintaining compliance with IEP, 504 Plan, and Behavior Intervention Plan (BIP) requirements while ensuring all staff are informed of necessary modifications.

Assistant Principal (AP)

The AP will oversee curriculum and instruction, ensuring a culturally responsive approach to teaching. This role involves using student data to guide instructional decisions, staff development, and curriculum revisions.

Key responsibilities include:

- Managing, developing, and evaluating Instructional Coaches (ICs) in Years 2 and/or 3 to ensure high-quality teacher leadership.
- Conducting weekly classroom observations alongside ICs to support teacher growth and instructional improvement.
- Leading professional development for Instructional Coaches and collaborating with them to design school-wide instructional PD sessions.
- Overseeing student assessments, including end-of-trimester evaluations, and ensuring a structured process for analyzing data to drive instruction.
- Working across the Leadership Team to ensure students receive the tiered instruction and support needed to succeed.
- Continuously evaluating and refining the curriculum, making informed decisions on books, learning materials, and instructional resources.

Instructional Coaches (ICs) [Years 2-3]

Instructional Coaches will play a pivotal role in teacher development, providing ongoing support and ensuring effective instructional practices. They will:

- Manage, develop, and evaluate general education teachers through bi-weekly coaching meetings and weekly classroom observations.
- Provide in-the-moment coaching by modeling instructional techniques and facilitating reflective discussions during coaching sessions.
- Lead lesson rehearsals during Summer Training Camp to prepare teachers for the school year.
- Meet weekly with the Principal to review performance and strategize teacher support initiatives.

- Act as a key conduit between teachers, scholars, and leadership—bringing insights that inform broader instructional strategies.
- Use a data-driven approach to instruction, adapting strategies based on student needs and performance trends.

Leadership Meetings, Evaluations, & Development

Our Leadership Team will meet regularly in various configurations to assess data, monitor performance, and ensure alignment with our school's mission. These meetings will provide ongoing opportunities to analyze key data sources, evaluate the effectiveness of our instructional approach, and develop strategies to support teachers in improving student outcomes. Additionally, our Leadership Team will focus on strengthening leadership capacity by refining essential leadership competencies.

We will hold three primary types of meetings: Leadership Team Meetings and Instructional Leadership Meetings, each serving a distinct purpose.

- **Leadership Team Meetings**, led by the Principal, will include all members of the leadership team. These weekly meetings will focus on reviewing teacher feedback from surveys, analyzing assessment data, tracking SEL growth, and monitoring attendance trends. We will identify students who are struggling academically, investigate potential causes—including attendance patterns, behavioral data, and student or family input—and develop targeted interventions. These meetings will also serve as a platform for refining school-wide systems, planning professional development, and preparing for upcoming school events. Additionally, we will assess overall school performance and engage in strategic discussions regarding leadership priorities and focus areas.
- **Instructional Leadership Meetings**, also led by the Principal, will bring together key instructional leaders, including the Dean, Assistant Principal, and SPED Director in Year 1, with Instructional Coaches joining in later years. These weekly meetings will be dedicated to making data-driven decisions about student interventions and teacher support. We will closely monitor scholars receiving Tier 3 RTI services, review discipline data, assess referrals, and analyze classroom observation findings. The team will determine whether students have demonstrated sufficient progress to exit intervention programs and identify teachers who may benefit from additional coaching. Leadership assignments will be made to provide targeted support, establish progress timelines, and set key checkpoints for review in subsequent meetings.
- **Leadership Coaching Meetings** will focus on leadership development and growth. These sessions will provide a structured opportunity to reflect on individual leadership strengths and areas for improvement. Leaders will work on targeted development plans, which may include observing coaching sessions, planning professional development for teachers, refining coaching techniques, or increasing support touchpoints to track progress effectively.

Through these structured and intentional meetings, our Leadership Team will maintain a proactive approach to school improvement, ensuring both scholars and educators receive the support needed to thrive.

Evaluating New Leadership Hires & Current Members of the Leadership Team

Schenectady Scholars Leadership Team will individually be evaluated on a distributed leadership model. Our model will ensure leadership is collaborative, sustainable, and equity focused. This model emphasizes teacher empowerment, student centered instruction, and shared accountability, making it perfect fit for a blended

Montessori and Charter approach. Figure 9a-1 demonstrates the relationship between our key design elements and leadership model traits.

Figure 9a-1. Key Design Elements & Leadership Model	
Key Design Elements	**Leadership Model**
Data-Driven Instruction- Leaders use collaborative data driven practices to drive instructional improvement	• Teachers' leadership teams analyze student assessment data to identify instructional gaps and best practices • Grade-level and content area leaders provide peer coaching on data based instructional adjustments • Administrators serve as facilitators, helping teams reflect on data and adjust teaching methods • Data driven coaching cycles ensure continuous improvement and accountability • Teachers engage in action research projects, testing new instructional methods based on student data • Real time classroom observations and feedback loops ensure that teachers are using data to inform instruction • Student progress monitoring meetings allow leadership teams to identify trends and implement proactive interventions
Montessori Method & Empowering Teacher Autonomy- Leadership is distributed among educators, ensuring teachers have autonomy, mentorship, and decision-making power in instructional design	• Teachers co-create curriculum and instructional strategies, integrating Montessori philosophy • Teacher led professional development cycles focus on student independence, hands-on learning, and multi age instruction • Student leadership teams participate in school governance, aligning with Montessori's emphasis on self-direction and independence • Administrators act as facilitators, not top-down decision makers, fostering a culture of self-driven improvement • Multi-tiered mentorship programs pair new teachers with experience Montessori educators for ongoing support

	• Classroom observation rounds encourage peer learning and best practice sharing among teachers • Student self-assessment frameworks help students reflect on their learning journey, reinforcing independence
Authentic Relationship & Collaborative Leadership- Leadership is based on trust, collaboration, and shared vision, enduring meaningful engagement with students, teachers, and families	• Grade level leadership teams work closely with teachers, offering mentorship and real time feedback • Leadership councils (teachers, students, and families) ensure school decisions reflect community values • Administrators prioritize coaching, mentorship, and support, rather than compliance focused management • Restorative leadership practices reinforce student and teacher voice in decision making • Regular community meetings foster two-way communication between families and school leaders • Home school partnership initiatives empower families to be active partner in student learning • Cross functional leadership teams (teachers, support staff, and administration) collaborate on schoolwide decision making
Cultural Responsiveness & Equity Centered Leadership- Leadership ensures instruction, policies, and professional development are equity driven and culturally affirming	• Culturally Responsive Leadership Teams analyze school policies to ensure they reflect equity, inclusion, and student voice • Teacher leadership groups co-create culturally relevant curriculum, integrating student backgrounds into instruction • Students participate in governance, advocating for policies that reflect their lived experiences • Restorative and community centered practices replace punitive discipline models, fostering equity • School-wide professional development ensures that all staff are trained in culturally responsive pedagogy

	• Affinity groups and mentorship provide support for students from underrepresented backgrounds • Leadership equity audits help assess whether school policies and practices promote

Establishing a Pipeline of Future Leaders

The Principal will take a deliberate approach to identifying, developing, and retaining top-performing teachers, staff, and leaders. Our school's leadership structure is intentionally designed to cultivate teacher leaders, equipping them with the skills and experience necessary to take on expanded responsibilities as the school grows. Similarly, staff members will be provided with opportunities for advancement, such as the Office Manager being encouraged to apply for the Director of Operations role should it become available.

At Schenectady Scholars, we want every member of our team to envision a long-term future within our school. By gradually introducing new leadership positions, we aim to create clear pathways for promotion, ensuring that well-performing staff members have opportunities to grow within the organization.

In our hiring and promotion processes, we will also prioritize diversity, equity, and inclusion, attentively tracking representation across key demographics such as race, gender, and ability/disability. We are deeply committed to building a staff that reflects the identities and experiences of our scholars and families. Through this approach, we seek to instill in our students the belief that regardless of their background, they too can lead and succeed.

B. Teacher Support and Supervision

Describe the school's approach to ongoing individual teacher supervision and support including (but not limited to) coaching and feedback systems and support to ensure high-quality instructional planning and implementation.

At Schenectady Scholars, we recognize that retaining great teachers is essential to our success. We invest time in building meaningful relationships with our staff, gaining a deep understanding of who they are, their career aspirations, and how their individual goals align with the mission of our school. By fostering a culture where teachers feel valued and supported, we create an environment where they can thrive professionally.

We begin each school year with Summer Training Camp, designed to cultivate relationships among staff and between teachers and leadership. Through team-building exercises and consultations with team-building experts, we establish a foundation of trust and collaboration.

Throughout the year, we provide structured and intentional professional development to enhance teacher effectiveness, including:

- Weekly classroom observations
- Bi-weekly coaching meetings
- Weekly preparation and content meetings
- Friday professional development (PD) sessions

We operate with clarity and directness, ensuring that all staff members fully understand our high expectations for professionalism, their roles and responsibilities, and the end-of-year goals for both scholars and educators.

Teacher voice and feedback are integral to our continuous improvement. We provide multiple channels for input, including weekly surveys and direct conversations, enabling teachers to share their experiences and contribute to their own development. The Leadership Team regularly reflects on this feedback, using it to action plan and refine our approach for the following school year.

Through consistency, transparency, and a commitment to professional growth, we aim to retain our teachers, strengthen their skills, and support their development as educators and leaders. *Figure 9b-1 illustrates the key strategies we use to achieve these goals.*

Figure 9b-1. Key Coaching Practices

Teacher Support Provided	Description of Structure	Who Supports	Occurrence of Structure
Classroom Walkthrough	10-15 minutes formal observations to assess instructional effectiveness, student engagement, and classroom culture. Provides real-time feedback and identifies areas for targeted support.	• Dean • Assistant Principal • Instructional Coach • Principal • SPED Director	Bi-Weekly
Informal Observation	5-10, short, non-evaluative classroom visits to monitor implementation of best practices, provide feedback, and support professional growth.	• Dean • Assistant Principal • Instructional Coach • Principal • SPED Director	Weekly
Coaching Meetings	One-on-on or small group coaching focused on instructional strategies, classroom management, and student data review. Supports ongoing professional learning and improvement.	• Dean • Assistant Principal • Instructional Coach	Bi-Weekly
Grade Level Meetings	Collaborative meetings where teachers within content and grade-level areas discuss curriculum alignment, instructional strategies, data analysis, and best practices.	• Assistant Principal • Instructional Coach	Weekly
Beg/Mid/End Year Performance Evaluations	Formal evaluation process that includes self-reflection, administrative observations, and goal setting for professional	• Dean • Assistant Principal • Principal (Each AP, IC, and Dean will have section from instructional	At start, mid, and end of the school year

	growth. Used to measure progress and inform support plans.	practices/classroom management	

Our teachers spend most of their workdays executing, planning, or reflecting on how to improve their practices. Our annual school calendar and our daily schedule (see section R-07ac-Calendar and Schedules) allow for scheduled time in the day and throughout the school year for teachers to improve their practice. We also have embedded time for teachers to improve their ability to plan and prepare to teach (see section c. Professional Development).

C. Professional Development

Describe how the school wide professional development program will assist teachers in meeting all students academic needs and school goals including:

- *An overview of the frequency and format of professional development;*
- *Who will be responsible for leading and providing professional development;*
- *How the school will identify professional development topics;*
- *How the school's professional development plans support the school's mission, key design elements, and the target and special populations' needs;*
- *How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, highly effective teachers, and teachers of all subjects, including teachers of students with disabilities and ELLs; and*
- *The process for evaluating the efficacy of the professional development program*

At Schenectady Scholars, we believe that practice alone does not guarantee perfection, but with intentionality, it leads to continuous improvement. It is the responsibility of school leadership to ensure that teachers have dedicated time to refine their craft with clarity and purpose. Since teacher skill directly impacts student outcomes, we have intentionally built 20 Professional Development (PD) days into our school calendar (*see R-07ac - Calendar and Schedules*). Additionally, we have adjusted our schedule to dismiss scholars at 12:30 p.m. once a month to provide extended PD sessions.

We prioritize teacher development because strong instructional skills are essential to meeting the diverse needs of our scholars. Many of our teachers may be experiencing Montessori education for the first time, yet our scholars deserve an equitable opportunity to achieve at the same level as students in schools with highly experienced teachers.

At Schenectady Scholars, professional development is always rooted in purpose and practical application. We ensure that PD sessions are meaningful, actionable, and directly tied to classroom practice. Our approach is built upon four key components of effective PD, which were developed through conversations and site visits with leaders from Baltimore Montessori Charter School and Choice Charter School. *Figure 9c-1 outlines these four components in detail.*

By embedding purposeful practice, structured development, and ongoing support into our school culture, we ensure that our teachers are continually growing—both for their own professional success and for the success of our scholars.

Figure 9c.1 PD Components of Effective PD

PD Components	Practical Implementation at Schenectady Scholars	Why We Do It
Montessori Infused Instructional Rigor	• Weekly PD sessions on blending Montessori independence with structured charter instruction. • Teacher coaching on maintaining academic rigor while honoring student choice. • Observing and analyzing high-performing urban Charter-Montessori classrooms.	• Ensures Montessori principles are adapted for academic success in an urban charter setting. • Helps teachers balance student independence with meeting rigorous learning goals. • Provides models of best practices for effective Montessori-Charter instruction.
Data Informed & Student-Centered Teaching	• Monthly student data meetings to assess learning gaps and adjust Montessori work cycles. • Training on using student progress portfolios to align Montessori observation with state standards. • PD sessions on targeted small-group instruction to meet individualized student needs.	• Helps teachers make data-driven decisions while maintaining Montessori's individualized approach. • Ensures students are progressing toward grade-level expectations. • Supports teachers in using evidence to differentiate and improve instruction.
Culturally Responsive & Inclusive Practices	• Quarterly workshops on culturally relevant teaching and trauma-informed Montessori strategies. • School-wide training on restorative justice to create an equitable classroom environment. • Developing Montessori materials that reflect students' cultural backgrounds.	• Creates an inclusive, equitable learning environment that reflects the student population. • Addresses barriers to learning that disproportionately affect Black and Brown students. • Strengthens student-teacher relationships and builds a supportive school culture.
Teacher-Led Collaboration & Growth	• Establishing Professional Learning Communities (PLCs) for teachers to share best practices. • Implementing peer observation cycles with structured feedback sessions. • Partnering with other urban Charter-Montessori schools for learning exchanges.	• Encourages professional growth through teacher autonomy and shared expertise. • Builds a collaborative, reflective teaching culture that improves student outcomes. • Connects educators with a network of successful urban Montessori charter schools.

Figure 9c-2 illustrates the pre-planned Friday Professional Development schedule that aligns with our school's culture, academics, and mission.

Figure 9c-2. Sample Schedule: Friday Professional Development

Time	Topic	Description	Facilitator (s)
1:30-1:45 p.m	Welcome & Objective	• Overview of the day's PD objectives. • Quick teacher check-in: What are you hoping to gain from today's session? • Review the importance of Montessori-Charter alignment.	• Principal • AP
1:45-2:30 p.m.	Montessori Infused Instructional Rigor: Balancing Autonomy & Accountability	• Exploring how to maintain academic rigor while supporting student independence. • Strategies for blending direct instruction with student-led learning. • Teachers will analyze sample Montessori lesson plans and modify them for a structured setting	• Principal • AP • IC
2:30-3:00 p.m.	Data-Informed, Student-Centered Teaching: Using Student Work to Drive Instruction	• Reviewing student work samples to identify trends and learning gaps. • Training on how to adjust Montessori work cycles based on student assessment data. • Small group discussions on instructional shifts based on data findings.	• Principal • AP • IC
3:00-3:30 p.m.	Culturally Responsive Practices: Creating an Inclusive Montessori Environment	• Discussing culturally responsive teaching within a Montessori framework. • Sharing best practices for making materials and content more inclusive. • Role-playing scenarios to practice equitable responses to student needs.	• Principal • Dean • AP
3:30-4:00 p.m.	Teacher Collaboration & Reflection	• Teachers will reflect on their learning and set personal goals for implementation. • Collaborative problem-solving on any current challenges in instruction or culture. • Closing thoughts and action steps for the following week.	• AP • IC

At Schenectady Scholars, we recognize that teachers play a pivotal role in delivering excellent instruction. To uphold our Key Design Element of Data-Driven Instruction, teachers must set and maintain a high bar for academic and behavioral expectations, persistently guiding scholars toward excellence. Leadership plays a critical role in ensuring that teachers receive the professional development (PD) and coaching needed to sustain these high expectations. Our PD model is reinforced by strong coaching practices that provide teachers with continuous support and development.

Teachers must also be equipped to support scholars' emotional and social growth. Many of our scholars may face challenges such as poverty, inadequate living conditions, generational education gaps, and trauma. To create a safe, inclusive, and responsive learning environment, our school systems must intentionally value scholars' lived experiences while providing structured support mechanisms. We firmly believe in keeping scholars in class and avoiding unnecessary send-outs or suspensions for behaviors that can be managed by the classroom teacher. To achieve this, we will provide our teachers with de-escalation strategies and tools to address behaviors that impact the community. We will also partner with Second Step and local agencies to support teachers in building these critical skills.

Leadership's Role in Summer Institute & Professional Development

Before finalizing the Summer Institute PD schedule, the Leadership Team will collaborate with the Principal to ensure the plan is aligned with school-wide goals and meets the needs of the staff and scholars. Leadership roles and responsibilities will be delegated based on expertise, experience, and official leadership positions to ensure efficient and effective training.

During Summer Camp sessions, leadership members will take on the following key responsibilities:

- Principal: Leads sessions on organizational health, mission alignment, school-wide goals, and coaching structures, while overseeing overall training facilitation.
- Dean: Leads sessions on character development, including:
    - Second Step integration
    - Whole-school circles
    - Restorative practices
    - Key taxonomy
    - Collaboration with local agencies for behavioral support
- SPED Director: Reviews staff expectations for supporting students with disabilities and ensuring compliance with special education regulations.
- Instructional Coaches (ICs): Guide teachers on:
    - Content internalization
    - Instructional expectations
    - Teaching roles and responsibilities
    - Content-specific learning objectives
- Director of Operations: Reviews procedures for:
    - Classroom organization
    - Materials and technology management
    - Systems for entering scholar data

Figure 9c.3 outlines the key session topics covered during Summer Camp. The PD schedule will be finalized during Summer Training Camp, after all Leadership Team members review and provide feedback on the session topics.

By fostering a culture of continuous learning, clarity, and collaboration, we ensure that teachers are fully equipped to support scholar success—academically, socially, and emotionally.

Figure 9c-3. Schenectady Scholar Summer Training Camp PD Sessions Topics			
Topic	**Description**	**Facilitator**	**Week**

Team Building	Strengthening staff collaboration and trust through activities	Leadership Team	Daily
Reflection	Encouraging self-assessment and growth in daily practices	Principal	Daily
Mission & Vision	Strategies for building strong relationships with families	Principal	1
Family Engagement and Communication	Establishing partnerships to support student success	Principal & Parent Coordinator	2
Community Partners	Integrating Montessori principles into the school model	Principal & Outside Agency	2
Montessori Approach	Integrating Montessori principles into the school model	Principal & Outside Consultant	2
Co-Teaching Model	Best practices for effective co-teaching and collaboration	AP	1
SPED & ELL Approach	Supporting diverse learners through inclusive strategies	SPED Teacher/Director	1
Classroom Procedures & Routines	Establishing consistent expectations for classroom management	Principal, Dean, AP	2
Non-Compliance Culture	Addressing and preventing student disengagement	Principal	2
Content Unpacking- Math	Deep dive into math curriculum and instructional strategies	AP	2
Positive Reinforcement System	Implementing strategies to encourage positive behavior	Dean	1
Second Step Training	Social-emotional learning framework for student development	Principal & Consultant	1
Content Unpacking-Reading	Deep dive into literacy instruction and curriculum	AP	2
Schedule/Lesson Internalization	Planning and internalizing daily lesson structures	Principal & AP	1
Human Resources	HR policies, staff expectations, and compliance	Director of Operations	1
Scholar Assessments	Understanding student assessments and data-driven instruction	AP	1

Whole Group Professional Development

At Schenectady Scholars, Friday Professional Development (PD) is intentionally data-driven and structured to provide teachers with practical skills that directly enhance their instruction. Our guiding mindset is centered on the belief that every scholar can learn and succeed, if the adults in the building are committed to continuous growth.

The Leadership Team plays a critical role in preparing for Friday PD by assessing school-wide instructional needs and incorporating teacher feedback from their daily experiences with scholars. Each session is designed to ensure that teachers leave with a deeper understanding of our mission and the concrete tools needed to support scholar achievement—both academically and socially.

Individualized Professional Development

Just as our Montessori approach recognizes that scholars learn best when focusing on their individual needs, we believe that teachers also grow at different rates and require personalized support. Our coaching structures are designed to provide targeted, individualized development that aligns with each teacher's professional goals.

At the beginning of the school year, teachers will self-evaluate using a rubric that outlines their personal instructional goals. These goals will serve as a benchmark for their Mid-Year and End-of-Year Evaluations. Throughout the year, the Principal, Assistant Principal, Dean, and Instructional Coaches will conduct observations and coaching sessions to help identify areas for growth and determine next steps.

Evaluations will be comprehensive, combining:

- Observation feedback
- Coaching insights
- Implementation of targeted strategies

All evaluations will be documented and recorded in each teacher's file and used to determine:

- Promotion and leadership opportunities
- Retention decisions
- Additional coaching and support needs

Teachers who excel in their role may be given opportunities to coach and mentor their peers. Additionally, teachers with strong instructional expertise will have the chance to lead professional development sessions in their areas of strength, reinforcing a culture of shared learning and growth.

Professional Development Evaluation

At Schenectady Scholars, we believe in continuous improvement—not just for teachers but also for our professional development practices. To ensure that PD remains effective, meaningful, and aligned with teacher needs, teachers will complete a survey after each session to evaluate:

- The effectiveness of the material
- The clarity and impact of the presentation

This feedback will serve as a critical tool for the Leadership Team to refine PD topics, delivery methods, and overall teacher support. By analyzing survey data, we will identify successful strategies, adjust areas in need of improvement, and ensure that our PD remains relevant and impactful.

Through structured, individualized, and responsive professional development, Schenectady Scholars will cultivate a culture of excellence, empowering both teachers and scholars to achieve their highest potential.

D. Teacher Evaluation & Accountability

Describe how the school will formally evaluate teachers and hold them accountable for student achievement

- *An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in staff members; and,*
- *A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.*

Teacher Evaluation & Accountability

At Schenectady Scholars, our teacher evaluation process is designed to be comprehensive, research-based, and aligned with our key design elements. The Principal will develop a structured evaluation framework using effective, research-based resources, ensuring that all assessments of teacher performance are grounded in best practices.

This framework will focus on four core areas of effective teaching:

1. **Data-Driven Instruction** – Using assessment data to inform and refine teaching strategies.
2. **Montessori Approach** – Implementing Montessori principles to foster independent, student-centered learning.
3. **Cultural Responsiveness** – Creating inclusive, equitable classrooms that honor diverse backgrounds and experiences.
4. **Authentic Relationships** – Building meaningful connections with scholars to support their academic and social-emotional growth.

Implementation & Monitoring

During the planning year, the Principal will codify these four areas into a detailed teaching rubric. This rubric will serve as a standardized tool for evaluating teacher effectiveness and will be used by Leadership Team members during:

- Classroom walkthroughs
- Coaching meetings
- Formal teacher observations

The evaluation data collected through this process will help identify teachers who require additional support, including:

- Extended classroom observations
- Targeted coaching sessions
- Individualized professional development plans

Figure 9d-4 illustrates the Schenectady Scholars Components of Teacher Evaluations and Accountability.

By systematically assessing teacher performance and providing personalized support, we ensure that all educators are continually growing and equipped to deliver high-quality instruction that meets the needs of every scholar.

Figure 9d.4 Schenectady Scholars Components of Teacher Evaluations & Accountability	
Data Driven Instruction	• Use of student performance data to guide instructional adjustments • Integration of formative and summative assessments for continuous improvement • Application of Montessori observation records alongside charter school benchmark testing • Regular data meetings to analyze trends and adjust instruction • Use of digital platforms to track and assess student progress
Montessori Method	• Implementation of Montessori prepared environment principles (order, freedom within limits, structure) • Use of Montessori's Work Cycle for concept mastery • Differentiation strategies based on Montessori mixed ability learning and individualized student progression • Encouraging student led learning and intrinsic motivation • Integration of Montessori materials with traditional charter school curriculum
Cultural Responsiveness	• Creating a respectful, inclusive, and student centered learning environment • Incorporation of students' cultural backgrounds into instructional practices • Use of classroom management strategies (TLAC techniques, positive discipline, and restorative practices) that affirm diverse identities • Development of culturally relevant curriculum and resources • Ongoing equity training for teachers to support diverse student needs
Authentic Relationship	• Fostering meaningful connection between teachers, student, and families • Engaging parents as partners in their child's education through regular feedback and collaboration • Supporting students' social emotional learning and independence through Montessori principles and relationship building strategies • Establishing mentorship programs to support student success • Encouraging a collaborative teacher student relationship that promotes trust and engagement

Developing Teachers with Purpose and Alignment

At Schenectady Scholars, we are committed to developing teachers in alignment with our mission and core values. From the hiring process, we set clear expectations that teaching at our school requires both continuous self-reflection and active engagement in structured development opportunities. Our scholars deserve educators who model the same growth mindset and reflective practices we encourage in students.

To support teacher growth, we implement a multi-faceted professional development approach, including:

- **Routine coaching and feedback cycles**

- **Observations and classroom walkthroughs**
- **Friday Professional Development (PD) sessions**

Summer Training Camp & Teacher Performance Framework

During Summer Training Camp, staff will be introduced to the teaching performance evaluation rubric, which will be integrated into the staff handbook. Teachers will have the opportunity to review, internalize, and ask questions about the framework to ensure alignment with expectations before the school year begins.

As part of their professional growth plan, teachers will:

- Identify areas of strength and development
- Set professional goals for the school year
- Deepen their understanding of how the evaluation rubric supports school-wide clarity and instructional excellence

The Leadership Team will utilize this rubric for beginning-of-year, mid-year, and end-of-year performance evaluations. After mid-year evaluations, the Principal will meet individually with each leadership member to review teacher progress, analyze student achievement data, and identify factors that may be impacting teacher performance.

At the end of the school year, the Leadership Team will assess overall teacher development, evaluating whether those who demonstrated the most growth on the rubric also achieved the strongest student outcomes. This reflection will inform future coaching strategies and leadership decisions.

Leadership Development & Coaching Consistency

For coaching systems to be effective and sustainable, leadership development is essential. The Principal will provide direct coaching and support to ensure that leaders can effectively utilize the teaching rubric when guiding teacher growth. This includes:

- Modeling best practices for using the rubric during classroom observations and teacher evaluations.
- Leading rubric-based walkthroughs at the start of each school year to establish a consistent, shared vision of instructional excellence among the leadership team.

By fostering clarity, consistency, and continuous development, we ensure that teachers and leaders grow together creating a school environment where all scholars can thrive.

R-10a-School Culture

Explain how the school will establish and maintain a culture that supports learning and achievement including:

- *The school's general approach to school culture and rationale for this approach;*
- *Any specific programs and methods the school intends to implement to support the social and emotional development in students and rationale for their selection;*
- *Any specific programs and methods the school intends to implement to support teachers and other staff in creating and sustaining an equitable school culture and the rationale for their selection;*
- *How the school will maintain a safe and orderly environment; and,*
- *How the school will instill the culture and expectations with board members, staff, students, and families.*

Our Approach to School Culture

"I was a curious boy, but the schools were not concerned with curiosity. They were concerned with compliance."
Ta-Nehisi Coates

We are committed to creating an environment where Black and Brown from under resourced communities can embrace curiosity and a love for learning. At Schenectady Scholars, we will achieve key goals: fostering children's development with integrity and ensuring a safe, supportive environment.

1. Our approach allows children to be children encouraging exploration and creativity rather than enforcing rigid compliance that stifles curiosity and growth
2. We will establish clear expectations that define what a safe, supportive, and enriching school environment should feel, sound, and look like for all stakeholders

At Schenectady Scholars Charter School, we are committed to fostering a nurturing, inclusive, and equitable school culture that affirms the identities of Black and Brown, and under-privileged scholars. Rooted in the principles of the Montessori method and the structure of a traditional charter school, we aim to create an environment where every scholar feels valued, safe, and empowered to reach their highest potential.

Key Pillars of Our Culture

At Schenectady Scholars, our culture is built on a foundation of empowerment through respect, ensuring that safety and respect go hand in hand. We cultivate an environment where scholars develop self-respect, respect for others, and respect for their surroundings. By setting clear, age-appropriate behavioral expectations, we aim not to enforce compliance but to foster a community where scholars effectively manage their actions and emotions.

Guided by Montessori principles, we emphasize the holistic development of each scholar academically, socially, and emotionally. Our approach blends Montessori practices, such as choice, self-direction, and collaborative learning, with clear behavioral boundaries. This ensures scholars take ownership of their learning while thriving in a safe and structured environment.

Culturally responsive practices are integral to our school culture. We intentionally design learning experiences and routines that reflect and celebrate the cultural backgrounds of our scholars, fostering a sense of belonging

and pride in their identities. This inclusive approach honors the diverse experiences of Black, Brown, and underprivileged families, creating a school community where every scholar feels valued.

To support holistic development further, we integrate social-emotional (SEL) into our daily routines using the Second Step Program. This research-based initiative equips scholars with essential skills such as emotional regulation, empathy, problem-solving, and responsible decision making. By embedding SEL into the curriculum, we promote a positive school climate, academic success, and resilience, empowering scholars to navigate challenges confidently.

Our high expectations for behavior are built on principles of mutual accountability, restorative practices, and positive reinforcement. Scholars are guided to take responsibility for their actions in ways that are developmentally appropriate, viewing missteps as opportunities for growth and reflection. Restorative conversations help resolve conflicts and repair relationships, while positive reinforcement celebrates effort, progress, and achievement, encouraging scholars to meet and exceed expectations.

Safety is the cornerstone of our school culture, encompassing both physical and emotional well-being. Proactive measures, such as active monitoring during transitions and clear communication of expectations, ensure a secure environment. Classrooms are designed as welcoming spaces where scholars feel seen, heard, and valued, with Second Step programs fostering emotional intelligence and self-regulation. Furthermore, we partner with families and the broader community to align home and school environments, promoting the overall well-being of every scholar.

Through these guiding pillars, Schenectady Scholars fosters a culture where respect, holistic development, cultural responsiveness, social-emotional learning, high expectations, and safety come together to empower scholars to thrive academically and personally.

Schenectady Scholars CORE Values

At Schenectady Scholars, our core values define who we are and guide how we are and guide how we learn, grow, and contribute to our community. These values represent the behaviors and actions we expect from all scholars as they strive for excellence.

1.Compassion

Definition: Showing kindness, empathy, and care for others in all interactions. Scholars demonstrate compassion by understanding others' feelings and offering help when needed.

What Scholars Should Do:

- Listen to others respectfully and without interrupting
- Help peers who are struggling or upset
- Use kind words and actions, even when solving conflicts

Example for Scholars:

- "I can help a classmate who looks upset by asking if they're okay."
- "I listen to others without interrupting because their feelings matter."

- “If I see someone struggling, I can offer to help or find an adult to support them.”

2. Knowledge

Definition: Pursuing learning with curiosity, focus, and determination to grow intellectually and academically. Scholars seek knowledge and share what they learn to benefit the community.

What Scholars Should Do:

- Ask questions and participate actively in lessons
- Stay focused on tasks and give their best effort
- Share knowledge with peers to encourage group learning

Example for Scholars:

- “I ask questions when I don’t understand because learning is important.”
- “I can stay focused on my work and try my best, even if it’s challenging.”
- “I share what I’ve learned with others so we can all grow together.”

3. Confidence

Definition: Believing in oneself and one’s abilities to succeed and lead. Scholars are confident in expressing their ideas and taking risks to grow.

What Scholars Should Do:

- Speak up and share their thoughts or ideas without fear
- Face challenges with a positive attitude and self-assurance
- Stay calm and focused when distractions arise

Example for Scholars:

- “I can try new things, even if I’m nervous because I believe in myself.”
- “I can raise my hand to share my ideas, knowing that my voice matters.”
- “I can calm myself down and refocus whenever I am distracted.”

4. Community

Definition: Working together to create a sense of belonging and share responsibility. Scholars respect others and contribute to the well-being of their school and neighborhood.

What Scholars Should Do:

- Include everyone in group activities and conversations.
- Take responsibility for maintaining a clean and respectful environment
- Celebrate the success of classmates and friends.

Example for Scholars:

- “I can include everyone in games and group activities so no one feels left out.”
- “I can pick up trash in the hallway because it keeps our school clear for everyone.”
- I can cheer for my classmates’ success because we are all part of the same team.”

5. Integrity

Definition: Doing what is right, even when one one is watching. Scholars value honesty, fairness, and accountability in their actions and words.

What Scholars Should Do:

- Tell the truth, even in difficult situations
- Follow rules and expectations at all times
- Take responsibility for their actions and fix their mistakes

Example for Scholars:

- “I can tell the truth, even when it’s hard, because honesty is important.”
- I can follow the rules, even when there’s no adult around to remind me.”
- I can admit my mistakes and try to make things better.”

6. Resilience

Definition: Facing challenges with perseverance and a positive attitude. Scholars learn from setbacks and use them as opportunities to grow.

What Scholars Should Do:

- Keep trying when things are difficult or don’t go as planned
- Learn from mistakes and use feedback to improve
- Stay calm and patient in the face of adversity

Example for Scholars:

- “I can try again when I don’t succeed the first time because mistakes help me learn.”
- I can keep practicing a skill until I get better, even if it’s tough.”
- I can take a deep breath and stay calm when things don’t go my way.”

Data on School Culture

Schools across the nation continue to reinforce racial biases that disproportionately impact Black, Brown, and underserved scholars. Even at elementary schools, where law enforcement involvement is less common, Black scholars constitute a significant percentage of scholars who are suspended or referred for behavioral support. This trend underscores the systemic inequities ingrained in U.S. public education.

Black and Brown students face disproportionately high suspension rates compared to their White peers. In the 2017-2018 school year, Black students represented 15% of total enrollment but accounted for 38% of students receiving one or more out of school suspension. Similarly, Brown students made up 27% of enrollment but constituted 18% of those suspended, while White students comprised 47% of enrollment and 36% of suspensions. These statistics reveal a stark disparity in how discipline is administered among racial groups. Moreover, Black and Brown students are overrepresented among economically disadvantaged populations, further compounding these inequities. Students from low-income backgrounds often exhibit behaviors influenced by external stressors, such as housing instability, food insecurity, or family challenges. These external factors frequently go unaddressed in schools, leading to punitive responses rather than supportive interventions.

Suspensions have a particularly detrimental impact on underprivileged students. They exacerbate academic gaps, increase dropout rates, and contribute to the perpetuation of the school to prison pipeline. Addressing these disparities requires a comprehensive reimagining of disciplinary practices, focusing on equity, restorative justice, and support systems that prioritize scholars' well-being and growth.

Supporting our Community

At Schenectady Scholars, we are dedicated to fostering a school culture that promotes emotional growth and equitable practices for all scholars. We believe that every scholar deserves an environment where their behavior is seen as age-appropriate and correctable within a safe, nurturing, and restorative framework.

Our approach is rooted in restorative practices, shifting away from punitive measures to solutions that emphasize understanding and accountability. Instead of focusing on the "why" behind a scholar's behavior, we address the impact of their actions on peers and teachers, fostering a deeper sense of responsibility. Scholars thrive in an environment where behavioral expectations are clearly communicated and consistently upheld, creating a sense of structure and fairness. For those facing behavioral challenges, we provide targeted support programs to help them regain emotional balance and develop healthier coping mechanisms.

Suspension and expulsion are measures we reserve only as a last resort. We believe these actions do not foster growth or well-being. Instead, we implement a programmatic approach that connects social-emotional skills to behavior, equipping scholars with the tools to succeed both academically and socially. By teaching self-awareness, emotional regulation, and interpersonal skills, we empower scholars to navigate their environments with confidence and resilience.

Our vision is to cultivate a restorative culture that supports every scholar's growth, ensures equity, and fosters a community built on mutual respect and a shared love for learning.

Schoolwide Positive Reinforcement System

At Schenectady Scholars, we are dedicated to fostering a culture where scholars feel valued, supported, and empowered to reach their full potential. Our approach is rooted in Positive Behavioral Interventions and Supports (PBIS), a framework developed by the U.S. Department of Education's Special Education Committee. This evidence-based model helps ensure that all scholars receive the encouragement and reinforcement necessary to thrive academically, socially, and emotionally. Through continuous data collection and analysis, we proactively identify scholars who may need additional guidance, providing targeted interventions that support their growth.

Rather than focusing solely on compliance, our goal is to cultivate a learning environment where positive behavior is consistently modeled, recognized, and celebrated. To achieve this, we have integrated insights from leading insights from leading research and best practices including: *Teach Like a Champion 3.0, These Kids Are Out of Control: Why We Must Reimage Classroom Management for Equity, and Positive Discipline in Montessori Education*.

By implementing these strategies with fidelity, we reinforce behaviors that align with our school's CORE Values, creating a community where scholars understand that their efforts and achievements are recognized and appreciated. Through a structured system of praise, incentives, and meaningful acknowledgments, we encourage scholars to develop intrinsic motivation, resilience, and a strong sense of accountability.

Our positive reinforcement system is designed to be consistent, equitable, and developmentally appropriate, ensuring that all scholars regardless of background or learning style experience an environment where success is both attainable and celebrated. When scholars exemplify our school's values, they receive verbal recognition, tangible rewards, leadership opportunities, and community acknowledgments that reinforce their positive contributions.

By prioritizing relationship building, equity, and encouragement, Schenectady Scholars is creating a school culture where every scholar is empowered to succeed not just academically, but as compassionate, knowledgeable, and confident individuals. Figure 10a-1 Components of the Positive Reinforcement System.

Figure 10a-1 Components of the Positive Reinforcement System		
Program	What	Rationale
Second Step SEL	The *Second Step* curriculum is a comprehensive social-emotional learning program designed to help students develop essential skills such as self-awareness, emotional regulation, responsible decision-making, social awareness, and relationship-building.	• Provide a proactive approach to teaching scholars how to manage their emotions and interact positively with others • Reduces behavioral disruptions by equipping scholars with conflict resolution skills and coping mechanisms. • Aligns with PBIS by promoting intrinsic motivation, helping students
Taxonomy	*Teach Like a Champion 3.0* provides a framework of high-leverage teaching techniques that promote strong classroom culture, academic rigor, and student engagement. The TLAC Taxonomy offers concrete strategies for behavior management, instructional, excellence, and student motivation	• Ensures consistency in teacher expectations and responses to student behavior. • Incorporates high-energy, positive reinforcement techniques such as What To Do and to ensure participation and accountability. • Encourages clear and consistent routines, making it easier for

		scholars to understand and meet behavioral expectations. • Prevents classroom disruptions by reinforcing engagement, attentiveness, and respect, respect, while also emphasizing academic achievement
Restorative Classroom Practices	Restorative classroom practices focus on relationship-building, conflict resolution, and repairing harm, rather than punitive discipline. This approach encourages scholars to take responsibility for their actions while fostering a sense of community and accountability	• Shifts from punitive discipline to a restorative model, which improves relationships between scholars and educators • Encourages open dialogue through practices such as community circles, peer mediation, and restorative conferences, helping students process emotions and resolve conflicts constructively • Reduces suspension and disciplinary actions by fostering a proactive, inclusive school culture where scholars feel invested in maintaining positive relationships

Daily data on scholar behavior and engagement will be systematically collected by teachers using Class Dojo and Dean's List platforms. This data will be actively monitored by the Assistant Principal to ensure consistent implementation across classrooms, identify emerging trends, and drive targeted interventions. By maintaining a real-time record of scholar progress, these platforms will also serve as essential communication tools, allowing teachers and administrators to provide families with meaningful updates on their scholar's strengths, areas of growth, and overall progress in meeting behavioral and academic expectations.

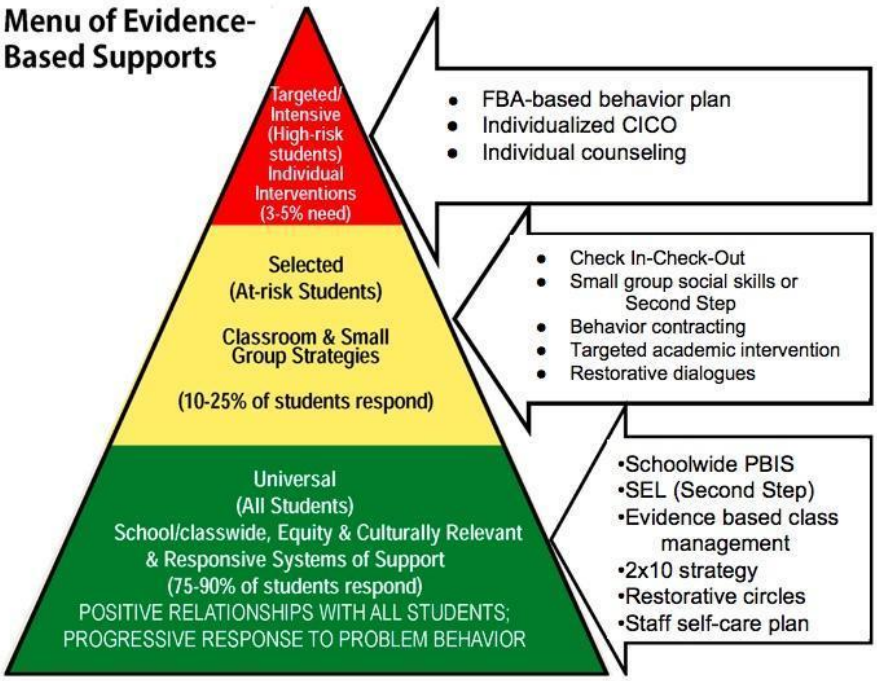
The leadership team will analyze this data regularly to inform collaborative decision making around school culture, instructional improvement goals, and support strategies for both scholars and teachers. A key focus will be identifying scholars in need of additional social-emotional learning interventions and determining which teachers may benefit from individualized coaching to enhance their classroom management practices.

To ensure a structured and equitable approach to behavioral and academic support, the school will implement a RTI (Figure 10a.2). This model provides a tiered system of interventions: Tier I interventions will be universally applied to reinforce positive behaviors and expectations for all scholars. Tier II interventions will offer targeted support for scholars exhibiting mild behavioral challenges, while Tier III interventions will provide intensive, individualized support for those facing significant difficulties.

For scholars requiring Tier II and Tier III interventions, Individualized Behavior Support Plans (BSP) will be developed and implemented. These scholars will also participate in specialized SEL interventions, facilitated by a dedicated support team that includes the Assistant Principal, SPED Director, and Social Worker. This multi-tiered

system ensures that every scholar receives the appropriate level of guidance and reinforcement, creating an inclusive and supportive school culture where all students can succeed.

Figure 10a.2 Tiers of Support RTI



At Schenectady Scholars, effective behavior management is proactive, inclusive, and relationship-centered. Our approach integrates Restorative Practice and Montessori Principles to create a respectful, structured, and supportive classroom environment where scholars develop self-discipline, accountability, and a love of learning.

Restorative practices focus on building and repairing relationships, fostering a sense of community, and teaching accountability, while Montessori principles emphasize intrinsic motivation, independence, and a prepared environment that encourages self-regulation. By blending these two approaches, we create classrooms where scholars are active participants in their own growth learning how to navigate challenges, take responsibility for their actions, and engage in meaningful reflection. Educators serve as guides and mentors, modeling constructive communication, conflict resolution, and positive behaviors, ensuring that scholars feel both supported and empowered in their learning journey. Figure 10a-3 outlines how these restorative and Montessori strategies are used both proactively and reactively to support individual and whole-class social emotional development.

To ensure the successful implementation of these strategies, teachers at Schenectady Scholar undergo specialized training in proactive behavior management techniques, drawn from our integrated teaching taxonomy. This training equips educators with the skills to address emerging behaviors in the least invasive and most supportive manner, fostering a classroom climate that prioritizes learning and growth over compliance. A central component of this training is framing, which ensures that behavioral expectations are communicated clearly,

consistently, and positively helping scholars internalize the school's values and behavioral expectations. Figure 10a-4 provides detailed examples of these taxonomy techniques and their real time classroom applications.

Our approach to positive reinforcement is rooted in building strong relationships, promoting accountability, and fostering a supportive and engaging learning environment. By leveraging PBIS, Restorative Practices, Montessori Principles, and evidence-based instructional strategies, we ensure that scholars not only excel academically but also develop essential social-emotional skills. Our commitment is to nurture scholars who embody our CORE VALUES, take ownership of their learning, and contribute positively to their communities. Through intentional implementation, continuous professional development, and a dedication to fostering an inclusive school culture, we equip every scholar with the tools and confidence to succeed both in school and beyond.

Figure 10a.3. Priority Restorative & Montessori Practices	
What:	Description:
Community Circles (Morning & Closing Circles)	• A proactive practice where scholars and teachers gather in a structured circle to build relationships, discuss feelings, set intentions for the day, and reflect on experiences. These circles help establish a strong sense of belonging and reinforce classroom norms.
Grace & Courtesy Lessons	• A Montessori-based strategy where scholars learn and practice respectful social interactions, conflict resolution, and communication skills through explicit modeling and role-playing. This promotes self-awareness and empathy
Restorative Conversations & Affective Statement	• Teachers and scholars use affective language (e.g. "I ___when____happened") to express emotions and resolve conflicts. This practice fosters accountability and emotional intelligence.
Peace Table or Reflection Space	• A designated area in the classroom where scholars can self-regulate, reflect on their emotions, and engage in calming strategies before returning to learning. Inspired by Montessori's emphasis on self-discipline and autonomy.
Restorative Conferences	• A structured conversation facilitated by teachers or administrators when a conflict occurs. All involved parties discuss the impact of their actions, take accountability, and collaboratively determine how to repair harm
Mindfulness & Grounding Techniques	• Short mindfulness exercises such as deep breathing, guided meditation, or sensory grounding techniques that help scholars regulate emotions, focus, and develop self-awareness.
Logical Consequences Instead of Punitive Punishments	• Teachers use logical and natural consequences that align with the behavior in question rather than punitive measures, reinforcing a restorative approach to discipline.

Teacher-Student Relationship Building Check-Ins	• Educators conduct daily or weekly check-ins with individual scholars, fostering meaningful connections and ensuring students feel seen, heard, and supported.

Programmatic Impact on Scholars

At Schenectady Scholars, our CORE Values inspire scholars to become leaders in their communities. By emphasizing positive reinforcement, we create an environment where behaviors that foster collaborative learning and leadership development are consistently encouraged and rewarded. Scholars are not only recognized for academic achievements but also for demonstrating resilience, integrity, and responsibility, ensuring they develop into well-rounded individuals prepared to navigate real-world challenges.

The implementation of the Second Step program equips scholars with essential skills to regulate their emotions, resolve conflicts constructively, and manage disruptions effectively. This program, combined with the taxonomy techniques embedded in our instructional framework, enables teachers to differentiate and scale social-emotional support based on each scholar's individual needs. By tailoring intervention, educators can provide the necessary guidance to ensure that every scholar receives the appropriate level of social-emotional instruction and reinforcement.

Through explicit SEL instruction and a structured system of positive recognition from both teachers and peers, scholars gradually develop the intrinsic motivation to take ownership of their learning and behavior. Over time, this structured approach fosters social-emotional stability, allowing scholars to develop self-awareness, empathy and decision-making skills that will serve them academically, socially, and beyond the classroom.

Systems and Routines Foster Care and Clarity

At Schenectady Scholars, we believe that clear and purposeful systems provide scholars with the structure they need to thrive, feel safe, and develop independence. To remove uncertainty, we prioritize transparency and consistency in how we teach and implement routines. From the moment scholars enter the building, they are guided by structured expectations for movement, transitions, and shared spaces, ensuring a safe, orderly, and respectful school environment.

Our approach to systems and routines is not about control but about clarity and efficiency. Scholars practice and internalize transitions such as hallway movement, fire drills, and classroom changes in a way that is structured yet empowering. Expectations are explicitly taught, modeled, and reinforced to eliminate ambiguity while ensuring scholars understand their responsibility in maintaining a smooth and effective school environment. Clear signage throughout the school provides scholars with a consistent visual guide, reinforcing behavioral expectations without creating a compliance-based atmosphere.

Accountability is a foundational pillar of our approach, but it is first and foremost rooted instruction and support rather than punitive measures. Instead of over-relying on excessive visual markers, we empower scholars to navigate their surroundings with confidence and autonomy. Our goal is to cultivate a sense of ownership and respect for the learning environment, ensuring scholars internalize the importance of treating the school with care and intention.

The Leadership Team plays a critical role in upholding these systems by providing real time coaching and feedback to teachers. This ensures that routines are implemented consistently and that teachers receive the necessary support to reinforce expectations effectively. Leadership team members will conduct daily observations, guiding teachers in maintaining strong, reliable systems that uphold the school's culture and expectations.

Training and Support

To ensure that all teachers at Schenectady Scholars are well-equipped to implement our restorative and social-emotional practices effectively, we provide comprehensive training and ongoing support. Our Summer Training Camp is a cornerstone of this preparation, offering intensive professional development focused on social-emotional learning, positive reinforcement strategies, and restorative practices.

A key component of this training is Second Step, which will be facilitated by an official representative from the program. This expert-led session will provide teachers with hands-on practice, deep insights into the program's efficacy and strategies for integrating SEL into daily instruction. SEL is a critical factor in closing opportunity gaps, teachers must fully understand how it supports both academic success and scholar well-being.

Our positive reinforcement system represents a shift away from traditional discipline models that many educators may have previously encountered. To ensure alignment with our philosophy, we dedicate focused training days to restorative practices. Teachers will engage in interactive workshops that help them build authentic relationships, facilitate conflict resolution, and cultivate a restorative classroom culture. These sessions ensure that teachers do not rely on punitive discipline but instead foster a climate of respect, responsibility, and personal growth.

In addition to SEL and restorative practices, teachers will be trained in core taxonomy techniques from Teach Like A Champion to build a strong instructional foundation. These strategies provide educators with a comprehensive toolkit to address a wide range of classroom scenarios, ensuring that every scholar receives high-quality instruction and behavioral guidance. During training, teachers will spend dedicated time practicing these techniques, focusing on both execution and the rationale behind each approach. This ensures that every teacher is confident and prepared to implement these strategies effectively from day one.

For teachers who need additional support, targeted coaching and frequent observations will be conducted by the Principal, Assistant Principal, and Dean. Using a tiered system of teacher support (outlined in Figure 10.4), struggling teachers will receive scaffolded interventions, ensuring that they develop the necessary skills to manage their classrooms successfully. These supports include real-time feedback, peer observations, model lessons, and direct instructional coaching to ensure every teacher meets the high expectations set for classroom culture at Schenectady Scholars.

By prioritizing through training, continuous professional development, and real-time coaching, we ensure that all educators are fully equipped to implement positive reinforcement, restorative practices, and SEL strategies effectively. This investment in teacher development directly impacts scholar success, creating a school culture where all students feel supported, valued, and empowered to achieve their highest potential.

10a.4 Scholar Culture Supports for Teachers			
Support	Frequency	Participants	Goal/Outcome

Culture Walkthroughs	Minimum twice a week	Teacher Principal Dean AP	Teacher gets the moment feedback and support to improve their execution of a skill
Culture Coaching Meetings	Weekly	Teachers Dean AP	Dean and AP will step back with any teachers who are struggling to manage their classrooms. They will review the data, determine growth, and a focus area for improvement. Feedback is given at each meeting to help both AP, Dean, and teacher work better together
Summer Training Camp	Mult-Day	Teachers Staff Admin	Teachers have space to internalize and practice CORE taxonomy Moves and internalize our SEL strategy
Professional PD	Bi-Monthly	Teachers Admin Staff	Teachers reflect on student culture data, plan for next steps, and practice focus areas for improvement

Figure 10a. 5 outlines the taxonomy techniques our teachers must be proficient at to support and lead restorative practices in their classrooms.

Figure 10a. 5 Core Taxonomy (TLAC)	
Techniques	Description
What To Do	Ensures that teachers give clear, specific, and actionable directions to scholars, minimizing ambiguity and maximizing compliance. This technique focuses on making expectations explicit, so scholars understand exactly what is required.
Warm Demanding	Balances high expectations with strong relationships, ensuring that teachers push scholars to meet academic and behavioral standards while showing care and support. Teachers are firm, consistent, and encouraging, helping scholars believe in their own potential.
Positive Framing	Redirects behavior in an encouraging and constructive way, ensuring that scholars receive corrective feedback without feeling discouraged. This technique keeps the focus on what scholars should do, rather than what they should not do.

R-10b-Discipline Policy

Provide the school's discipline policy for general education students. The policy must:

- *Clearly specify (i) the substantive acts for which a child may be disciplined; (ii) the consequences resulting from committing each such act; (iii) the due process procedures the school will follow in applying its disciplinary policy (in accordance with federal law); and, (iv) the individuals responsible for carrying out the discipline policy and any appeals;*
- *Explain the procedures for providing alternative instruction to students who are suspended or expelled (whether in-school or out-of-school) in full compliance with state requirements;*
- *Include specific methods that comply with the federal Gun Free Schools Act, including reference to mandatory penalties required by the law; and,*
- *Set forth the 14th Amendment due process protections for both short-term suspension of 10 or fewer days and longer term suspensions of greater than 10 days based on U.S. Supreme Court case law (Goss v. Lopez, 419 U.S. 565 (1975)).*

At Schenectady Scholars, we operate as a united community to find positive, effective, and restorative solutions to any harm affecting our school or classroom environment. By focusing on a restorative approach, attentiveness to SEL, and aligned development system, we proactively address and reduce most undesirable behaviors.

Authentic relationships form the foundation of our community. We emphasize building meaningful connections among scholars and between scholars and staff. Our teachers are trained in Core Taxonomy Techniques, equipping them to develop warm yet demanding relationships with all scholars. These techniques help teachers balance empathy and accountability, creating an environment where every scholar feels cared for and supported.

Our teachers demonstrate love and care for scholars by holding them accountable in a way that is both fair and constructive. Logical consequences are designed to align with our school-wide core values, helping scholars understand the relationship between their decisions and these foundational principles. Transparency is a key component of our approach. We clearly communicate expectations and explain how accountability aligns with those expectations, ensuring scholars are never left guessing.

This comprehensive approach is designed to support learners, ensuring every scholar has the opportunity to grow academically, socially, and emotionally within a supportive and equitable framework.

Major Violations

At Schenectady Scholars, we have identified a set of behaviors that are considered major disruptions to the learning environment. These behaviors pose potential risks to the emotional and physical safety of scholars and teachers, as we undermine peer trust and focused atmosphere necessary for learning. These behaviors will be in the Scholar and Family Handbook for Major Violations. While the handbook will provide a detailed list, it is important to note that the list is not exhaustive and may include behaviors beyond those explicitly mentioned.

- Hitting a classmate or teacher
- Leaving the classroom without permission
- Knocking things over or throwing items
- Profanity or derogatory language

- Incessant tantrums
- Incessant disruptions

When major disruptive behaviors occur, teachers must immediately contact a member of the Leadership Team for support. After reaching out, teachers should assess whether the scholar is calm enough to engage in a conversation using Restorative Practice affective questions. It is crucial that teachers avoid escalating the situation and instead work actively to create an environment where all scholars feel that the teacher is in control and the classroom remains safe.

The Leadership Team's role is to assist in de-escalating the situation as needed and to ensure the scholar comprehends the steps, they must take to repair the harm caused. This includes clarifying how the logical consequences align with the scholar's decisions and guiding them on how to seek support for their emotional needs in the future.

Consequences should always aim to repair the harm done rather than solely punish. For instance, if a scholar hits a classmate, an appropriate consequence might involve writing an apology letter to the classmate and sitting in a seat where the scholar remains highly visible to the teacher. This approach ensures accountability while promoting growth and emotional learning.

Suspension

At Schenectady Scholars, teachers, leaders, and staff are committed to exhausting all possible options before resorting to school suspensions or expulsions. To support this commitment, Schenectady Scholars has implemented a development system and research based practices to ensure every scholar has a fair opportunity to learn and grow as individuals.

When major violations warrant further action, scholars may receive either an in-school or out-of-school suspension. Decisions regarding out-of-school suspension will be made by the Dean of Students in consultation with the Principal. Scholars may be subject to short-term or long-term suspension, based on the severity of their actions. However, these decisions are not limited to the specific violations listed below, as each situation will be considered within its context:

Short Term Suspension (1 day):

- Hitting another scholar or teacher
- Theft or vandalism
- Inappropriate use of technology
- Repeat classroom disruptions or disrespect

Long Term Suspensions (2 days or more):

- Repeat major violations for which a student may have already earned a suspension
- Use or possession of drugs

School to Home Communication

In any event that a scholar is suspended, the school will communicate with parents and caregivers per state and federal laws:

- Written communication is sent home the day of the major violation. Parents and caregivers are called or emailed the day of the major violation
- Parent or legal caregivers are allowed to meet with the school's Dean and Principal before the scholar return to school
- A scholar is always given a chance to tell their perspective of the major violation

Expulsion

In accordance with the Federal Gun Free School Act. Schools Act, 20 U.S.C.§ 7151, the possession or admission of weapons on school grounds regardless of intent is grounds for expulsion. The prevalence of violence in our targeted community reinforces the necessity of our commitment to providing both emotional and physical safety for all scholars. At Schenectady, we take the safety of our community with the utmost seriousness, requiring a response that is both thoughtful and stringent.

The admission of any weapon of school grounds will result in expulsion from Schenectady Scholars Charter School. However, this decision will follow a just and thorough process to determine the legitimacy and appropriateness of the expulsion.

- The school will provide the student and parent legal caregiver a written notice of the major violation/s
- The scholar will be afforded a hearing, including the opportunity to secure counsel, confront and cross examine witnesses, and call their witnesses to verify their version of the incident.
- After the hearing, the Principal will submit a written decision to the scholar, their parents or caregivers, and the school's Board of Trustees. The Principal will notify the family that they have up to ten (10) days to appeal the expulsion decision
- A record of the hearing will be maintained, and the hearing officer's decision is appealable to the Board of Trustees and then to the authorizer, according to Education Law Section 2855 (4). The action of the Board of Trustees is final.

R-10c-Discipline Policy-Students with Disabilities

Provide the school's discipline policy for students with disabilities with assurances that it is in conformity with the federal Individuals with Disabilities Education Act ("IDEA") and regulations. The policy should address topics such as the discipline of students who have a behavioral intervention plan ("BIP") in their IEP and detail how classroom teachers would be knowledgeable about such plans

At Schenectady Scholars, all scholars will receive an equitable education and be given a chance to repair the harm they may have caused in their community. Per the Federal Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Plan of 1973, we will provide all necessary accommodations for students with disabilities.

Our Dean, SPED Teacher/Director, and Social Worker (Year 1 and beyond) will collaborate with SCSD Committee on Special Education (CSE) to develop Individualized Education Plan (IEP's) and 504 plans. These plans will include behavioral and emotional support as needed for scholars requiring them (R-08ad-Specific Populations). Our Dean, Social Worker, and SPED Director will work closely with teachers to ensure that all modifications and accommodations are implemented with fidelity and align with IEP. Instructional Coaches will also assist teachers in applying strategies and systems to effectively support in IEP's goals in the classroom.

If data from our positive reinforcement system indicates that a scholar requires additional support, the Dean, Instructional Coaches, and Social Worker will create a plan to provide in-class coaching for the scholar. They will share instructional strategies with the scholar's teacher, and the Dean will review the scholar's progress. If there is no improvement, the Principal, Dean, SPED Coordinator, and Social Worker will conduct several observations before recommending a Functional Behavior Assessment (FBA) to the scholar's parents or caregivers.

If a scholar needs a Behavior Improvement Plan (BIP), the SPED Director will communicate this to the Principal and all other parties including parent and/or care giver. If no BIP is required the SPED Coordinator and Social Worker will lead pull-out of behavioral interventions designed in collaboration with the CSE and scholar's family. These interventions will adhere to established goals, schedules, and group structures

The SPED Coordinator and Social Worker will also work with the SCSD CSE to manage discipline procedures for scholars with disabilities. Schenectady Scholars will work with school district's CSE to develop procedures supporting our ability to meet our respective obligations to charter school students under the IDEA discipline procedures. Schenectady Scholars will coordinate with the CSE to fulfill all obligations under IDEA Discipline:

- Promptly notifying the SCSD CSE of suspensions or removals that require CSE action, such as conducting a manifestation determination or reviewing an FBA
- Ensuring charter school staff participate in CSE meetings, particularly those involving behavioral intervention plans.
- Responding promptly to notices from the CSE about decisions affecting charter scholar scholars.
- Complying with CSE determinations regarding services and placements for scholars under applicable federal regulations 34 C.F.R §§300.121 (d)(3) (ii), 300.522 (a), and 300.523

Suspensions

At Schenectady Scholars, suspensions will be carefully managed to prioritize scholar growth while maintaining accountability. For scholars, with disabilities, suspensions will not exceed one day in most circumstances. If a scholar receives a short-term suspension, they will serve the duration of the suspension out of school. During this time, all assigned work will be provided, and the scholar will have access to a teacher for up to an hour after school to receive additional academic support.

In cases where a scholar with disabilities faces a long-term suspension, the Principal, SPED Coordinator, and Social Worker will review the incident to determine if the behavior in question is directly related to the scholar's disability. If it is found that the behavior is unrelated to the disability, the suspension may proceed, provided the school ensures the following:

1. All missed assignments are made available to the scholar.
2. Academic support is provided to help the scholar complete their work.
3. The accommodations and supports outlined in the scholar's Individualized Education Plan (IEP) are maintained during the suspension period.

For behaviors determined to be linked to the scholar's disability, the SPED Coordinator, Social Worker, and Principal will collaborate with the CSE to review and adjust the scholar's existing plan. The SPED Coordinator and Social Worker will also work with the scholar to address underlying emotional triggers and behavior patterns using evidence based social-emotional programs. Together with the scholar, they will create a support plan aimed at reducing future incidents and fostering positive behavioral outcomes.

Expulsion

In situations where significant behavioral issues continue, such as repeated major infractions, bringing a weapon to school, or multiple long-term suspensions within a single school year, a thorough review process will be initiated. The Principal will convene a committee composed of the Special Education (SPED) Coordinator, Social Worker, and representatives from the Committee on Special Education (CSE) to determine if the behavior is connected to the student's disability.

The committee will gather evidence and develop recommendations for a formal meeting, which will include the student's parents or legal guardians, a teacher, the SPED Coordinator, the Social Worker, the Principal, and a CSE representative. During this meeting, the team will decide whether the behavior is disability-related. If it is determined that the behavior is unrelated to the disability, expulsion may be considered as a final step.

If the parents or legal guardians disagree with the decision or believe the disciplinary action is unjust, they have the right to file a formal complaint or request a public hearing. In such cases, the CSE will take responsibility for organizing and facilitating the hearing process.

This procedure ensures that all decisions regarding expulsion are thorough, collaborative, and respect the rights of the student while upholding the standards of Schenectady Scholars.

Manifestation Determination

In alignment with applicable laws, any situation that may result in a long-term suspension or expulsion for a scholar with disabilities will first undergo a thorough review process. The SPED Coordinator will assemble a

committee to evaluate whether the scholar's behavior was related to their disability and whether all required supports outlined in their IEP or BIP were in place at the time of the incident.
If the review determines that the behavior was disability related and the necessary supports were appropriately implemented, expulsion proceedings may continue. However, if the behavior is connected to the disability or the required supports were not fully in place, expulsion will not proceed. Instead, the school will follow its Behavioral Response to Intervention (RTI) process and reassess the scholar's special education services to address their needs effectively.

To comply with legal requirements for disciplinary actions involving scholars with special needs, Schenectady Scholars will adhere to guidance provided by the Committee on Special Education (CSE). Protections under the IDEA apply to:

- Scholars with disabilities attending charter schools; and
- Scholars for whom the charter school is deemed to have knowledge of a disability

Manifestation Determination Process:

When a scholar with disabilities violates the Schenectady Scholars code of conduct and faces removal (either immediately or after a due process hearing) the following procedures will be observed:

Review of Behavior Context

A manifestation determination team will review all relevant information, including:

- The scholar's file, including evaluations, IEP or Section 504 Plan, any Functional Behavioral Assessment (FBA), or Behavioral Intervention Plan (BIP).
- Teachers' observations of the scholar.
- Input provided by the scholar's parents or guardians.

The team must determine that the behavior is a manifestation of the scholar's disability if:

1. The behavior was directly caused by or had a substantial relationship to the scholar's disability.
2. The behavior was a direct result of Schenectady Scholars failing to implement the scholar's IEP effectively.

If either of these criteria is met, the behavior is deemed a manifestation of the scholar's disability.

Next Steps Based on Findings

If the behavior is a manifestation of the disability:

- The scholar will return to their original placement unless the behavior involved weapons, illegal drugs, controlled substances, or serious bodily injury. In these cases, the school may place the scholar in an alternative setting for up to 30 days while providing services recommended by the CSE.
- CSE will address any deficiencies in the IEP or its implementation, conduct an FBA, and update or modify the BIP as needed.

If the behavior is not manifestation of the disability:

- The scholar may be removed from their current placement. During this period, the school will provide services outlined by the CSE chair to ensure the scholar continues to receive an appropriate education.

Schenectady Scholars is committed to balancing accountability with the necessary support for all scholars, ensuring compliance with federal regulations and the fair treatment of scholars with disabilities.

Revise and Improvement of Disciplinary Practices

At the conclusion of each term, we will conduct a comprehensive review of our suspension and exclusion practices. This review will include an analysis of suspension data, broken down by key scholar demographics, including those with Individualized Education Plans (IEPs), English Language Learners (ELLs), and other at-risk groups. Our goal is to ensure that the suspension rates for these subgroups align proportionally with their overall representation in the school population.

For example, if scholars with disabilities make up 18% of the total enrollment, their suspension rate should not exceed this percentage. Any deviation beyond this threshold will prompt further infestation and action.

The Principal and SPED Coordinator will work collaboratively to set targeted improvement goals after each term, focusing on reducing suspension rates across all scholar groups. This iterative process is designed to promote equitable disciplinary practices and foster a supportive environment for all learners.

R-10d-Dress Code Policy

If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the cost of any uniform would be subsidized for parents unable to afford it.

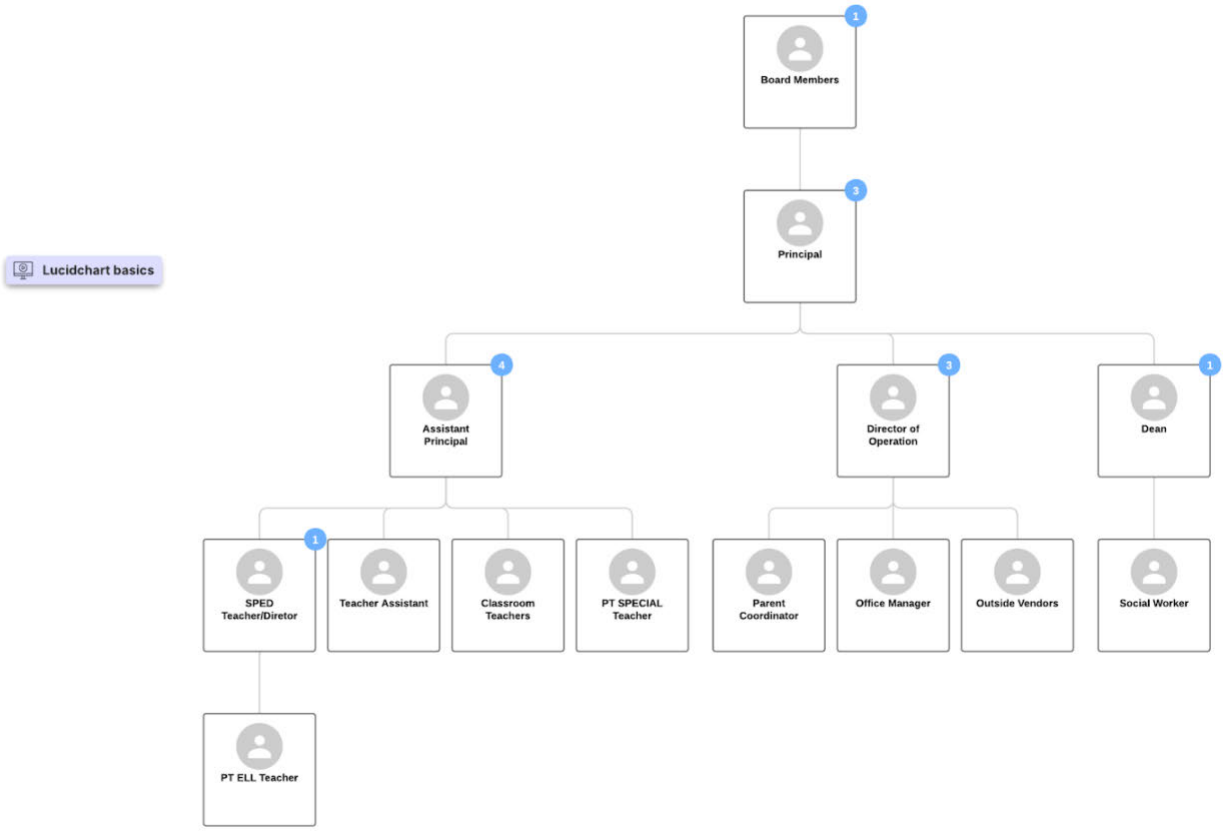
The uniform policy at Schenectady Scholars reflects our commitment to ensuring that every student is treated with fairness and respect while feeling comfortable and secure in their learning environment. A detailed list of approved uniform items can be found in Figure 10d 1. Branded uniform pieces will be procured in advance by the Director of Operations in partnership with a local uniform supplier to streamline the ordering process.

Figure 10d-1 Schenectady Scholars Required Uniform Items	
Item	Requirements
Headwear	• All religious garbs are permitted • Head scarfs and headbands are permitted • Hats are not permitted in the school building
Shirt/Top	• Yellow Schenectady Scholars uniform shirt with school branding • Sweater with school branding
Pants/Skorts	• Black pants • Black skorts • Black shorts are recommended during warm months • No sweats or jeans unless otherwise permitted
Belts	• Black and Brown • Must be worn with pants and shorts
Footwear	• Any color sneaker, shoe, boots and/or shoe • Lace up sneakers, boots, or formal shoes • Flip flops and sandals are not permitted
Jewelry	• Earrings are permitted, except those bigger than a dime • All other teams shall be tucked into the scholar's shirt • Schenectady Scholars takes no responsibility for lost jewelry items

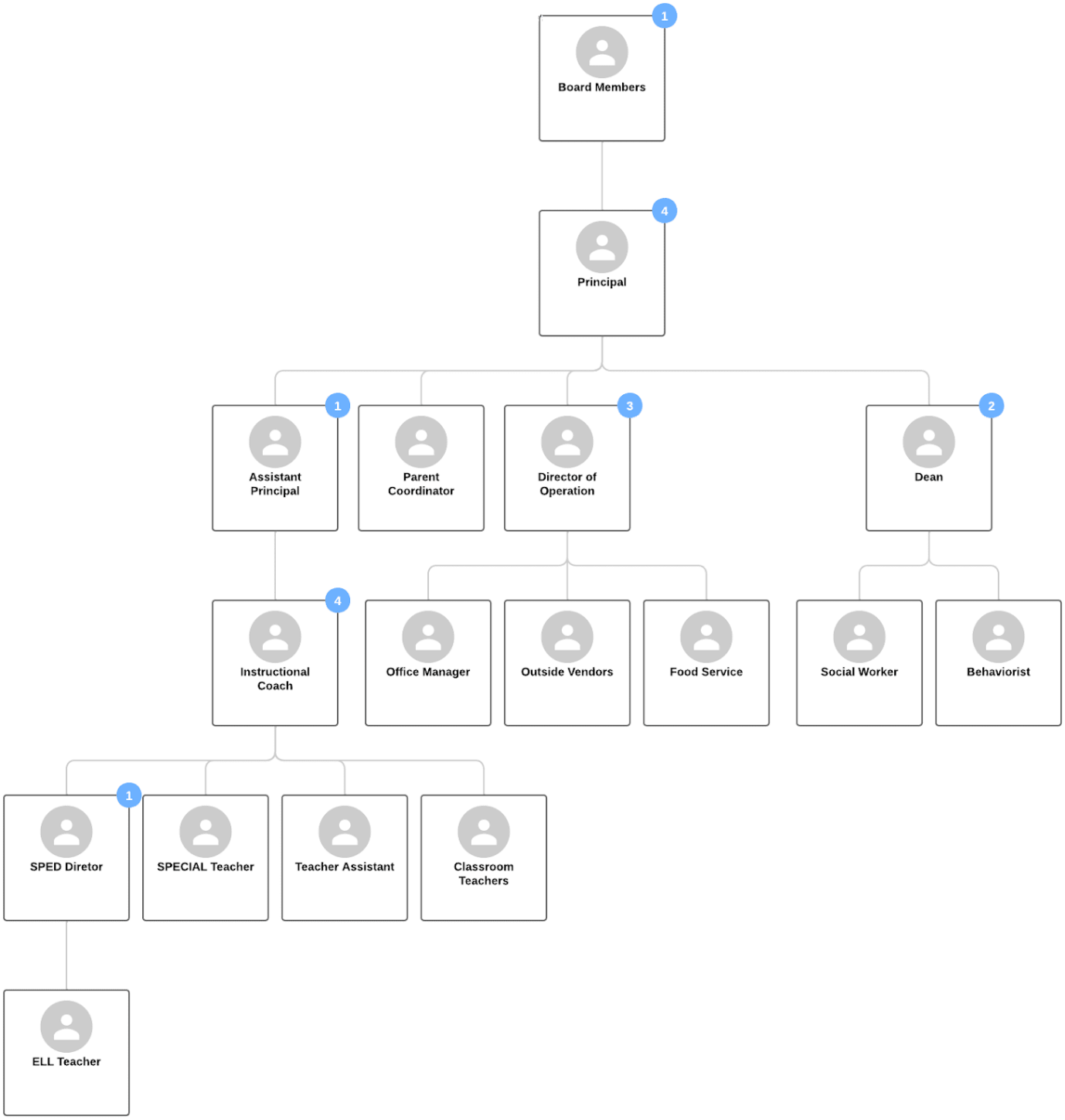
R-11ab-Organizational Chart

Provide organizational charts for both the first and fifth years of operation clearly showing reporting structures between the school leader (s), the board of trustees, and staff. If the school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.

YR 1-Schenectady Scholars Charter School



YR 5- Schenectady Scholars Charter School



B. School Leadership & Management Structure

Include a narrative explaining the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations. The narrative should:

- *Describe the proposed management practices and procedures (e.g. how the school will set priorities and make key organizational decisions);*
- *Outline the evaluation procedures for staff in management positions; and.*
- *Describe recruitment plans for the school leader including:*
    - *The overall process and criteria the school will use to select the school leader;*
    - *Processes, policies, and strategies the school would implement to ensure hiring processes for school leaders are open and fair with outreach to a broad and robust pool of candidates, including underserved and underrepresented communities;*
    - *Who has been or will be involved in the selection process; and,*
    - *The role of any CMO or partner organization (if any) in the selection process.*

Governance & Leadership of Schenectady Scholars Charter School

The Schenectady Scholars Charter School will operate under the governance and oversight of its Board of Trustees, a body composed of experienced professionals who are deeply committed to the school's mission and vision. The Board will consist of individuals with strong connections to the city of Schenectady, ensuring that the leadership structure is reflective of and responsive to the community it serves. In alignment with best practices in charter school governance, the Board will establish policies that support academic excellence, financial stability, and operational efficiency while ensuring compliance with all applicable state and federal regulations.

One of the primary responsibilities of the Board of Trustees is to hire, manage, and evaluate the Principal, who will serve as the school's instructional and operational leader. The Principal's performance will be reviewed on a monthly basis during Committee Meetings, where they will present key data dashboards detailing the school's academic progress, student performance metrics, and financial standing. These reports will allow the Board to make data driven decisions that support the school's mission. In addition to ongoing oversight, the Board will conduct a formal annual evaluation of the Principal to assess their effectiveness in leading the school.

To ensure a comprehensive review, the Board will establish an Evaluation Committee, consisting of one representative from each standing committee. This committee will assess a range of indicators, including student achievement data, staff and student attrition rates, budgetary oversight, and survey feedback from families, students, and staff. Research suggests that school leaders who are consistently evaluated and supported in this manner are better equipped to foster student success and organizational stability. The Board's commitment to continuous oversight will ensure that Schenectady Scholars remains a high-performing institution dedicated to its students and families.

The Role and Responsibilities of the Principal

The Principal will serve as the chief instructional and operational leader of Schenectady Scholars Charter School, ensuring that the school's vision for academic excellence, student development, and institutional growth is fully realized. A growing body of research highlights that effective school leadership is one of the most significant factors in student achievement and teacher effectiveness. To this end, the Principal will be responsible for strategically aligning resources, hiring and developing staff, fostering a culture of high expectations, and overseeing instructional practices to ensure students receive a rigorous, engaging, and equitable education.

In the first year of operation, the Principal will be responsible for hiring all school employees, ensuring that each educator and administrator embodies the mission, values, and instructional priorities of the school. They will oversee the development of an effective leadership team, which will include an Assistant Principal, Dean, Special Education (SPED) Teacher/Director, Parent Coordinator, and Director of Operations. Given the complexities of managing multiple streams of work, the Principal will rely on this team to oversee specific areas of curriculum implementation, student discipline, parent engagement, and school operations.

Recognizing that sustainable leadership requires building capacity within the organization, the Principal will play a key role in training and mentoring senior leadership on best practices for staff hiring, professional development, and instructional coaching. By the second year of operation, these leaders will be expected to take ownership of interviewing and hiring for vacant positions within their respective teams, ensuring a distributed leadership model that strengthens the school's long-term success. Research on effective school leadership suggests that principals who invest in building leadership capacity within their teams create stronger, more resilient school cultures that drive student achievement.

In addition to personal management, the Principal must ensure that all members of the Leadership Team deeply internalize the school's mission and understand their critical role in achieving the institution's goals. The Principal must be able to inspire, galvanize, and lead staff, creating a culture where high expectations for student learning and behavior are upheld consistently. Research on high performing charter schools has shown that leaders who set clear academic and behavioral expectations, while fostering a culture of accountability, significantly improve student outcomes and teacher retention.

Qualifications for the Principal Role

Qualifications of the Principal are as follows:

- Unwavering commitment to the mission of Schenectady Scholars
- Bachelor's degree required, Master's Degree or advanced coursework in education preferred
- A minimum of three years of management/coaching experience in school based or school network level role
- A commitment to the academic and personal development of Schenectady Scholars scholars
- Demonstrated ability to model shared leadership
- Experience leading a professional learning community
- The ability to inspire a team around a vision
- Evidence of success impacting scholar achievement
- Demonstrated desire and ability to work in a startup school environment
- Clear and compelling communication skills, including verbal, written, and presentation
- A demonstrated ability to build relationships with a diverse group of constituents
- Experience in school budget preparation and management

Selecting the Principal of Schenectady Scholars Charter School

The Board of Trustees of Schenectady Scholars Charter School is committed to selecting a highly qualified, mission-aligned, and visionary leader who will drive the school's success and uphold its commitment to academic excellence, cultural responsiveness, and community engagement. The selection process will be thorough,

inclusive, and transparent, ensuring that the chosen candidate embodies the values and goals of Schenectady Scholars.

The process will begin with the establishment of clear selection criteria that align with the school vision and educational philosophy. The ideal candidate will demonstrate a deep commitment to improving student achievement, particularly for Black and Brown students who are other historically marginalized groups. They will have extensive experience in educational leadership, a strong background in elementary education, and an understanding of Montessori inspired and traditional charter instructional practices. Additionally, the candidate must be able to build and maintain a positive school culture, support teacher development, and engage families and the border community. A strong knowledge of curriculum development, teacher coaching, and data driven decision making, as well as understanding of New York State charter school regulations, will be essential.

Schenectady Scholars wants a strong and diverse applicant pool, and the Board will conduct a nationwide recruitment effort. This will include posting the position on educational leadership job boards, reaching out to Monessori educators and charter school leaders through national and local networks, and engaging with Historically Black Colleges and Universities, leadership development organizations, and minority educator networks. The Board will also seek recommendations from regional charter school networks and professional associations to identify high-quality candidates.

Once applications are received, a hiring committee composed of Board members, staff representatives, and community stakeholders will carefully review each candidate's materials. They will assess resumes, cover letters, and personal statements to determine alignment with the school's mission and vision. Selected candidates will then undergo an initial screening interview via Zoom to evaluate their leadership style, experience, and educational philosophy.

Candidates who advance beyond the initial screening will participate in multiple rounds of interviews designed to assess their leadership abilities and instructional expertise. This will include a panel interview with the Board of Trustees, a case student exercise where candidates analyze school data and present a school improvement plan, and a classroom observation review in which they provide feedback on instructional practices. Finalists will also engage in a Q&A session with teachers and staff and participate in a community forum where families can meet the candidates and provide feedback.

Following these interviews, the strongest candidates will be invited to visit Schenectady Scholars Charter School. During their visit, they will engage with students, staff, and families, observe classroom instruction, and participate in a final interview with the Board of Trustees. After gathering feedback from all stakeholders, the Board will deliberate carefully and make a final selection based on alignment with the school's mission, demonstrated leadership skills, and the candidate's ability to foster a strong academic culture and community engagement.

Once the selection is made, the Board will negotiate the contract and finalize employment terms. The new principal will then go through a comprehensive onboarding process that includes meetings with key stakeholders, a review of school policies and goals, professional development on Montessori traditional charter integration, and introduction to the broader Schenectady community.

The Board of Trustees is dedicated to ensuring that this process remains transparent, inclusive, and equitable. By actively seeking input from teachers, parents, and community members, the Board will work to identify the best possible leader to guide Schenectady Scholars Charter School into its inaugural year and beyond.

Founder's Role in the Principal Selection Process

As the Founder of Schenectady Scholars Charter School, my primary responsibility is to ensure that the school is built on a strong foundation of academic excellence, student-centered learning, and community engagement. My vision for the school has always been to create a rigorous, nurturing, and inclusive environment where students, particularly those from historically marginalized communities, can thrive.

I am dedicated to a fair and impartial selection process for the school's first Principal, ensuring that the Board of Trustees leads an objective and transparent hiring process. Every qualified candidate, including myself, will have an equal opportunity to apply and be considered based on their experience, leadership qualities, and alignment with the school's mission.

Commitment to a Fair & Transparent Process

To maintain integrity in the selection process, I will not participate in the decision-making or voting process for selecting the Principal. The Board of Trustees will oversee and manage the entire recruitment, screening, and hiring process, ensuring that no individual including myself has an unfair advantage. The selection criteria will be applied consistently to all applicants, and final decisions will be based on merit, experience, and alignment with the school's needs.

Potential Role as a School Leader or Advisor

If not selected as Principal, my focus will remain on ensuring a successful launch and long-term sustainability of Schenectady Scholars Charter School. The Board and Principal will determine an appropriate role for me, which could but not limited to:

- Director of Community Engagement & Partnerships- Building relationships with families, community leaders, and local organizations to support the school.
- Instructional or Leadership Coach-Supporting teacher development and instructional excellence.
- Operations or Strategic Advisor- Assisting in school planning, leadership transitions, and long-term growth initiatives.

Regardless of my title, my priority will always be the scholars, families, and educators who make up the Schenectady Scholars community. My role as the Founder will continue to be one of support, advocacy, and commitment to ensuring the school lives up to its mission.

Ensuring a Strong and Unified Leadership Team

The selection of the right Principal is crucial for the success of Schenectady Scholars Charter School. My commitment is to fully support the decision made by the Board and to work collaboratively with the chosen leader whether that is myself or another individual to establish a strong, cohesive leadership team.

By keeping the selection process unbiased and inclusive, we ensure that Schenectady Scholars starts with the best leadership possible, setting the stage for long-term student achievement and success.

School Management

The Schenectady Scholars Leadership Team will be mission aligned and model the expectations of the school for our teachers, scholars, and families. The Principal will be tasked with hiring, managing, and evaluating the school's Leadership Team, including Director of Operations, Office Manager, Parent Coordinator, Dean, Assistant Principal, and SPED Teacher/Director. As the school grows, there will be a greater need for a robust Leadership Team that will support the management and evaluation of other leaders and staff members.

Operations Team Reporting Order

The Director of Operations (DOO) will assume responsibility for operationalizing the mission and vision of the school. The DOO will manage our family and community partnerships, supports the Principal with facilities related decisions, day to day financial operations, attendance, record keeping, and human resources functions, The DOO will be the primary liaison with the Back Office Provider, for the day to day management of the budget , procurement and accounting systems, financial reporting, and any matters of compliance with federal, state, or local law governing fiscal management of the school. With the support of the Principal, the DOO will be a part of the hiring process for operational staff members, and will directly manage, and evaluate members of the Operations Team. In Year o, the planning year, the DOO will support the Principal with interviewing and hiring staff. In Year 5, the DOO will direct Office Manager, Parent Coordinator, Nurse, Custodian, and vendors such as food services and transportation, all managed by the DOO. The DOO will meet members of Operation Team at least one per week to evaluate operational systems and provide performance feedback. The DOO should check-in with all contracted services (nurse, custodian, food vendor, and transportation) on his/her own or byway of the DOO to communicate important information such as an illness plaguing the school, upcoming school events, updates to student allergies or other medical files. The DOO will report directly with the Principal.

Instructional Team Reporting Order

In Year 1, the Assistant Principal will be filled by an experienced teacher with strong recommendations , an experienced leadership background, Montessori teaching and/or charter school experience. The AP will manage and evaluate teachers and will work in collaboration with the Principal to design instructional professional development that is aligned with the school's mission. The AP will support teachers through weekly observations, live coaching, feedback, lesson rehearsals, and through reviewing and evaluating scholars' work. The AP role will expand to allow for the hire potentially of one Instructional Coaches(IC) by Year 2 or 3. This can provide the AP with the chance to develop curriculum and instruction in Year 5. The AP will directly support, manage and evaluate the 1 that Schenectady Scholars intends to employ by Year 2 or 3. The IC and AP will meet at least once per week to jointly determine and create professional development opportunities for the teaching staff. The AP will have the final say in all decisions related to professional development. The AP will be managed and evaluated, along with all other leaders by the Principal.

Scholar Support Team Reporting Order

The SPED Teacher/Director will manage the Special Education programming and all services for English Language Learners and students with IEP and 504 plans. SPED Teacher/Director will directly manage all special education teachers and ESL teachers in Year 1. SPED Teacher/Director will manage the procurement and logistics of all contracted services to support scholars with IEPs, which may include speech therapy, occupational therapy counseling services, or other services detailed in a scholar's IEP. SPED Teacher/Director, will be responsible for compliance with all applicable special education law. In Year 2, SPED Director (SD) will fully be directing with the hire of a full-time SPED teacher. The SD will coach and evaluate most special education teachers, but because our

proposed special education staffing is robust, the SD will coach and evaluate one grade of special educators and maintain management over ESL teachers. The SD will also manage and evaluate the SD. The Principal will continue to manage and evaluate the SD, and all leaders.

School Management Practices

The Principal is responsible for all curricular, staffing, and some day to day operational decisions. Their role is to ensure the academic and fiscal success of the school through recruiting, developing, and retaining talented leaders, aligning the instructional approach and development plan to academic and organizational priorities and goals, and meeting with the DO and back-office provider to determine the fiscal viability of the school. The Principal will also ensure the development and implementation of the school's culture systems by establishing a clear vision with the Leadership Team, teaching the Leadership Team and staff how to report character development, and training the team on how to support scholars in culturally responsive ways.

The Principal's role is essential to the school's short term and long term success. The Principal will be tasked with intentionally creating a pipeline of candidates who will be prepared to assume the responsibilities of senior school leadership. Along with creating a continuous pipeline of future leaders once the school is established, the Principal will draft and submit to the Board a Leadership Succession Plan during the planning year. The plan will detail concrete actions that are to take place in the case that the Principal can no longer serve in the role. A special committee decided upon by the board, will be responsible for executing the Leadership Succession Plan and overseeing and ensuring the recruitment, interview, and hiring of a candidate that meets the qualifications listed above with final considerations to hire made by the full Board of Trustees.

The Principal will meet with individual members of the Leadership Team to make decisions and determine priorities that are based on data. The Principal will coordinate a Coaching Meeting with the DO to review financial statements and ensure the school is on track towards its annual budget. The Principal will suggest variable expenses the school may cut in an attempt to remain under or on track towards the budget. The Principal will make the final decision on any cuts or additional expenses that fall within our Board approved, allocated budget. The Principal will also have a Coaching Meeting with the AP in Year 1 and AP and IC in Year 5. The Principal will approve the Professional development plan and suggest ideas and resources that will support staff performance improvement. The Principal will meet the AP for a Coaching Meeting once a week. The Principal will approve components reviewed and or offer suggestions and ideas. The Principal will ensure the priorities of the Leadership Team are in alignment and work together to accomplish the mission and vision of the school.

We believe that Equitable Systems and Structures Enable Learning, Growth, and Leadership. Our leaders have a voice in all decisions related to the success of scholars and staff. The Leadership Team will meet in multiple cadences to ensure the right stakeholders are making the decisions that will most impact the people they directly manage (see section R-9a-Instructional Leadership). During Leadership Team Meetings, all leaders will use data and their unique perspectives to help the team decide upon structures, systems, and events that will support scholar growth. During Instructional Team Meetings, instructional leaders will share their individual priorities and determine what instructional methods are getting the best results. Instructional leaders will decide upon an instructional technique to improve within teachers through coaching and how the team will work together to improve skill through coaching.

Management of School Culture

The Dean will be the primary overseer of school culture. They will set-up the systems and structures for staff and scholars to thrive. We have intentionally decided to not have sole staff members focused on culture because we believe that upholding school culture is a collective effort. However, all members of the Leadership Team have a role in developing the culture of the school and upholding the systems and structures that will help us track whether Schenectady Scholars is an equitable learning environment for all staff and scholars as well as if our inputs related to culture are successful.

R-12ac-Staffing Chart and Rationale

Complete the table provided in the budget template to list every position (both instructional and non-instructional, and including part-time positions) during the first five years of operation and include a copy of the table in this response. Provide a narrative that explains the rationale for the staffing structure and numbers and identifies a specific comparative source for staff salaries (e.g., document with teacher salaries from the school district of location)

Schenectady Scholars proposed a staff model that is coherent with its mission of supporting all scholars no matter their background or needs. Our staffing model considers our growth projections for the first authorization term until our school is fully scaled in the 2030-2031 school year. Our staffing plan is modeled after our Choice Charter School and Brighter Choice for Boys, and with consideration of staffing growth models from other successful networks of schools like KIPP Tech Valley. Our staffing model ensures scholars are kept safe, having two sets of adults' eyes on children most moments of the day. Furthermore, we believe that establishing a school that centers equity, requires a staff modeling that allows for ample support for every child. We will be able to pull small groups for reading instruction, do 1:1 SEL interventions, have professional development opportunities like coaching and because of the structure of our staffing model. We encourage organizational mobility. We are determined to have a pipeline of future leaders and teachers on standby. Schenectady Scholars will always look to promote talent from the school before recruiting outside candidates.

We hope to retain our teachers year to year. Our budget accounts for a competitive salary that will encourage the remaining employees of Schenectady Scholars. We have researched teacher salaries in our proposed district, and while new teachers in our district earn a starting pay of roughly $56,217 a year, all full-time general education teachers at Schenectady Scholars will start at the base salary of $60,000 a year. The Board of Trustees will approve the total budget and salary of the Principal and will officially hire the Principal immediately after notification of authorization. The Principal will own operational components of school founding, including student recruitment and setting up systems of the enrollment lottery, etc. The Director of Operation will be hired by the Principal in February 2026. The Principal will hire Dean, Assistant Principal of Academics, and SPED Director/Teacher in Spring 2026 (no later than April).

In Year 1, we will hire 6 general teachers and (6) teaching assistants. We (1) Director of Operations, (1) Assistant Principal of Academics, (1) SPED Teacher/Director, (1) ESL teacher part time, (3) part-time SPECIAL teachers (1) Social Worker. As our school scales up in student enrollment each year, we will ensure our staff and leadership team positions are reflective of the academic and operational needs of our school. As such in Year 3, the Principal will move to having Assistant Principal of Culture and Assistant Principal of Academic (see section R-11ab School Management and Leadership). Figure 12a-1 demonstrates Schenectady Scholars proposed staffing plan for the first charter term.

Figure 12a-1. Schenectady Scholars Staffing Plan Year 0-5

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Scholars		100	160	220	280	300
Principal	1	1	1	1	1	1

AP	.50	1	1	1	1	1
Dean/	.50	1	1	1	1	1
Parent Coordinator	.50	1	1	1	1	1
General Education		6	9	12	15	15
Teaching Assistant		6	9	12	15	15
SPECIAL (Enrichment) Teachers		3	3	3	3	3
Social Worker		1	1	1	1	1
Office Manager		1	1	1	1	1
Director of Operation		1	1	1	1	1

B. Qualifications and Responsibilities

Provide a list of qualifications and responsibilities for each position including all instructional, non-instructional, and administrative positions as well as any part-time positions.

Figure 12b-1 details the qualifications and responsibilities for all roles in the Schenectady Scholars Staff Plan. We modeled our staff expectations after two independent charter schools Baltimore Montessori Public Charter School Syracuse Academy of Science Charter School.

Figure 12b.1 Staffing Roles, Responsibilities, and Qualifications		
Role	**Responsibilities**	**Qualifications**
Principal	• Serve as the instructional and cultural leader of the school • Develop and implement the school's vision, mission, and strategic plan • Oversee academic performance, student achievement, and teacher effectiveness • Supervise and evaluate all instructional and non-instructional staff. • Foster strong relationships with students, families and broader community • Ensure compliance with all state and federal regulations • Oversee budget, operations, and school resources	• Master's degree in education, School Leadership, or related field • New York State School Building Leader (SBL) or School District Leader (SDL) certification is not required. • Minimum of 3 years of teaching experience and 5+ years of leadership experience • Experience in a charter school or urban school setting preferred • Strong knowledge of instructional leadership, curriculum development, and data-driven decision making • Ability to inspire, mentor, and develop staff
Director of Operation	• Oversee the school's non-academic functions, including facilities, food services, and transportation	• Bachelor's degree in business administration, Education, or related field

	• Manage student enrollment, compliance, and reporting • Ensure operational systems support the school's academic mission • Supervise the Office Manager and other administrative staff • Develop and manage school-wide budgets in collaboration with leadership • Coordinate with external vendors and service providers	• Experience in school operations, finance, or facilities management • Strong project management and organizational skills • Experience in a charter school environment is a plus • Knowledge of compliance requirements for New York charter schools
Assistant Principal of Academics	• Oversee curriculum implementation and instructor quality • Provide coaching, mentoring, and professional development for teachers • Ensure lesson plans and assessment align with state standards • Lead data analysis efforts to improve student performance • Support intervention for struggling students. • Work closely with the Special Education team to support diverse learners	• Master's degree in education or related field • Minimum of 3-5 years of teaching experience, with leadership experience preferred • Strong knowledge of curriculum development and instructional best practices • Experience in urban education or a charter school setting is a plus • Proven ability to analyze student data to drive instructional improvements
Parent Coordinator	• Serve as a liaison between school, families, and the community • Plan and facilitate parent engagement events and workshops • Support families in navigating school policies and expectations • Assist in student recruitment and retention efforts • Develop partnerships with local organizations	• Bachelor's degree preferred • 2+ years of experience in community engagement or family services • Strong interpersonal and organizational skills • Bilingual preferred (depending on community needs)
Dean	• Create and maintain a positive school culture aligned with the school's core values • Implement and oversee school-wide behavior management • Lead efforts to improve student attendance and engagement • Collaborate with teachers to address classroom management issues • Serve as a primary liaison between families and the school on student discipline matters	• Master's degree in education or psychology, or related field • Experience in school leadership, student affairs, or behavioral intervention • Strong background in behavior management and restorative practices. • Experience working with diverse student populations • Excellent communication and conflict resolution skills

	• Mediate conflicts and support restorative practices	
General Teacher	• Plan and deliver high-quality, standards aligned instruction • Use data to inform differentiated instruction and interventions • Foster an inclusive, engaging classroom environment • Communicate regularly with students, families, and colleagues • Participate in professional development and ongoing coaching	• Bachelor's degree in education or related field (Master's preferred) • New York State teaching certification required • Experience in urban education or a charter school setting preferred • Strong knowledge or culturally responsive teaching practices.
Special Education Teacher/Director of Special Education	• Provide specialized instruction for students with IEP • Develop and implement IEP in compliance with state and federal regulations • Collaborate with general education teachers to support inclusive instruction • Conduct assessment and monitor student progress • Serve as a liaison between the school, families, and services providers	• Bachelor's degree in special education or related field (Master's preferred) • New York State Special Education certification required • Experience working with diverse learning needs • Strong knowledge of IEP development and compliance
ENL (English as New Language) Teacher	• Plan and implement ENL instruction that supports ELL in developing proficiency in listening, speaking, reading and writing. • Administer and analyze assessments such as NYSITELL and NYSESLAT to determine English proficiency levels and guide instruction • Work closely with general education teachers tup support ELL students in content area classroom • Ensure all ELL students receive services in compliance with state and federal regulations.	• Bachelor's degree in education, TESOL, Applied Linguistics, or a related field required. (Master's preferred) • New York State Certification in TESOL required • At least two years of teaching experience, preferably in an urban charter or public-school setting • Bilingual proficiency (Spanish or another language common among students) is a plus.
Teacher's Assistant	• Support lead teachers with instruction, classroom management, and student engagement • Provide small group and individualized support • Assist with lesson preparation and grading	• Associate's degree or equivalent required. Bachelor's preferred • Experience working with children in an educational setting • Strong communication and interpersonal skills • Passion for supporting student growth and learning

	• Supervise students during non-instructional times	
SPECIAL Teacher (Enrichment)	• Design and implement engaging lessons in a specialized content area • Create a positive and inclusive classroom environment • Integrate core academic skills into specialty subjects • Organize school-wide events and performance when applicable	• Bachelor's Degree in subject area of Education (master's preferred) • New York State teaching certification required but not needed • Experience teaching in an urban setting preferred • Passion for engaging students win creative and physical expression
Office Manger	• Manage front office operations, including student records and communications • Serve as he first points of contact for students, parents, and visitors • Coordinate school-wide communication and logistics • Support attendance tracking and reporting • Assist with scheduling and administrative tasks	• Bachelor's degree preferred; Associate degree or equivalent experience required • Experience in school administration or office management • Strong communication and organizational skills • Proficiency in Microsoft Office and student information systems
Social Worker	• Provide counseling and social emotional support for students • Develop intervention plans for students with behavioral and emotional needs • Connect families with community resources and services • Collaborate with teachers and staff to create a supportive school environment • Conduct crisis interventions as needed	• Master's degree in social work (MSW) or Counseling required • New York State Licensure (LMSW or LCSW0 preferred • Experience working with urban youth and diverse populations • Knowledge of trauma-informed practices and behavioral interventions

C. Staff Recruitment and Retention

Describe plans to recruit and retain staff members, particularly high quality teachers including:

- *Processes, policies and strategies the school would implement to ensure hiring processes, for teachers and staff are open and fair with outreach to a broad and robust pool candidates, including underserved and underrepresented communities;*
- *Description of processes and policies to recruit and hire qualified teachers and other staff members that consider the specific quality and availability of talent in the proposed geographic area; and,*
- *Description of strategies for retaining high quality teachers.*

Recruitment & Retention of High-Quality Teachers and Staff

At Schenectady Scholars Charter School, we believe that an open and fair hiring process is the foundation for building a diverse and highly effective teaching staff. Our approach to recruitment prioritizes transparency, equity, and inclusivity, ensuring that we reach a broad pool of talented candidates who align with our mission and values.

We recognize the importance of hiring educators who reflect the diversity of our student population and community, and we are committed to creating an inclusive hiring environment that removes barriers and fosters equal opportunities for all applicants.

Key components of our open and fair hiring process include:

- **A Structured, Multi-Step Hiring Process:** The selection process will be rigorous and include multiple rounds of interviews, classroom observations, model lessons, and cultural fit assessments to ensure alignment with the school's mission and instructional philosophy.
- **Diversey Recruitment Channels:** Job postings will be advertised on multiple platforms OLAS, teacher recruitment portal, education focused job boards such as:
    - Schenectady Scholars Website
    - LinkedIn Job Postings
    - Teachers College Website in Columbia University
    - Center for Black Male Development Job Postings
    - College Fairs (Sage, University of Albany, CUNY Schools)
    - HBCU College Fairs
    - Montessori Conferences
    - Community Hiring Events in Schenectady
- **Community Engagement for Recruitment:** Schenectady Scholars will collaborate with local organizations such as the Capital District Black Chamber of Commerce, grassroots education initiatives, and culturally responsive teaching networks to connect with potential candidates from historically underrepresented backgrounds.
- **Strategic Partnership with Higher Education Institutions:** To build a strong pipeline of educators the school will work closely with HBCU, Hispanic-Serving Institutions, and regional teacher preparation programs at institutions such as the University of Albany, Sage College, SUNY Schenectady.
- **Anti-Bias Training for Hiring Committee:** All individuals involved in the hiring process will receive training to recognize and mitigate unconscious bias, ensuring a fair evaluation of candidates based on merit and qualifications.

Schenectady Scholars Charter School aims to create a workforce that is not only highly effective but also diverse and presentative of the broader Schenectady community.

Recruiting and Hiring Qualified Teachers Based on Local Talent Availability

Schenectady Scholars Charter School understands that recruiting qualified teachers requires a targeted approach that considers the unique educational landscape of Schenectady and Central New York. By leveraging regional resources and identifying gaps in local teacher availability, we will ensure that our recruitment strategies effectively address shortages in key subject areas and attract top-tier educators to our school.

The school will employ the following approaches to attract well-qualified educators:

- **Teacher Residency Programs**: By partnering with local universities, Schenectady Scholars will create a year-long residency program that allows aspiring teachers to gain hands-on experience under the mentorship of experienced educators. This initiative will provide a steady pipeline of well-trained teachers who are familiar with the school's culture and expectations.

- **"Grow Your Own" Pathways for Educators**: Recognizing the value of developing educators from within the community, the school will provide financial support and mentorship for paraprofessionals, teaching assistants, and career changers seeking teacher certification. This will help retain talent within Schenectady and create opportunities for local residents to become educators.
- **Competitive Compensation and Benefits**: The school will ensure that teacher salaries are competitive with surrounding districts and charter networks. Additional incentives such as loan repayment assistance, tuition reimbursement for advanced degrees, and housing stipends will be considered to attract and retain top talent.
- **Specialized Recruitment for High-Need Subject Areas**: The school will prioritize recruitment efforts for high-demand subjects such as special education, STEM, and bilingual education. Collaborations with organizations focused on STEM education and special education certification programs will support these efforts.
- **Flexible Hiring Timelines**: To accommodate varying candidate availability, the school will adopt rolling application cycles and host recruitment events year-round to ensure a consistent flow of qualified applicants.

Strategies for Retaining High-Quality Teachers

Schenectady Scholars Charter School recognizes that teacher retention is just as important as recruitment in building a stable and thriving educational environment. We are committed to fostering a school culture that values educators by providing them with the resources, support, and career opportunities necessary for long-term success. Our retention strategies focus on professional development, work-life balance, and creating a sense of belonging within the school community.

The school's key retention strategies include:

- **Comprehensive Mentorship and Coaching**: New teachers will be paired with experienced mentor educators who will provide guidance on instructional practices, classroom management, and professional development. Additionally, instructional coaches will offer ongoing support to all teachers through regular observations and feedback.
- **Collaborative Professional Learning Communities (PLCs)**: The school will establish PLCs that encourage teachers to collaborate, share best practices, and engage in continuous learning. This will foster a sense of teamwork and professional fulfillment.
- **Career Growth and Leadership Opportunities**: To support long-term career development, the school will offer leadership pathways such as department chair positions, instructional coaching roles, and opportunities to lead professional development sessions. High-performing teachers will also have the option to take on hybrid roles that include both classroom instruction and school leadership responsibilities.
- **Work-Life Balance and Wellness Initiatives**: Recognizing the demands of the teaching profession, the school will implement policies that promote work-life balance, including flexible professional development days, mental health resources, and wellness programs such as on-site counseling and mindfulness workshops.
- **Data-Driven Teacher Support**: The school will conduct regular teacher satisfaction surveys and focus groups to gather feedback and make informed decisions about policies that impact teacher well-being and job satisfaction.
- **Recognition and Appreciation Programs**: A structured teacher recognition program will celebrate educators who demonstrate excellence in student achievement, innovation, and leadership. Teachers will receive awards, bonuses, and public acknowledgments for their contributions to student success.

- **Retention Bonuses and Incentives**: To encourage long-term commitment, teachers who remain with the school for multiple years will be eligible for retention bonuses, additional professional development stipends, and opportunities for funded research projects or study abroad programs.

Schenectady Scholars Charter School is dedicated to recruiting and retaining high-quality teachers through a strategic approach that emphasizes equity, professional growth, and teacher well-being. By actively seeking diverse educators, creating strong mentorship and support systems, and offering competitive compensation and career advancement opportunities, the school will ensure a dynamic and committed faculty. These efforts will establish Schenectady Scholars as a premier institution for educational excellence in the Schenectady region, ultimately benefiting both students and the wider community.

R-12d-Personal Policies

Submit a copy of the proposed education corporation's personnel policies. The policies should include Act requirements for personnel such as fingerprint supported criminal background checks and receipt of the Code of Ethics, Conflict of Interest Policy (if separate), and Whistleblower Policy, and ensure compliance with applicable state and federal employment laws and regulations.



Schenectady Scholar Charter School
Staff Handbook
2026-2027

Draft

Schenectady Scholars Charter School nurtures compassionate, knowledgeable, and confident learners, promoting both academic attainment and character success in a holistic, engaging atmosphere.

Equal Opportunity Employer

It is the policy of Schenectady Scholars Charter School to seek and employ the best-qualified personnel without regard to race, color, religion, creed, national origin, citizenship, age, sex, marital status, sexual orientation, gender identity or expression, military or veteran status, disability, predisposing genetic characteristics, domestic violence victim status, familial status or any other protected classification protected by applicable law. It is further our policy to ensure equal opportunity for the advancement of staff members and equal treatment in all aspects regarding terms and conditions of employment, including but not limited to the areas of recruitment, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. Schenectady Scholars prohibits all employees from engaging in conduct that violates this policy. If Schenectady Scholars determine that an employee has violated this policy, Schenectady Scholars will discipline that employee appropriately, up to and including termination of employment.

Employment Classifications

Upon hire each employee will receive notification of his or her employment category. This categorization will determine employee insurance benefit eligibility and allotted time away from work. Employee category will be determined at hire and then continually on an annual basis.

Category 1: Factors that affect insurance benefit eligibility.

Regular Full Time Employees: These employees are hired to work on a regular basis for an indefinite period. They are scheduled to work, and regularly work, a minimum of 30 hours per week and are eligible for employer-sponsored benefits. Generally, regular full-time employees may be hired on a 10 month or 12 month basis.

Regular Part Time Employees: These employees are hired to work on a regular basis for an indefinite period. They are scheduled to work, and regularly work, 29 hours or less per week and are not eligible for employer-sponsored benefits.

Temporary Employees: Temporary employees are those individuals who accept employment for a specified length of time not to exceed six (6) months. As with all other employees, temporary employees remain employees at will throughout their employment.

On Call Employees: On call employees are those individuals who do not have a regular schedule but may be called in on an as needed basis. These employees generally work for a specific period, function and special project or to replace a regular employee that may be absent. On call employees are not eligible for employer-sponsored benefits.

Category 2: Factors that affect time away from work.

10 Month Employees: These employees work up to 220 days annually and their presence is not required when the school building is not in session except for days identified by the school Calendar.

12 Month Employees: These employees are working year-round and are granted vacation accruals in lieu of following an academic calendar.

At-Will Employment

Your employment with Schenectady Scholars Charter School is at will. This means that neither you nor the employer has entered a contract (express or implied) regarding the duration of your employment. You are free to terminate your employment with the employer at any time with or without reason. Likewise, Schenectady Scholars Charter School has the right to terminate your employment, or otherwise discipline, transfer, change your schedule or demote you at any time, with or without reason, notice or cause. No employee of Schenectady Scholars Charter School can enter into any employment contract for a specified period of time or make any agreement contrary to this policy without written approval from the Board of Trustees. If your employment is covered by an approved employment contract, nothing in this Handbook or any oral statement shall modify or amend the terms of that agreement.

Fingerprinting/Criminal Background Check

Schenectady Scholars Charter School recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable and non-violent. For purposes of furthering these interests, we reserve the right to investigate an individual's prior employment history, personal references and educational background as well as any other information that is reasonably available. When applicable to your position, we may review an employee's credit report.

Schenectady Scholars Charter School will comply with the Federal Fair Credit Reporting Act and all relevant state laws. Additionally, in compliance with applicable laws, your employment is contingent upon a successful criminal history check that is conducted as part of an offer of employment. An individual may not commence employment until he or she has successfully completed a criminal background check except under special circumstances as approved by the Board of Trustees and in compliance with pertinent state and federal laws.

Schenectady Scholars Charter School reserves the right to conduct background checks on active employees, in cases where employees may be promoted, moved to a new position, given additional responsibilities or whenever it is deemed appropriate. All employees must be cleared by the New York State Education Department ("NYSED") through the Fingerprinting Clearance process prior to their start date. Once cleared, NYSED will inform the School of any subsequent arrests of the employee. Any employee who is arrested must report the arrest to the Principal prior to their next scheduled shift.

Staff Attendance Policy

The presence or absence of each employee is of critical importance to the successful operations of Schenectady Scholars Charter School. We expect all our employees to be on time, ready to begin work at the beginning of their schedule and to work the full allotted shift assigned each day.

Workday

The presence or absence of each employee is of critical importance to the successful operation of Schenectady Scholars Charter School. Therefore, it is expected that all employees be on time, be ready to start work at the beginning of their scheduled day and to work the full allotted time they are assigned each day. Unless approved by the Principal all regular full time employees are required to work a minimum of 8 hours each day, Monday through Friday, and a minimum total of 40 hours each week. Unless provided for by the Principal, each employee is expected to work from 7:15 a.m. to 4:00 p.m. All staff asked to be at work 15 minutes before the doors open at 7:30 a.m.

Sick Days

All full-time employees are granted 5 paid sick days per school year.Sick days may be used for personal illness, medical appointments, or caring for an immediate family member. Employees must notify their supervisor as soon as possible if they are unable to report to work due to illness. Unused sick days do not carry over to the next school year unless specified by contract.

Personal Days

Employees are allotted 3 paid personal days per school year. Personal days must be requested in advance and approved by a supervisor, except in emergencies. These days are intended for personal matters that cannot be addressed outside of work hours.

Jury Duty

Full-time regular Employees who are called to serve on a jury panel will be eligible to serve and will receive regular full-time pay for the first ten (10) days of jury duty at his/her regular rate of pay for the hours that the employee was scheduled to work that day. Thereafter, for the extent of the jury duty, employees will be granted unpaid leave. Subject to the approval of the Principal an employee may request the use of accrued leave of any type instead of or in combination with the leave provisions noted in this section. Employees will be paid a supplement to the daily court pay not to exceed the employee's regular daily rate. Any Employee called to jury duty should present a copy of his or her jury duty papers to the Director of Operations as soon as they are received for timekeeping records. Employees that are dismissed from Jury Duty prior to the end of their workday should report to work until the end of his or her scheduled day.

Bereavement Policy

Employee may be granted Bereavement Leave, subject to a determination of the Principal. Bereavement Leave is to be used to attend the funeral or to mourn the death of an immediate family member. For the purposes of this section, "immediate family" is defined as a spouse, child, sibling, parent, grandparent, any other relative permanently residing with the Employee, or any other person as determined by the Principal. All Employees must request the use of Bereavement Leave of the Principal, and granting of such leave is conditional upon his or her approval. Employees will be granted up to three days. In certain cases the Principal may extend leave. Employees may be required to provide proof to the employer of the need for bereavement leave.

Military Leave

Employees who serve in Federal and State Military Organizations may take the necessary time off without pay to fulfill this obligation, and will retain all their legal rights for continued employment under existing laws. These employees may apply accruals to the leave if they wish, but they are not obligated to do so. In accordance with New York State law, The Schenectady Scholar Charter School will grant up to ten days unpaid leave to employees who regularly work 20 or more hours per week and who are spouses of service members if: (1) the employee's spouse is a of the United States Armed Forces, National Guard or Reserves; and (2) the employee's spouse is on leave from deployment during a time of military conflict.

You are expected to notify the Principal; as soon as you are aware of the dates you will require leave so that arrangements can be made for replacement during this absence.

Family Care, Maternity, and Adoption Leaves of Absence

Schenectady Scholars Charter School recognizes the importance of family responsibilities and is committed to supporting employees during significant life events, including the birth, adoption, or care of a child, as well as caring for a family member with a serious health condition. This policy outlines employees' rights and benefits under federal, state, and school-specific leave provisions.

Eligibility

Full-time employees who have worked for at least 12 months and completed 1,250 hours of service during the previous year are eligible for job-protected leave under this policy. Part-time employees may be eligible for leave on a prorated basis, as applicable by law.

Types of Leave

1. Maternity Leave (Childbirth-Related Leave)

- Birth parents are eligible for up to 12 weeks of leave under the Family and Medical Leave Act (FMLA) for pregnancy, childbirth, and postnatal recovery.
- The first 6-8 weeks (depending on medical recovery) may be covered as paid leave through accrued sick time or disability benefits, if applicable.
- Additional unpaid leave may be requested under FMLA or state-specific family leave laws.

2. Parental Leave (Non-Birth Parent & Adoption Leave)

- Non-birth parents, including fathers and adoptive parents, are eligible for up to 12 weeks of leave for bonding with a newborn or newly adopted child.
- Employees may use accrued sick leave, personal leave, or vacation days to receive paid time off, if available.
- Adoption leave applies to employees who are adopting a child under the age of 18. Documentation may be required.

3. Family Care Leave (Care for a Family Member)

- Employees may take up to 12 weeks of unpaid leave under FMLA to care for a seriously ill child, spouse, parent, or another qualified dependent.
- Employees may use accrued sick leave or other paid time off, where applicable, before transitioning to unpaid leave.

Benefits & Job Protection

- Health insurance benefits will continue during the leave period as long as the employee continues to pay their portion of premiums.
- Upon return from leave, employees will be reinstated to their previous position or an equivalent role with the same salary, benefits, and responsibilities.
- Employees must provide at least 30 days' notice for foreseeable leave (such as pregnancy or adoption) and as much notice as possible for emergency family leave.

How to Request Leave

Employees must submit a written leave request to the Human Resources Department, along with appropriate documentation (such as medical certification or adoption records). The HR team will review requests and confirm eligibility.

Compliance with Federal & State Laws

This policy complies with the Family and Medical Leave Act (FMLA), the Pregnancy Discrimination Act (PDA), and any applicable state-specific family leave laws.

For further details or assistance, employees should contact the Human Resources Department.

School Closings

Schenectady Scholars Charter School may be closed due to inclement weather, at the discretion of the Principal. In the case of closure employees will be notified through local media outlets. If classroom time is lost because of inclement weather, classroom days may be added according to the school calendar or at the end of the school year. Unless a closing is announced you will be required to report to work as scheduled. In cases when Schenectady Scholars Charter School is not closed, but weather conditions make it impossible for you to travel to and from work, you may make a request to leave from the Principal, but you will be required to use your own accruals. If you are calling into work, you should use the same call in procedures required of a sick day.

Pay Schedule

Schenectady Scholars Charter School follows a bi-weekly pay schedule, meaning employees will receive 26 paychecks per year. Paychecks are issued every other week unless the payday falls on a holiday, in which case payment will be made on the preceding business day.

Workplace Environment

Schencectady Scholars must be a safe, respectful environment for all staff and scholars, and the policies to follow are intended to ensure the safety of our scholars and staff inside and outside of our school campus.

Staff Conduct with Scholars

Schenectady Scholars Charter School is committed to fostering a professional, respectful, and safe environment for all scholars. Staff members are expected to serve as positive role models and maintain appropriate boundaries in all interactions with students.

Professional Boundaries & Expectations

1. **Respect & Professionalism** – Staff must treat all scholars with respect, fairness, and professionalism, ensuring interactions are supportive and developmentally appropriate.
2. **Appropriate Communication** – Staff must use professional language in all communications, including verbal, written, and digital interactions. Personal conversations or discussions about sensitive topics must be avoided.
3. **Physical Contact** – Physical contact should be limited and appropriate for an educational setting (e.g., high-fives, handshakes). Inappropriate physical contact, including excessive hugging, unnecessary touching, or physical discipline, is strictly prohibited.

4. **Electronic & Social Media Communication** – Staff may only communicate with scholars through approved school channels (e.g., school email, learning platforms). Personal social media connections with students are prohibited.
5. **One-on-One Interactions** – Whenever possible, one-on-one interactions with scholars should occur in visible, public spaces or with another staff member present. Private meetings must be conducted in rooms with open doors or windows for visibility.
6. **Maintaining Objectivity** – Staff must avoid favoritism or excessive personal involvement with individual students that may lead to real or perceived bias.
7. **Transportation & Gifts** – Staff may not transport scholars in personal vehicles or provide personal gifts without administrative approval.
8. **Confidentiality** – Student information must be kept confidential and only shared with authorized personnel as needed for educational purposes.

Reporting & Accountability

- Any suspected misconduct, inappropriate behavior, or violations of this policy must be reported immediately to school leadership.
- Failure to adhere to these guidelines may result in disciplinary action, up to and including termination.

By maintaining professional boundaries and ethical conduct, staff contribute to a positive and safe learning environment for all scholars at Schenectady Scholars Charter School.

Dress Code

Employees project an image to the community about the professionalism of Schenectady Scholars Charter School. During business hours and at work-related activities, employees are expected to present a clean, neat professional appearance and to dress according to the requirements of their position. In order to be respected like a professional in this community, we expect that you dress the part. This includes professional appearance with respect to general cleanliness, clothes, shoes, hair, facial hair, jewelry, body jewelry and tattoos. While we do not seek to stifle individual expression, it is important to communicate that certain environments require a specific standard of dress. In order to convey an atmosphere of dignity and professionalism, personnel shall be well groomed and dressed for an academic or business environment rather than recreational casualness. Proper presentation is always the expectation while you are a representative of Schenectady Scholars Charter School. Appropriate clothing fits well, is not tight or constricting, meets the traditional norms of modesty, meets the level of safety required for one's job and does not contain graphic or profane Images. More specifically, male teachers are required to wear slacks and a button down dress shirt with a tie or dress polo. Female teachers are expected to wear a blouse, dressy top or sweater with appropriate bottoms.

The following items are not acceptable at any time:

- Flip flops, sandals or any shoe that is open toed, presents a safety hazard or restricts movement
- Athletic shoes (except on field trips, field days or designated dress down days)
- Jeans
- Shirts with "spaghetti straps" and halter or tank tops
- Sweat pants, sweat shirts or workout attire
- Sheer clothing
- Skirts / dresses that are more than 1" above the knee

Employees that are not meeting the above stated standard will be informed as soon as it is possible for us to do so. Employees may be asked to leave the workplace until they can return in a manner that is acceptable to the employer.

Professionalism and Ethical Conduct

Schenectady Scholars Charter School expects all employees to demonstrate professionalism, integrity, and ethical behavior in all aspects of their work. Employees serve as role models for students and must uphold the highest standards of conduct, both inside and outside the classroom.

Act with Integrity – Be honest, transparent, and accountable in all professional responsibilities.
Respect Others – Treat students, colleagues, parents, and community members with dignity, respect, and fairness.
Maintain Confidentiality – Protect student records, employee information, and any sensitive school-related matters.
Demonstrate Professionalism – Exhibit punctuality, preparedness, and a positive attitude in all school activities.
Lead by Example – Model appropriate behavior, communication, and decision-making that aligns with the school's mission and values.

Avoid Conflicts of Interest – Refrain from using their position for personal gain or outside interests that could interfere with school duties.
Adhere to School Policies – Follow all school policies, local laws, and professional standards.
Use School Resources Responsibly – Ensure that school equipment, funds, and facilities are used appropriately and for their intended purpose.
Report Misconduct – Immediately report any observed or suspected violations of ethical or professional standards to school leadership.

Family Educational Rights and Privacy Act

Schenectady Scholars Charter School complies with the Family Educational Rights and Privacy Act (FERPA), a federal law that protects the privacy of student education records. Under FERPA, parents and eligible students (18 years or older) have the right to:

- Access Education Records – Parents/guardians may review their child's educational records by submitting a written request to the school.
- Request Amendments – If a parent or eligible student believes information in the record is inaccurate or misleading, they may request a correction.
- Control Disclosure of Information – The school will not release personally identifiable student information without written consent, except in cases permitted by law (e.g., transfer to another school, legal compliance).
- Opt-Out of Directory Information – Parents may opt out of sharing directory information (e.g., student name, grade level) for school-related publications.

Schenectady Scholars ensures that student records are handled confidentially and securely. Any questions or requests regarding FERPA rights should be directed to the Principal.

Employee Dispute Resolution

Schenectady Scholars Charter School is committed to maintaining a professional and respectful work environment. When disputes arise, we encourage employees to resolve conflicts constructively and professionally. This policy outlines the steps for addressing workplace disputes in a fair and timely manner.

Resolution Process

Step 1: Direct Communication

Employees should first attempt to resolve disputes through direct communication with the involved party in a respectful and professional manner. Many conflicts can be resolved through open and honest discussions.

Step 2: Supervisor Involvement

If the issue is not resolved through direct communication, the employee should bring the concern to their immediate supervisor. The supervisor will mediate the discussion and work toward a solution.

Step 3: HR or School Leadership Review

If the dispute remains unresolved, the employee may submit a written complaint to the Human Resources Department or School Leadership. A meeting will be scheduled to review the issue, hear all perspectives, and determine an appropriate resolution.

Step 4: Formal Resolution & Decision

The school leadership will conduct a fair and objective review of the matter. A final decision will be communicated to all parties involved, and further actions (if necessary) will be implemented.

Schenectady Scholars Charter School prohibits retaliation against employees who raise concerns in good faith. Any reports of retaliation will be taken seriously and addressed promptly. We are committed to handling all disputes with confidentiality, impartiality, and professionalism to ensure a positive and collaborative work environment.

Anti-Harassment Policy

Schenectady Scholars Charter School is committed to maintaining a safe and respectful learning and working environments for all students, staff, and community members. Harassment, discrimination, or bullying of any kind will not be tolerated.

Harassment includes, but is not limited to:

- Unwelcome verbal, physical, or visual conduct that creates a hostile environment.
- Discrimination or intimidation based on race, gender, age, sexual orientation, disability, religion, or any other protected characteristic.
- Sexual harassment, including inappropriate touching, comments, or requests.
- Cyberbullying or online harassment related to the school environment.

Reporting and Response

- Any individual who experiences or witnesses harassment should report it immediately to a school administrator, staff member, or designated Title IX Coordinator.
- Reports will be investigated promptly, fairly, and confidentially.
- If harassment is found to have occurred, appropriate disciplinary action will be taken, up to and including suspension or termination, depending on the severity.

Schenectady Scholars strictly prohibit retaliation against individuals who report harassment in good faith. Retaliation will be subject to disciplinary action.

All members of the school community are expected to uphold this policy and contribute to a culture of respect, inclusion, and accountability.

Non-Discrimination Policy

Schenectady Scholars Charter School is committed to providing a learning and working environment that is free from discrimination, harassment, and retaliation. We celebrate diversity and uphold the principles of equity and inclusion for all students, staff, and community members.

Schenectady Scholars Charter School does not discriminate on the basis of:

- Race, color, or ethnicity
- National origin or ancestry
- Religion or creed
- Gender, gender identity, or gender expression
- Sexual orientation
- Disability, medical condition, or genetic information
- Age
- Marital status or family status
- Military or veteran status
- Any other characteristic protected by federal, state, or local law

This policy applies to all aspects of school operations, including admissions, hiring and employment practices, educational programs, and school activities.

Reporting & Accountability

- Any individual who believes they have experienced or witnessed discrimination should report concerns to school leadership or the designated Equity & Compliance Officer.
- Reports will be taken seriously and investigated promptly and fairly.
- Retaliation against individuals who report discrimination in good faith is strictly prohibited and subject to disciplinary action.

Schenectady Scholars Charter School is dedicated to fostering an inclusive and respectful environment where all individuals can thrive

Accommodations of Individuals with Disabilities

Schenectady Scholars Charter School is committed to providing an inclusive, accessible, and supportive environment for individuals with disabilities. We comply with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and all applicable federal, state, and local laws to ensure that students, employees, and community members with disabilities have equal access to opportunities and resources.

Reasonable Accommodations

The school will provide reasonable accommodations to qualified individuals with disabilities to enable them to:

- Perform essential job functions (employees)
- Fully participate in academic programs and school activities (students)
- Access school facilities and services (staff, students, and visitors)

Accommodations may include, but are not limited to:

- Physical modifications (e.g., ramps, accessible restrooms, classroom adjustments)
- Assistive technology or alternative communication methods
- Adjustments to work schedules, job duties, or instructional methods
- Additional support services as appropriate

Requesting Accommodations

1. **Employees** – Staff members needing accommodations should submit a written request to the school's HR Department or designated ADA Coordinator. The request should include details about the accommodation needed and any supporting documentation.
2. **Students & Families** – Parents or guardians of students needing accommodations should contact the school's Special Education Coordinator or Section 504 Coordinator.
3. **Visitors** – Individuals attending school events who need accommodations should contact the school administration in advance.

Review & Implementation

- Each request will be reviewed on a case-by-case basis in collaboration with the requesting individual.
- The school will engage in an interactive process to determine reasonable accommodations that do not impose undue hardship on operations.
- Confidentiality will be maintained throughout the process.

No Retaliation

Schenectady Scholars Charter School prohibits retaliation against any individual who requests accommodations or participates in the accommodation process.

Conflict of Interest

Schenectady Scholars Charter School expects all employees, board members, and stakeholders to act in the best interest of the school and avoid any conflicts of interest that could compromise integrity, objectivity, or professional responsibilities.
Definition of Conflict of Interest

A conflict of interest occurs when an individual's personal, financial, or professional interests interfere—or appear to interfere—with their duties at the school. Examples include:

- Having a financial interest in a vendor, contractor, or service provider doing business with the school.
- Using school resources or relationships for personal gain.
- Hiring, supervising, or making decisions about a family member or close associate.
- Accepting gifts, payments, or favors from outside organizations that could influence decision-making.

Disclosure & Resolution

- Employees and board members must disclose any potential conflicts of interest in writing to school leadership.
- The school will review disclosures and determine appropriate actions to resolve or mitigate conflicts.
- Failure to disclose a conflict of interest may result in disciplinary action, up to and including termination.

Commitment to Integrity

All staff and board members must uphold ethical decision-making and prioritize the mission and values of Schenectady Scholars Charter School.

Gifts

Employees are not permitted to accept gifts of any kind of a value exceeding fifty dollars ($50.00) including but not limited to money, goods, food, entertainment, or services directly or indirectly from:

- Individuals, organizations, or companies serving as vendors or potential vendors
- Elected officials or their representatives
- Candidates for public office or their representatives
- Political party officials or their representatives
- Anyone who attempts to coerce you into favorable treatment with regards to your work
- responsibilities

Exceptions may be made by the Head of School, including in instances where such gifts are intended for and to be used by the organization. If an employee receives a gift offer in excess of $50.00, he or she must immediately notify the Principal, even if the employee has already refused the offer.

Nepotism and Personal Relationships in the Workplace

Schenectady Scholars Charter School maintains a policy of limiting spouses and other related family members from working in the same department, division or facility based on reasons of supervision, safety, security and morale. For the purposes of this policy, relatives are defined as spouses, children, siblings, parents or other family members related by marriage.

In the event an exception is made, relatives may be hired if the people involved will not work in a direct supervisory relationship and the employment will not pose difficulty for supervision, security, safety or morale. The Principal must approve exceptions to this policy.

Current employees who marry will be permitted to continue employment provided they do not work in a direct supervisory relationship and the employment will not pose difficulty for supervision, security, safety or morale. If employees are in a supervisory relationship, we will attempt to reassign one of the employees to a position that he or she is qualified for. If no such position is available, one of the employees may be required to leave employment.

Confidential information may never be shared among family members. Confidential information includes, without limitation, “know how”, trade secrets, operational methods, curriculum development, research projects, Scholar records and any other business affairs not generally known to the public.

Non-Solicitation and Non-Distribution Policy

To maintain a professional and focused work and learning environment, employees, students, and visitors are prohibited from engaging in solicitation or distribution activities during work hours or on school property without prior approval.

- Employees may not solicit or distribute materials related to personal business, fundraising, or external organizations during work hours or in workspaces.
- Non-employees are prohibited from soliciting or distributing materials on school premises at any time.
- School-approved activities, such as charitable drives or educational initiatives, require administrative approval before solicitation.

R-13a-Partner Information

Describe any partner organization (s) that will have a significant relationship with the proposed school. Explain the due diligence process used to select the partners (s) and its role in the development of this proposal. Include the following information in relation to the partner organization:

- *The name of the partner organization (s);*
- *The name, address, phone, number, and email of a contact person (s);*
- *A description of the nature of the purpose of the relationship;*
- *Names of proposed school board members affiliated with the organization (s); and*
- *Evidence of the organization's ability to do business in New York*

Statement of Principle:
The partnership between Building Capacity, Building Hope, Lighthouse Academics and the YMCA of the Capital District is built on a shared vision of supporting Schenectady Scholars in achieving excellence. While these two organizations operate independently, they are both committed to providing distinct but complementary support to the school. Their collaboration will ensure that Schenectady Scholars is well-equipped to foster academic achievement, leadership development, and holistic student support. Through separate but coordinated efforts, Building Capacity and the YMCA will contribute unique resources and expertise to benefit the students and the broader Schenectady community.

Background:
Under the leadership of Dr. Paul Miller, Building Capacity has played a pivotal role in transforming schools and advocating for systemic change, particularly in historically underserved communities. As a strategic partner and support organization, Building Capacity will provide management, financial oversight, leadership guidance, training, and overall fidelity to ensure the proper implementation of the school model. The organization will work closely with school leadership to refine instructional methods, optimize operational efficiency, and uphold high standards for student achievement. Through these efforts, Building Capacity will ensure that Schenectady Scholars remains aligned with its mission while maintaining financial and administrative stability.

On the other hand, the YMCA of the Capital District has long provided critical youth development programs, social services, and community outreach initiatives. Its involvement in Schenectady Scholars will be centered on providing enrichment programs, mentorship opportunities, and social-emotional learning support. The YMCA's commitment to health and well-being will complement the school's academic mission by ensuring that students have access to safe, structured, and developmentally beneficial activities that extend beyond the classroom.

Additionally, Lighthouse Academics is providing support in identifying and securing an appropriate school facility. Lighthouse Academics has a strong background in educational facility planning, with a focus on creating innovative and student-centered learning environments. Their team works closely with charter schools to navigate the real estate process, ensuring the selected space meets both regulatory and instructional requirements.

Schenectady Scholars Charter School is partnering with Building Hope, a national nonprofit organization that specializes in supporting charter schools with facility financing, development, and technical assistance. Building Hope has a proven track record of helping charter schools secure and develop high-quality educational spaces, ensuring that students and educators have a safe and conducive learning environment.

Description of the Partnership:

Building Capacity's Role:

- Management and Financial Oversight: Building Capacity will provide strategic management support and financial oversight, ensuring the school maintains fiscal responsibility and long-term sustainability.
- Leadership Development: The organization will provide leadership development for leaders in the building.
- Fidelity to the Model: Building Capacity will ensure that the educational model and instructional framework are implemented correctly, maintaining the integrity of Schenectady Scholars' mission.
- School Operations and Improvement: The organization will assist in refining operational systems, ensuring the school functions efficiently and effectively to maximize student outcomes.
- Teacher Pipeline Development: Building Capacity will work to increase the number of Black Montessori educators and teachers of color, ensuring that students have role models who reflect their backgrounds and lived experiences.

The YMCA's Role:

- Youth Development and Mentorship: The YMCA will provide after-school programming, leadership training, and character-building opportunities, ensuring that students develop strong interpersonal and leadership skills.
- Health and Wellness Programs: Through its facilities and resources, the YMCA will offer fitness programs, recreational activities, and mental health support, promoting the overall well-being of students.
- Community Engagement and Social Support: The YMCA will work with families and local organizations to strengthen ties between the school and the broader community, ensuring that students receive support both inside and outside the school environment.

Building Hope's Role:

- Facilities financing: Assisting in securing funding and grants for school buildings.
- Real estate development: Supporting site selection, facility design, and construction management.
- Technical assistance: Offering expertise on long-term facility planning and compliance with state and local regulations

Lighthouse Academics' Role:

- Facility Planning & Site Selection: Lighthouse Academics will assist in identifying and evaluating potential school locations that align with the school's enrollment growth, instructional needs, and community accessibility
- Regulatory & Compliance Guidance: The organization will help navigate zoning, permitting, and facility compliance requirements to ensure the school meets all state and local regulations for a safe and effective learning environment
- Space Design & Optimization: Lighthouse Academics will provide expertise in designing a student-centered facility that supports Schenectady Scholars' blended Montessori and traditional charter approach, ensuring classrooms and common areas enhance student engagement and learning

While Building Capacity focuses on strategic oversight, leadership development, and operational fidelity, the YMCA of the Capital District enhances the school experience by fostering well-being, leadership, and social-emotional growth. These separate but synergistic efforts will create a well-rounded support system that

strengthens Schenectady Scholars' ability to serve its students effectively. Figure 13a-1 provides contact information of partner leaders

Impact on Schenectady and Beyond:
Schenectady Scholars will benefit from a multi-level approach that promotes both academic excellence and personal growth. The impact of this collaboration will include:

- Elevated student achievement, setting a standard for success in urban education.
- Comprehensive mentorship and enrichment, ensuring students develop the confidence and leadership skills necessary for their futures.
- Increased educator diversity, fostering a teaching force that is representative and responsive to student needs.
- Stronger community engagement, creating a lasting support network that extends beyond the classroom.

Together, Schenectady Scholars, Building Capacity, Lighthouse Academics, and the YMCA of the Capital District are committed to creating an educational environment that not only shapes successful students but also contributes to the broader Schenectady community. Their distinct but aligned efforts will help pave the way for a future in which education, leadership, and community empowerment go hand in hand. Figure 13a-1 provides contact information of partner leaders

Figure 13a-1 Partner Contact Information

Name	Address	Phone Number	Email
[redacted]			

R-13b-Partner Commitment

B. *For each new proposed partnership, provide a letter of intent or commitment form a bona fide representative of the partner organization (s) indicating the terms and extent of the organization's involvement with the proposed school.*

If the school would provide compensation to the partner (s) for any goods or services (e.g., a lease or fee), provide a copy of the term sheet or draft contract and include an explanation about how such services will be provided to the school at or below fair market value.

[redacted]

Introducing Our Partnership with Schenectady Scholars

To Whom it May Concern,

On behalf of [redacted] we are excited to announce our partnership with Schenectady Scholars. At [redacted], we are committed to supporting Schenectady Scholars in building a strong foundation of fiscal and operational management, ensuring its long-term success in achieving its mission.

Through this partnership, [redacted] will implement best practices, internal controls, and processes that promote compliance with all applicable laws and regulations. More than just consultants, we serve as partners—ensuring that budgets are accessible and valuable for decision-makers while providing mentorship and training for operational and administrative teams.

Our services include:

Financial Oversight:

- Charter Application budget support
- Bookkeeping services
- Financial reporting
- Audit/review coordination
- Payroll processing and posting

Operational Consulting:

- Facility management support
- Procurement best practices
- School operations coaching and training

We look forward to collaborating with Schenectady Scholars and contributing to its growth and success.

Sincerely,

[redacted]

[redacted]

March 18, 2025

On behalf of the [redacted], I am pleased to express our enthusiastic support for Schenectady Scholars Charter School, dedicated to academic excellence and sustainability. The mission of Schenectady Scholars aligns seamlessly with the Y's commitment to youth development, healthy living, and social responsibility, making this partnership a natural and meaningful collaboration.

As we embark on this journey together, the [redacted]A looks forward to working closely with Schenectady Scholars in a variety of ways. Our initial collaborations will focus on before and after-school programming, mentoring initiatives, and student support services designed to enhance learning and personal growth. By providing enriching experiences beyond the classroom, we aim to equip students with the resources, guidance, and opportunities they need to thrive.

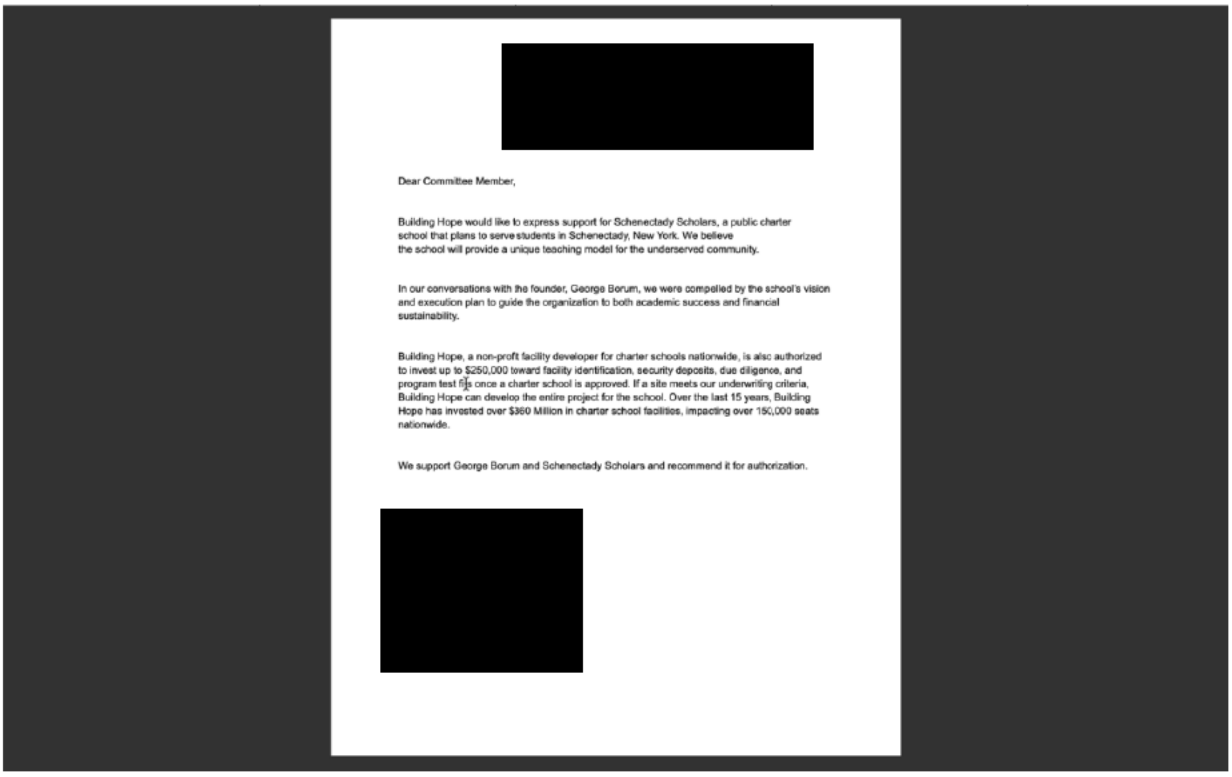
Beyond these immediate initiatives, we are actively exploring a broader, long-term partnership that leverages the strengths of both institutions. This vision includes opportunities for shared space, integrated programming, and a holistic approach to community impact—ensuring that students, families, and the greater Schenectady community benefit from our collective efforts.

The [redacted] is deeply committed to investing in the success of Schenectady Scholars and the students it serves. We believe this collaboration has the potential to transform lives and strengthen our community, and we are eager to build a lasting, sustainable relationship that fosters academic achievement, personal development, and lifelong success.

We look forward to the important work ahead and to making a lasting difference—together. Sincerely,

[redacted]

Better Together, we're Building a Stronger Community



[redacted]

Dear Committee Member,

Building Hope would like to express support for Schenectady Scholars, a public charter school that plans to serve students in Schenectady, New York. We believe the school will provide a unique teaching model for the underserved community.

In our conversations with the founder, George Borum, we were compelled by the school's vision and execution plan to guide the organization to both academic success and financial sustainability.

Building Hope, a non-profit facility developer for charter schools nationwide, is also authorized to invest up to $250,000 toward facility identification, security deposits, due diligence, and program test fits once a charter school is approved. If a site meets our underwriting criteria, Building Hope can develop the entire project for the school. Over the last 15 years, Building Hope has invested over $360 Million in charter school facilities, impacting over 150,000 seats nationwide.

We support George Borum and Schenectady Scholars and recommend it for authorization.

[redacted]

R-14ad-Governance

A. Board Members

Provide a brief narrative describing the methods used to recruit and select board members. The response should describe the process applicants used and will use to recruit well-qualified proposed board members who bring relevant experience that will supportive effective governance and should also describe steps that were taken and will be taken to recruit board members who are representative of the interests of the students and families the school proposes to serve

- *Under the heading "Position on the Board," please note any leadership and/or affiliations that proposed board members would hold. For example: "Board Chair," "Treasurer," "CMO Representative," "Parent Representative," etc.*
- Under the heading "Committee Affiliations (if any)," please note any committees on which a proposed trustee would serve (e.g. Academic Committee" "Finance Committee," etc.).
- Include any currently vacant seats that the board would fill later and specify the date.

Schenectady Scholars Charter School: Proposed Governance

Schenectady Scholars Charter School will be governed by a carefully selected Board of Trustees, composed of professionals with significant expertise in education, finance, real estate, and operations. This diverse and highly qualified board is committed to laying a strong foundation for the school, ensuring legal compliance, sound financial practices, and the long-term sustainability of the institution. Reflecting the community the school aims to serve, the board includes members from Schenectady, as well as residents of Troy and Albany, who bring a shared dedication to supporting local families and scholars.

The board's composition represents individuals deeply connected to the community, including those who live, work, educate, or serve on local governing boards within Schenectady. This connection ensures that the board is attuned to the needs of the community and positioned to foster meaningful relationships with stakeholders. The proposed Principal conducted extensive recruitment efforts across the Capital District, building a team that exemplifies the values of accountability, oversight, and shared belief in equitable access to quality education.

Recruitment Process

The recruitment process, launched in 2024 under the leadership of George Borum, the lead applicant, was designed to identify candidates with diverse professional backgrounds and regional ties. A comprehensive list of over 100 potential candidates was created, and everyone participated in a rigorous screening process. Candidates were assessed based on their alignment with the mission of Schenectady Scholars, their commitment to accountability, and their willingness to dedicate their time, expertise, and networks to the school development. Ultimately, those selected for the Founding Board formally accepted roles by signing the required documentation (see R14i-Board Member RFI forms).

Founding Board Activities

The Founding Board held its initial unofficial meeting via Zoom in December 2024. During this session, led by George Borum, the team engaged in protocol designed to internalize the school's mission, emphasize community engagement, and review key design elements. Since then, the board has convened monthly to advance these priorities. Each member has actively participated in community outreach efforts, documented as part of the charter application, and has collaborated regularly through weekly email updates from the lead applicant. These

communications have facilitated ongoing progress, tracked action items, and met critical deadlines between formal meetings.

Transition to the Board of Trustees

Upon the approval of Schenectady Scholars' charter, the Founding Board will transition to the official Board of Trustees. The proposed board members' areas of expertise and suggested committee affiliations are outlined in Figure 14a-1. Detailed resumes and professional backgrounds for each board member are included in R-14h-Board Members Resumes. This highly capable team is poised to lead Schenectady Scholars Charter School toward its mission of providing high-quality education to scholars in the region.

Governance Responsibilities of the Board of Trustees

If Schenectady Scholars is authorized, the Founding Team, apart from the lead applicant, will transition into the official Board of Trustees. This board will take on the formal legal responsibility for overseeing the implementation of the school's mission and vision. The Board of Trustees will ensure compliance with all applicable laws and regulations while providing strategic oversight for the school's operations *Figure 14a-1 Proposed Board Members*. Key responsibilities of the Board include:

1. **Principal Recruitment and Evaluation**

    - Establishing the job description and compensation for the Principal
    - Hiring the Principal who will lead the school
    - Conducting a formal annual evaluation of the Principal's performance based on established criteria

2. **Executive Leadership**

    - Leading efforts to recruit and select an Executive Director if the position becomes vacant due to resignation or removal for cause

3. **Board Self-Assessment**

    - Conducting an annual self-evaluation to assess the Board's effectiveness and identify areas for growth.

4. **Academic Oversight**

    - Monitoring academic results and approving policies that directly impact student outcomes.

5. **Financial Stewardship**

    - Ensuring the school operates with fiscal responsibility, maintains financial health, and is a responsible steward of public funds.
    - Conducting an annual audit and producing an annual report of the school's academic, fiscal, and organizational health in alignment with the Accountability Plan (see R-06g).

6. **Policy and Compliance**

- Overseeing and ensuring school policies comply with federal, state, and local regulations.
- Establishing policies that support the school's mission and operational effectiveness.

7. Conflict of Interest and Governance

- Reviewing and signing the Conflict of Interest policy annually
- Reviewing and updating Board bylaws as necessary

The proposed Board brings together the skills and expertise required to effectively oversee a public charter school. The Board is committed to monitoring progress toward the school's mission, approving the Accountability Plan, and supporting the school's long-term success.

Principal Hiring and Succession Planning

Upon authorization, the Board will review and approve the job description and compensation for the Principal position. The hiring process will be guided by qualifications and responsibilities outlined in Response 12b-Qualifications and Responsibilities

During the planning year, the Principal will draft and submit a Succession Plan to the Board for approval. This plan will outline procedures for both planned and unplanned departures, including:

- Recruitment strategies for identifying candidates
- Appointment of a School Leadership Team member to serve as interim Principal
- Delegation of responsibilities to personnel prepared to assume leadership duties

The Board will review and approve the Succession Plan to ensure continuity in leadership and stability for the school.

Principal Evaluation

The Principal will be formally evaluated by a subcommittee of the Board prior to the conclusion of each annual contract. This evaluation will be based on job responsibilities and the school's Accountability Plan (see R-06g). The process will include"

1. **Evaluation Committee**

- The committee will consist of the Board Chair, Treasurer, and additional Board members

2. **Input Gathering**

- Input will be solicited from the entire Board through surveys
- Staff input will be gathered through anonymous surveys to ensure candid feedback

3. Evaluation Metrics

- Evaluation criteria will include the school's academic performance, as detailed in the Accountability Plan

- The evaluation will reflect a unified perspective, ensuring no individual Board or staff member's opinions are singled out

4. **Delivery and Documentation**

- The Board Chair will deliver the evaluation to the Principal
- The completed evaluation will be maintained in the Principal's personnel file

Figure 14a-1 Proposed Board of Trustees						
#	Trustee Name	Position on Board (Officiers)	Committee Affiliation	Expertise and/or Role at School	Voting	Ex Officio
1	Siara Ramos	Chair	Not Yet Provided	Marketing	Yes	No
2	Ashley Bennett	Vice-Chair	Not Yet Provided	Education	Yes	No
3	Virginia Rawlins	Secretary	Not Yet Provided	Real Estate	Yes	No
4	Iledeja Yancy	Treasurer	Not Yet Provided	Finance	Yes	No
5	Bianca Stinney	Board Member	Not Yet Provided	Education	Yes	No
6	Schylar Arrington	Board Member	Not Yet Provided	Education	Yes	No
7	Dr. Deidre Hill-Butler	Board Member	Not Yet Provided	Education	Yes	No
8	Gigi Felch	Board Member	Not Yet Provided	Community Outreach	Yes	No
9	Mecca Lucas	Board Member	Not Yet Provided	Marketing	Yes	No
10	Kadijah Johnson	Board Member	Not Yet Provided	Real Estate	Yes	No
11	Laquetta Alexander	Board Member	Not Yet Provided	Finance	Yes	No
12	Shalain Garcia	Board Member	Not Yet Provided	Community Outreach	Yes	No
13	Kimberley Bernard Esq.	Board Member	Not Yet Provided	Law	Yes	No

B. Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation's board of trustees including:

- *Selecting school leader (s) and partner or management organizations, if any);*
- *Monitoring school performance including fiscal performance; and,*
- *Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for the achievement of the school's mission and goals.*

RESPSONSE 14AD-4

If Schenectady Scholars is authorized, the Founding Team, apart from the lead applicant, will shift to the Board of Trustees, who will formally begin its legal obligations to provide oversight of the school's charter. The Board will assume responsibility and accountability for the execution of the school's mission and vision. To be successfully in compliance with all its legal duties, the Board of Trustees will be responsible for:

- Establishing the job description, set compensation for, and hire the Principal who will assume the Principal role
- Conducting a formal annual evaluation of the performance of the Executive Director
- Leading efforts to recruit and select an Executive Director should he/she be removed for cause or resign
- Conduct formal annual self-evaluation of the Board to determine areas of growth and effectiveness
- Oversee academic results of the school and review and approve policies that directly impact academic outcomes
- Ensure financial operations of the school are sound and ensure that the school is a responsible steward of public funds and maintains sound financial health in the short and long term.
- Oversee school policies to ensure they comply with all applicable federal, state, and local regulations and status and establish policies that support mission execution
- Conduct an annual audit and produce an annual report on the academic, fiscal, and organizational health of school and progress toward accountability goals, as proposed in R-06g-Accountability Plan
- Review Board By laws annually and update if necessary
- Annually review, disclose, if necessary, and sign the Conflict-of-Interest policy

Our proposed Board represents all requisite skills and expertise needed to effectively oversee a public charter school. Our proposed Board will assume responsibility for supporting several processes not limited to those listed above. It is the responsibility of the Board to monitor progress towards the mission and to consider and give approval to the school's accountability plan, which details the metrics to which the school will be held accountable (see R06g-Accountability Plan).

Hiring a Principal and the Succession Plan

Upon authorization, the Board will review and approve the job description for the Principal, establish annual compensation for that position, and vote to hire the Principal for Schenectady. Qualifications and responsibilities for the role can be found in Response 12b-Qualifications and Responsibilities.

In our planning year, the Principal will draft and submit a succession plan to the Board for approval. The Board of Trustees will review and approve a Succession Plan. The Succession Plan will describe both a process for a planned and unplanned departure, defining recruitment tactics and naming the appointment for a School Leadership Team member as interim Principal as the Board of Trustees identifies and hires a successor. The plan will identify all responsibilities of the Principal and names of personnel prepared to assume Principal responsibilities.

Evaluation of the Principal

The Principal will be formally evaluated by the Board through the work of a sub committee of the Board prior to the end of each year's contract, based on criteria set forth by job responsibilities and all aspects of the school's Accountability Plan as proposed in Response-06g-Accountability Plan.

- A committee will be formed of the Board Chair, Treasure, and other board member.
- The committee will solicit the input of the entire Board through a survey but will be responsible for conducting and completing the Principal's annual evaluation. The committee will also solicit input from staff through an anonymous survey. The evaluation will also include other sources of information, including the school's academic performance, as spelled out by the Academic Achievement. The evaluation will speak with one voice, with no details about the individual Board or staff members.
- The Board Chair will deliver the evaluation to the Principal and will ensure that the evaluation is maintained within the Principal's personal file.

Facility Management

The Board will evaluate and approve appropriate options for both temporary and permanent facilities. This includes negotiating lease terms with input and collaboration from the Principal. Final agreements related to facilities, renovations, and planning will require Board approval prior to the school's proposed opening.

Policy Development and Approval

Upon authorization, the Board will establish and approve foundational policies governing the school's operations. These include governance, staffing, financial, and school-family policies. Specially, the Board will review and approve.

- Government Policies: Bylaws, conflict of interest, code of ethics, and board attendance policies, which will be finalized at the first Governing Board meeting.
- Staff Policies: Staff handbooks, personnel policies, grievance procedures, and an organizational chart.
- School-Family Policies: Family handbooks outlining promotion, attendance, uniform, admissions, and complaint policies.
- Financial Policies: Financial controls, fiscal management policies, and budgeting guidelines.

Enrollment Oversight

During the planning year, the Board monitors the enrollment process to ensure the school meets its enrollment targets, as detailed in Response-05ac-Enrollment. An Enrolment will work closely with the Principal to achieve full enrollment, set goals, and track progress through monthly student enrollment forms.

- Monitoring Progress: The Principal will provide bi-weekly updates to the Enrollment Committee.
- Addressing Shortfalls: If enrollment is more than 10% below targets by February 2026, the Board will initiate aggressive community outreach efforts to ensure goals are met.

Beyond the planning year, operational staff will manage the enrollment process in partnership with the Principal, with the Board continuing to provide oversight.

Staff Hire

The Board will oversee and approve key aspects of staffing, including:

- Organizational charts and job descriptions
- Budget for staff hiring and associated expenditures
- Personnel handbooks and grievance policies

While the Board's direct is limited to the Principal, it will also address staff grievances as outlined in the grievance policy.

Financial Oversight

The Board will oversee and approve key aspects of staffing including.

- Review and approval of the annual budget
- Review of monthly financial statements (chart of accounts, projected and actual monthly cash flow, 3 month financial projections, year to actual budgets)
- Review of the monthly financial dashboard, which will report key financial indicators, including days of cash on hand, net surplus or deficit compared to budget, fund development
- Assurance of adequate financial resources for all short and long term needs
- Education by the Finance Committee of all board members with respect to the organization's budget, fiscal policies, and financial performance
- Hiring of the auditor, review of the annual audit, ownership of the action steps, and response to audit (as needed)
- Partnership with the Principal to complete and ensure submission of all necessary financial records to the authorizer
- Compliance of the School with state and local regulations related to procurement for charter schools
- Approval of all major spending (greater than $5000) that impacts the finances of the school
- Ensuring the school has appropriate bank accounts with appropriate signatures
- Approval of fiscal policy on investment and training all Board members on the policy
- Approval of fiscal policy to include fiscal controls and segregation of duties and ensuring training
- for all required management positions
- Approve the annual contract for and evaluate the annual performance of the Back-Office Provider
- Establishment of fiscal policy on segregation of duties and ensuring training for all required
- management positions

Building Budget

As the fiscal agent for Schenectady Scholars, the Board is responsible for ensuring sound financial management and compliance with all regulations. Key responsibilities include:

They will work according to the following timeline:

- January and February of each year: Management establishes priorities and needs for the upcoming fiscal year and works with the back office provider to create a working budget.
- March of each year: Management presents a proposed budget to the Finance Committee, which reviews to determine if: (a) the numbers in the budget are reasonable; (2) the budget is aligned with the mission of the school; (3) the budget has a healthy cash flow and reserves.
- March of each year: The Treasurer works with management and as needed with the back office provider to ensure the budget is ready for recommendation to the Board.
- April of each year: After the Finance Committee vetting of the budget, the Treasurer presents the final budget to the full Board for consideration and discussion.
- May of each year: The Board takes a vote to approve the annual budget and ensure that management submits, as needed, the approved annual budget to any other entities as required by the charter contract.

- June of the year: The final budget will be completed and finalized no later than June 30 of each year. The budget will be submitted to SUNY CSI no later than June 30.

Fund Development

The Board of Trustees will develop and implement a comprehensive fund development plan to support Schenectady Scholars in achieving its mission. Fundraising efforts will evolve as the school progresses from its planning phase to its growth and maturity.

Key activities in the Board's fundraising efforts include:

- Board Contributions:
  - Each Board member understands and agrees that membership requires an annual personal donation that is meaningful to them. This commitment underscores the Board's dedication to the school's success and sets an example for other donors.
- Fundraising Events and Campaigns:
  - The Board will organize annual fundraising events and drives aimed at engaging supporters who believe in the mission of Schenectady Scholars. These efforts will also target local businesses and organizations interested in contributing to the school's success.
- Grant and Philanthropic Outreach:
  - The Board will actively seek funding opportunities from foundations, individual philanthropists, and philanthropic organizations that align with the school's mission and values.
- Community and Corporate Partnerships:
  - To foster broad support, the Board will cultivate relationships with individuals, companies, and businesses willing to invest in the school's vision.

C. Education Corporation Board Design

Describe the rationale for the proposed design of the education corporation's board of trustees including:

- *Ex-officio members (voting and non-voting)*
- *Information to be received from the CMO, partner, school leadership, staff, or contractors as applicable;*
- *Trustee recruitment and selection process and criteria;*
- *New trustee orientation process; and, Board/trustee training*

Schenectady Scholars Charter School ("Schenectady Scholars") Board of Trustees is currently comprised of ten members with varying professional skills, perspectives, and roles, in accordance to New York Education Law ("Education Law") §§ 226 (1), 2853 (1) (f), New York General Municipal Law ("GML") §§ 800 806 (excluding § 805 b), and New York Not for Profit Corporation Law ("N PCL") §§ 712, 713.

Number of Trustees

Schenectady Scholars' Board of Trustees ("Board") will have a minimum of five and no more than fifteen trustees, to distribute work effectively, offer a variety of perspectives, but maintain a manageable size to promote discussion and establish high levels of accountability. The Board will maintain an odd number of members for voting purposes.

Officer Positions

The Board will have official officer roles of **Chair, Vice-Chair, Secretary, and Treasurer.**

- The **Board Chair** is the senior volunteer leader of Schenectady Scholars who presides at all meetings of the Board of Trustees and other meetings as required. The Chair is an *ex officio* member of all committees of the organization. The Board Chair oversees the implementation of Board and School policies and ensures that appropriate administrative practices are established and maintained. The Chair also manages the development of the Board and serves as the Governance Committee Chair. The Chair acts in some venues as the representative of the organization to the public.
- The **Vice Chair** is the secondary volunteer leader of the charter school and as such, discharges the duties of the Chair as required in the Chair's absence. The Vice Chair supports the activities of the Chair, including sharing responsibilities as appropriate.
- The **Treasurer** provides direction for the financial management of the school and facilitates the Board in meeting its financial oversight responsibilities. The Treasurer serves as the chair of the Finance Committee. The Treasurer reports to the Chair and the Board of Trustees and supports the Principal, Director of Operations, back-office provider, and auditors, as necessary.
- The **Secretary** provides direction for the keeping of legal documents, including minutes of all Board meetings. The Secretary reports to the Chair and the Board of Trustees and supports by taking minutes.

Ex-Officio Members (voting and non-voting)

The Principal will serve on the Board as an ex officio and non voting member.

Standing Committees (if any)

There will be a standing Nominating/Board Development Committee, known as the Governance Committee, chaired by the Board Chair; a Finance Committee, chaired by the Treasurer with 1 or 2 additional members with financial expertise; an Academic Committee composed of at least 2 members with education expertise; a Facilities Committee, composed of at least 2 members of the board; and a Development Committee composed of at least 2 members of the board with experience in developing funds.

Delegations of Authority to any Committees, Officers, Employees, or Contractors

The Board may opt to delegate authority to any officer or agent of Schenectady Scholars to enter any contract or execute and deliver any instrument on behalf of Schenectady Scholars, both in general and for a specific instance.

Information to be received from the CMO, School Leadership, Staff or Contractors as Applicable

The Board will receive a written and oral report about the School's progress from the Principal at each monthly board meeting. Additionally, the Board will receive formal dashboards including financial, operational, academic, enrollment, and other pertinent information. This information will be provided to the Board by the Principal, with support from the Director of Operation, and the Back Office provider.

Frequency of Board and Committee Meetings

Schenectady Scholars will have regular monthly meetings of the Board, and Board members will be given up to 30 days' notice for each meeting. Committee meetings will take place at least 10 times per year for standing committees, and on an as needed basis for other committees.

Procedures for Publicizing and Conducting Monthly School Board Meetings in Accordance with the Act and the NY Open Meetings law

As detailed in R-14e-Bylaws, the Board shall comply with New York Open Meetings Law and Article 7 of the Public Officers Law as follows

1. We will publicize when and where meetings take place with at least one week of notice. The notice will provide the date, time, and location of the meeting. We will send this notice to the news media, post it publicly in a designated location, and post it on our website. For meetings with a regular meeting place and time, we may exercise the allowance in the law to create a yearly schedule and post it at the start of the year. We will follow the procedures for an individually scheduled meeting for any modification of a meeting previously scheduled in an annual notice.

2. We will publish all materials subject to the Freedom of Information Law (FOIL) prior to the meeting on our website, including the agenda and any proposed resolutions or policy.

3. We will hold meetings in a space accessible to the public and ensure that the space can accommodate members of the public. To the extent possible, we will make efforts to ensure individuals with disabilities are not presented with barriers to the attendance of our meetings.

4. We will keep a summary of all motions, proposals, actions taken, and votes of the members of the Board as our minutes. These minutes will be made available within two weeks after the meeting.

5. The Board will, at times, enter the executive session. Executive sessions can only be entered into after the board meeting has officially started with the public. If a board member makes a motion in public to enter into executive session, it must indicate that the issue falls into one of the following categories and name the relevant category explicitly: a. matters which will imperil the public safety if disclosed;

- Matters which will imperil the public safety if disclosed;
- Any matter which may disclose the identity of a law enforcement agent or informer;
  information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
- Discussions regarding proposed, pending, or current litigation;
- Collective negotiations pursuant to article fourteen of the civil services law; The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;
- The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;
- The preparation, grading, or administration of a corporation; or
- The proposed acquisition, sale, or lease of real property or proposed acquisition of securities or sale or exchange of securities held by such a public body, but only when publicity would substantially affect the value thereof.

Trustee Recruitment and Selection Process and Criteria

The Governance Committee will oversee the recruitment and selection of qualified candidates to fill vacant Trustee positions. This committee will present potential candidates to the Board, ensuring a rigorous selection process that upholds high expectations for Board members:

- Advocate for the mission and vision of Schenectady Scholars
- Use personal and professional networks for the financial, political, and organizational benefit of Schenectady Scholars
- Use specific expertise for the benefit of Schenectady Scholars
- Support the decisions taken by the Schenectady Scholars Founding Board as a whole
- Commit up to 8 hours monthly to Schenectady Scholars related work, including meetings, calls, emails, and school visitations
- Participate in Board orientation by Governance Committee members
- Disclose any potential conflicts of interest to the Principal and the rest of the Board

The qualifications of Board members include:

- Belief in charter schools and the mission of Schenectady Scholars
- Belief that all children can achieve the highest levels of academic excellence, and that every child is a gifted child
- Availability to participate meaningfully in all Board meetings and committee activities
- Expertise in education, law, real estate, financial management, governance, marketing, fundraising, advocacy, community organizing/outreach, creative arts, or strategic planning
- Personal experience with entrepreneurship and working in diverse teams
- Willingness to use personal and professional networks on behalf of the school
- Deep commitment to improving the quality of education for children and the quality of life for their families and the community of Schenectady and nearby cities

Candidates meeting these qualifications will be invited to meet the Principal (a non-voting, ex officio member of the Board) and the Governance Committee. The Principal may provide input on the candidate but cannot vote for their selection.

The Governance Committee will recommend candidates to the full Board during a public meeting. As stipulated in the Boylaws, new Trustees will be selected by a two-thirds majority vote of the entire Board.

Trustee Orientation

New Trustees will participate in a comprehensive orientation process to ensure they can contribute effectively from their first meeting. Key elements include:

1. Receiving the Board Bylaws and the charter school application at least two weeks before the next Board meeting.
2. Engaging in a two-to three-hour orientation session led by the Board Chair and Governance Committee, addressing any remaining questions from the interview process.

Board/Trustee Training and Development

The Founding Board of Schenectady Scholars is committed to ensuring its members are well-prepared and highly effective in their roles. During the initial years of service, the Board will complete all state-mandated training

including Fiscal Oversight and Fundamentals and Essentials of School Board Governance. To support continuous growth and strategic alignment with the school's mission, the Board will also participate in annual development opportunities. These include a retreat where committees will focus on action planning and organizational priorities. A third-party facilitator, selected by the Board, will guide these sessions to ensure they are productive and goal oriented.

Additionally, the Board will conduct a formal self-assessment and evaluation at least once a year during a dedicated monthly meeting. Led by the Governance Committee and the Board Chair, this process will use the Board Assessment Tool developed by the New York City Charter School Center. Trustees will evaluate the Board's effectiveness in areas such as leadership, committee functionality, and meeting productivity, categorizing performance as *Strong, Satisfactory, or Weak*. This reflective process allows Trustees to identify areas for improvement and ensures the Board remains accountable to its mission, the school, and the broader community. By prioritizing training and development, the Board aims to maintain high standards of governance and provide the leadership necessary for Schenectady Scholars to thrive.

D. Stakeholder Participation

Explain how parents and school staff, including teachers, will provide input and participate in the governance of the education corporation.

Schenectady Scholars is dedicated to cultivating strong partnerships with all its stakeholders. To encourage active involvement in the school's governance, formal opportunities will be provided for families, staff, and teachers to share their perspectives and contribute to decision making. These efforts will include twice yearly surveys designed to gather valuable input from both families and staff.

The Scholar and Family Experience Survey will be distributed in both physical and digital formats through the school's website. This survey will focus on assessing the school's communication with families, its ability to address students' academic needs, and its openness to parental feedback. Similarly, the staff survey will be conducted online to collect insights about workplace culture and overall organizational effectiveness. The Board and Principal will analyze the results of these surveys to identify key areas for improvement and prioritize actions to enhance the school's culture and operations.

In addition to surveys, families, and staff will have the chance to transform feedback into tangible actions by participating in ad hoc committees like the Enrollment Committee. This committee will consist of 6-8 members and will meet bi-weekly for two months. Committee members will collaboratively determine meeting times and locations to accommodate participants' schedules and ensure accessibility.

To further strengthen family representation, the Board will appoint a parent representative to serve as a non-voting member. This individual will act as an advocate form family concerns and work to engage other parents in committee participation, ensuring their voices are heard in the governance process.

The Board will convene for monthly public meetings, where committees will present updates, share data, and offer recommendations. These meetings will be open to the community, providing an opportunity for attendees to observe the Board's deliberations and address issues of importance. Through this commitment to inclusivity and transparency, Schenectady Scholars aims to establish a governance model that reflects the diverse needs and aspirations of its school community.

R-14e-By-Laws

Provide a draft of the proposed education corporation's governing by-laws.

Proposed By-Laws

Governing Bylaws of Schenectady Scholars Charter School Education Corporation

Article I: Name and Purpose

Section 1: Name The name of the corporation shall be "Schenectady Scholars Charter School Education Corporation," hereinafter referred to as the "Corporation."

Section 2: Purpose The purpose of the Corporation is to operate Schenectady Scholars Charter School ("the School") in compliance with its charter, applicable laws, and regulations, providing high-quality education to students in grades K-4, with a focus on addressing low-performing reading and math scores.

Article II: Membership

Section 1: Composition The Corporation shall have no members. The business and affairs of the Corporation shall be managed exclusively by its Board of Trustees (the "Board").

Article III: Board of Trustees

Section 1: Powers and Responsibilities The Board shall govern the Corporation, ensuring that it fulfills its mission, complies with legal and regulatory requirements, and operates efficiently and ethically. The Board shall:

1. Set policies for the operation of the School.
2. Approve the annual budget and oversee financial management.
3. Hire, evaluate, and, if necessary, dismiss the School's leader.
4. Ensure compliance with the School's charter and applicable laws.

Section 2: Number of Trustees the Board shall consist of not fewer than 5 and not more than 15 Trustees.

Section 3: Terms of Office Trustees shall serve staggered terms of three years, with one-third of the Board positions expiring annually. Trustees may be re-elected for up to two consecutive terms.

Section 4: Election of Trustees A trustee shall be elected by a majority vote of the Board. Candidates must meet qualifications set by the Board and demonstrate commitment to the School's mission.

Section 5: Removal of Trustees A Trustee may be removed for cause by a two-thirds vote of the Board.

Section 6: Vacancies Any vacancy on the Board shall be filled by majority vote of the remaining Trustees for the unexpired portion of the term.

Article IV: Officers

Section 1: Officers The officers of the Corporation shall be a Chair, Vice Chair, Secretary, and Treasurer, elected from among the Trustees.

Section 2: Election and Term Officers shall be elected annually by the Board and may serve a maximum of three consecutive one-year terms in the same office.

Section 3: Duties

1. **Chair:** Presides overboard meetings, ensures the Board's work aligns with the School's mission, and represents the Corporation as needed.
2. **Vice Chair:** Assists the Chair and assumes their duties in their absence.
3. **Secretary:** Maintains accurate minutes of all meetings and oversees record-keeping.
4. **Treasurer:** Oversees financial affairs and ensures accurate reporting.

Article V: Meetings

Section 1: Regular Meetings The Board shall hold at least six regular meetings per year, scheduled by resolution.

Section 2: Special Meetings Special meetings may be called by the Chair or by most Trustees with at least 48 hours' notice.

Section 3: Quorum Many of the Trustees shall constitute a quorum for the transaction of business.

Section 4: Voting Each Trustee shall have one vote. Decisions require a majority vote of Trustees present, unless otherwise specified.

Section 5: Open Meetings All meetings shall comply with New York State's Open Meetings Law.

Article VI: Committees

Section 1: Standing Committees The Board may establish standing committees, including but not limited to:

1. **Finance Committee:** Oversees the budget, financial planning, and audits.
2. **Governance Committee:** Recruits and evaluates Trustees.
3. **Education Committee:** Monitors academic performance and compliance.

Section 2: Ad Hoc Committees The Chair may establish ad hoc committees as needed.

Section 3: Committee Membership Committees shall include at least one Trustee and may include non-Trustee members with relevant expertise.

Article VII: Fiscal Management

Section 1: Fiscal Year The fiscal year of the Corporation shall begin on July 1 and end on June 30.

Section 2: Financial Oversight The Board shall ensure proper financial controls, including an annual audit by an independent auditor.

Article VIII: Amendments

Section 1: Proposal of Amendments to these Bylaws may be proposed by any Trustee.

Section 2: Approval of Amendments require a two-thirds vote of the Board, following at least 10 days' notice.

Article IX: Dissolution

Section 1: Procedure In the event of dissolution, the Corporation's assets shall be distributed in accordance with its charter and applicable law, prioritizing the fulfillment of obligations and the benefit of students.

Article X: Miscellaneous

Section 1: Indemnification The Corporation shall fully indemnify Trustees and officers permitted by law.

Section 2: Conflict of Interest The Board shall adopt a Conflict of Interest Policy to ensure ethical governance.

R-14-F-Code of Ethics and Conflict of Interest Policy

Provide a draft of the proposed education corporation's code of ethics and conflict of interest policy. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance with the policy. The Code of Ethics and conflict of interest policy (which may be one document) must be written to apply not only to trustees but also to officers and employees of the school in conformity with N.Y. General Municipal Law.

The board of Trustees (the "Board") and Leadership of Schenectady Scholars Charter School ("Schenectady Scholars") must conduct their affairs in the best interests of the school; avoid conflict, or the appearance of conflict, between their interests and those of Schenectady Scholars; and ensure that they do not receive improper personal benefit from their positions. The Board shall conduct its affairs subject to the Charter Schools Act; other applicable provisions of the Education Law; provisions of the Not For Profit Corporation Law made applicable to education corporations by § 216 a of the Education Law; federal law and regulations related to the School's tax exempt status; applicable provisions of the General Municipal Law; the School's charter and bylaws; and other applicable provisions of law and regulations. Accordingly, the Schenectady Scholars Board has adopted the following procedures to govern Schenectady Scholars' decision making processes. Moreover, Board members, experts, advisors, and Schenectady Scholars staff of any level are subject to the gift policy set forth below:

- Trustees, Officers, or Employees of any external organization shall hold no more than 40% of the total seats comprising the Board of Trustees
- Not more than 40% of the Board of Trustees may be: (a) people currently being compensated by Schenectady Scholars for services rendered to it within the previous 12 months, whether as a full time, part-time employee, independent contractor otherwise; or (b) any person in a Trustee's family
- Trustees shall make all appropriate financial disclosures whenever a grievance of Conflict of Interest is lodged against them
- Trustees, officers, and employees may never ask a subordinate, student, or parent of a student to work on or give to any political campaign.
- Trustees, Officers, and Employees will exercise the highest degree of care not to disclose confidential information including, but not limited to:
    - Student records
    - Financial information
    - Personnel records
    - Payoff records
- Trustees, Officers, and Employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
    - Theft or inappropriate removal or possession of property
    - Falsification of documents
    - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
    - Use of tobacco or tobacco products on school grounds
    - Insubordination or other disrespectful conduct
    - Violation of safety or health rules
    - Sexual or other unlawful or unwelcome harassment
    - Excessive absenteeism or any absence without notice
- Trustees, Officers, and Employees shall always avoid 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 of

Trustees. If this occurs, the Trustee, officer, or employee shall write a letter disclosing all know facts prior to participating in a Board discussion of these matters and the Trustee's interest in the matter will be reflected in the Board minutes.

Self-Dealing Transactions

- The Board of Trustees defines a "self-dealing transaction" as a transaction to which Schenectady Scholars Charter School is a party in which one or more of the individual Trustees, officers, or employees has a financial interest.
- Neither Trustees nor the employees of Schenectady Scholars Charter School shall engage in any self-dealing transactions, except as approved by the Board of Trustees in compliance with the Conflict of Interest Policy. 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 that is part of a public or charitable program of Schenectady Scholars, if the transaction (a) is approved or authorized by the Board of Trustees in good faith and determined by the Board to be in the best interest of Schenectady Scholars of their families solely because they are in a class of persons intended to benefited by the program.

R-14G-Complaint Policy

Provide a draft of the proposed school's complaint policy. The complaint policy must include procedures for handling formal and informal complaints under the Act including from staff, parents, employees, and contractors. It may include procedures for handling informal complaints.

Purpose and Scope

At Schenectady Scholars Charter School, we are dedicated to fostering a nurturing, equitable, and responsive educational environment for all members of our community scholars, parents, staff, employees, contractors, and partners. Our commitment to academic excellence, equity, and open communication underpins every interaction at the school. The Complaint Policy ensures that all concerns are addressed promptly, fairly, and transparently, in accordance with the New York Charter Schools Act and the school's own values.

The purpose of this policy is too:

- Promote a transparent process for addressing concerns and complaints from all stakeholders, enduring every voice is heard and valued
- Provide clear guidelines for informal and formal complaint resolution, promoting a respectful and collaborative school environment
- Ensure compliance with state regulations under the oversight of the Charter Schools Institute
- Foster accountability among staff, administrators, and the Board of Trustees by providing consistent procedures for conflict resolution

This policy applies to a broad range of issues that may arise within the school's operations and community interactions, including:

- Student-related concerns: Academic disputes, disciplinary, actions, social emotional well being, or discrimination
- Staff related concerns: Communication issues, school policies, and the overall student experience
- Parental concerns: Communication issues, school policies, and the overall student experience
- Contractor and vendor concerns: Service agreements, compliance issues, and other operational concerns
- School wide operational matters: Concerns regarding school leadership, administrative decisions, or policy enforcement

All members of the Schenectady Scholars community are encouraged to resolve concerns informally whenever possible. However, when an informal resolution cannot be reached, this policy provides a structured, fair, and consistent formal complaint procedure.

Record Keeping

Schenectady Scholars Charter School is committed to maintaining thorough and accurate records of all complaints to ensure transparency, accountability, and compliance with state and federal regulations. All records will be securely stored in accordance with applicable data protection laws and organizational policies.

All complaint records will be securely stored for a minimum period of five years from the data of final resolution. Access to these records will be limited to authorized personnel only, ensuring confidentiality and compliance with relevant legal and ethical standards.

Policy Review

To ensure the ongoing effectiveness and compliance of the Schenectady Scholars Complaint Policy, the Board of Trustees will conduct a comprehensive review of the policy on an annual basis or more frequently if necessary due to changes in applicable laws, regulations, or school procedures.

The policy review process will include:

- Evaluation of effectiveness: Assessment of how effectively complaints have been managed, including the timeliness of resolutions and stakeholder satisfaction
- Compliance check: Ensuring the policy aligns with the requirements outlined by the New York Charter Schools Act, as well as other state and federal regulation
- Stakeholder feedback: Collection of feedback from students, parents, staff, and contractors to identify any gaps or areas for improvement
- Recommendations for improvement: Proposing any necessary updates or revisions based on findings from the evaluation process

Informal Complaint Resolution

Schenectady Scholars Charter School encourages informal resolution whenever possible before initiating a formal complaint process.

Step 1: Direct Resolution

- Individuals with concerns should first address the issue directly with the relevant staff member or administrator involved.
- The staff member will attempt to resolve the issue promptly and fairly.

Step 2: Administrative Intervention (if unresolved)

- If the issue is not resolved, the individual may escalate the concern to the appropriate supervisor or school leader (e.g., Principal, Assistant Principal).
- A meeting will be arranged to discuss the issue, and efforts will be made to resolve the concern informally within five (5) business days.

Formal Complaint Procedures

If an informal resolution is unsuccessful, individuals may submit a formal complaint.

Step 1: Written Complaint Submission

- Complaints must be submitted in writing to the Principal.
- The complaint should include:
    - Name of the complainant
    - Contact information
    - Description of the issue
    - Actions taken to resolve the issue informally

- Desired outcome or resolution

Step 2: Investigation Process

- Upon receipt, the Principal (or designee) will acknowledge the complaint in writing within three (3) business days.
- A thorough investigation will be conducted, which may involve:
  - Interviews with relevant parties
  - Review of related documents and policies
  - Consultation with appropriate personnel

Step 3: Response and Resolution

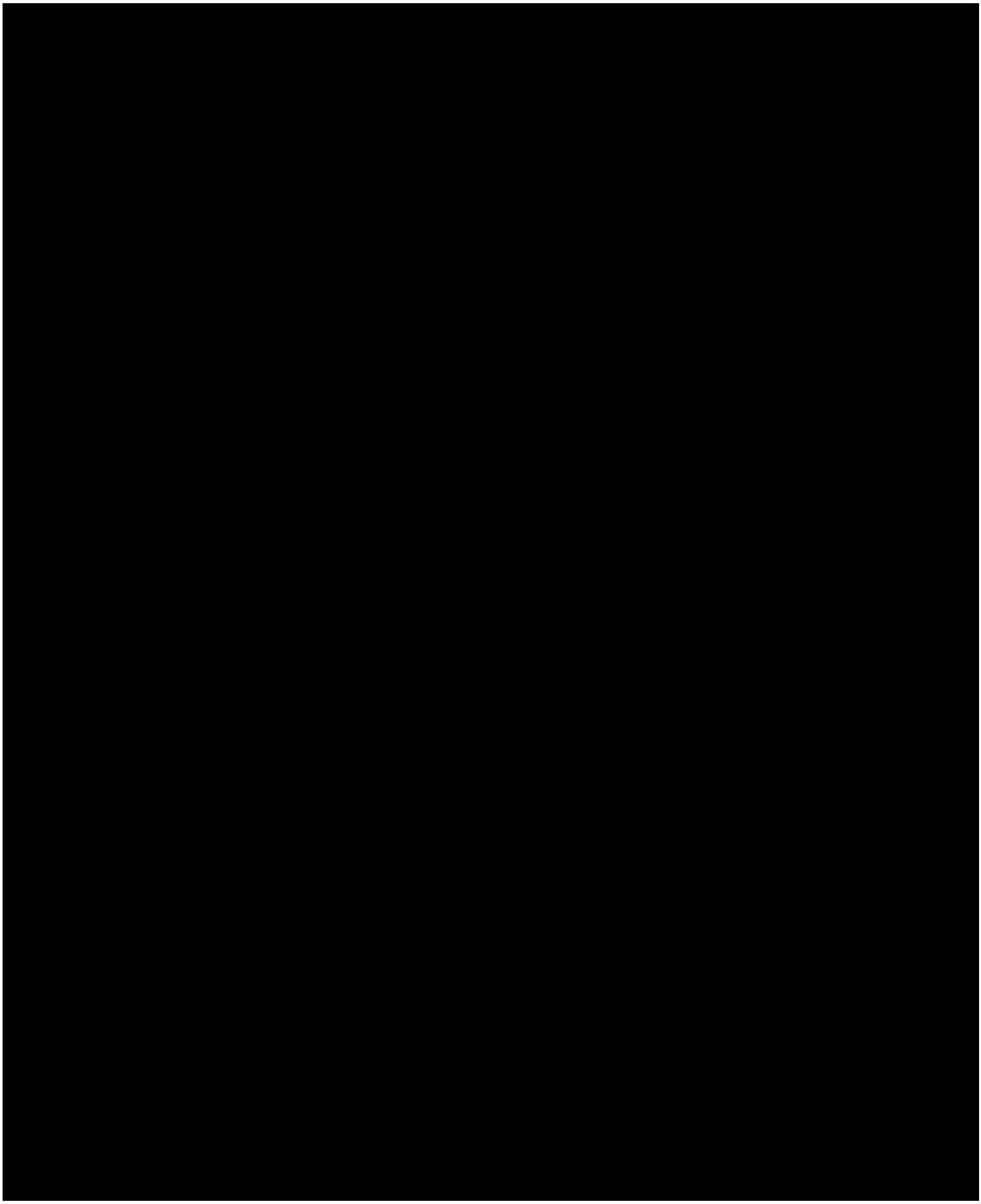
- A written response will be provided to the complainant within fifteen (15) business days of receiving the formal complaint.
- The response will include findings, actions taken (if any), and an explanation of the decision.

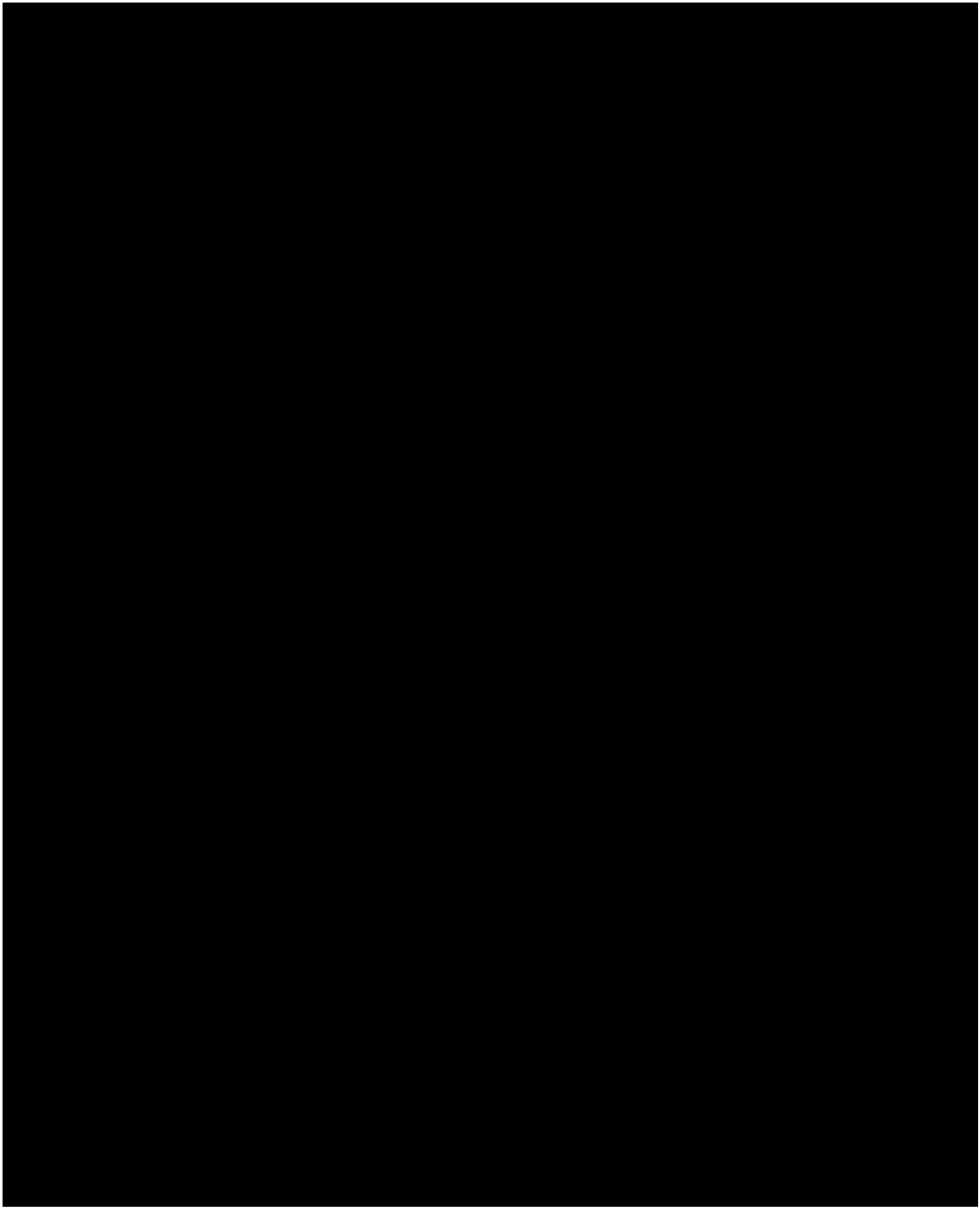
Step 4: Appeal Process

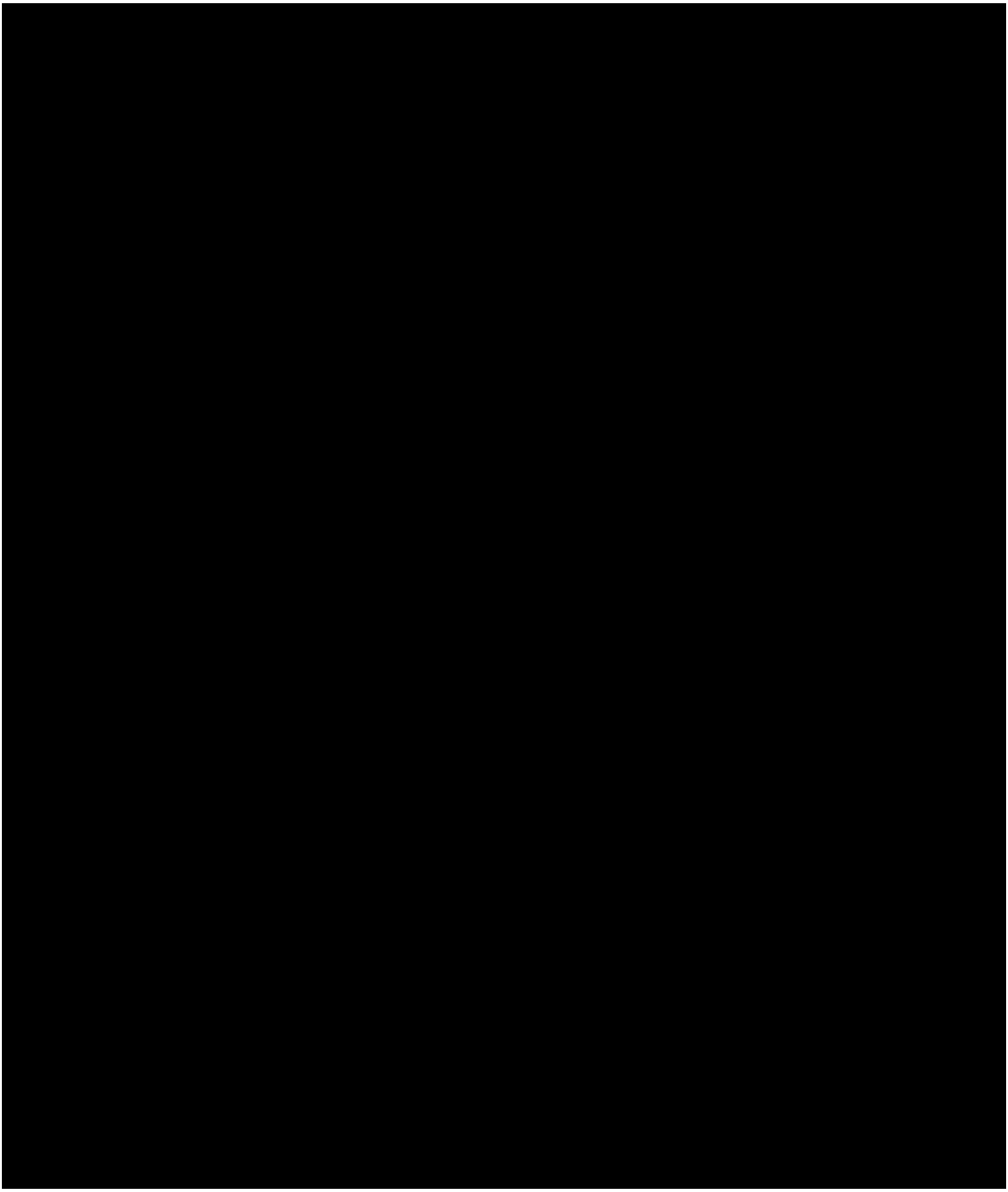
- If the complainant is dissatisfied with the resolution, they may submit an appeal to the Board of Trustees in writing within ten (10) business days of receiving the school's decision.
- The Board will review the appeal and provide a written decision within thirty (30) business days.
- The decision of the Board of Trustees is final at the school level.

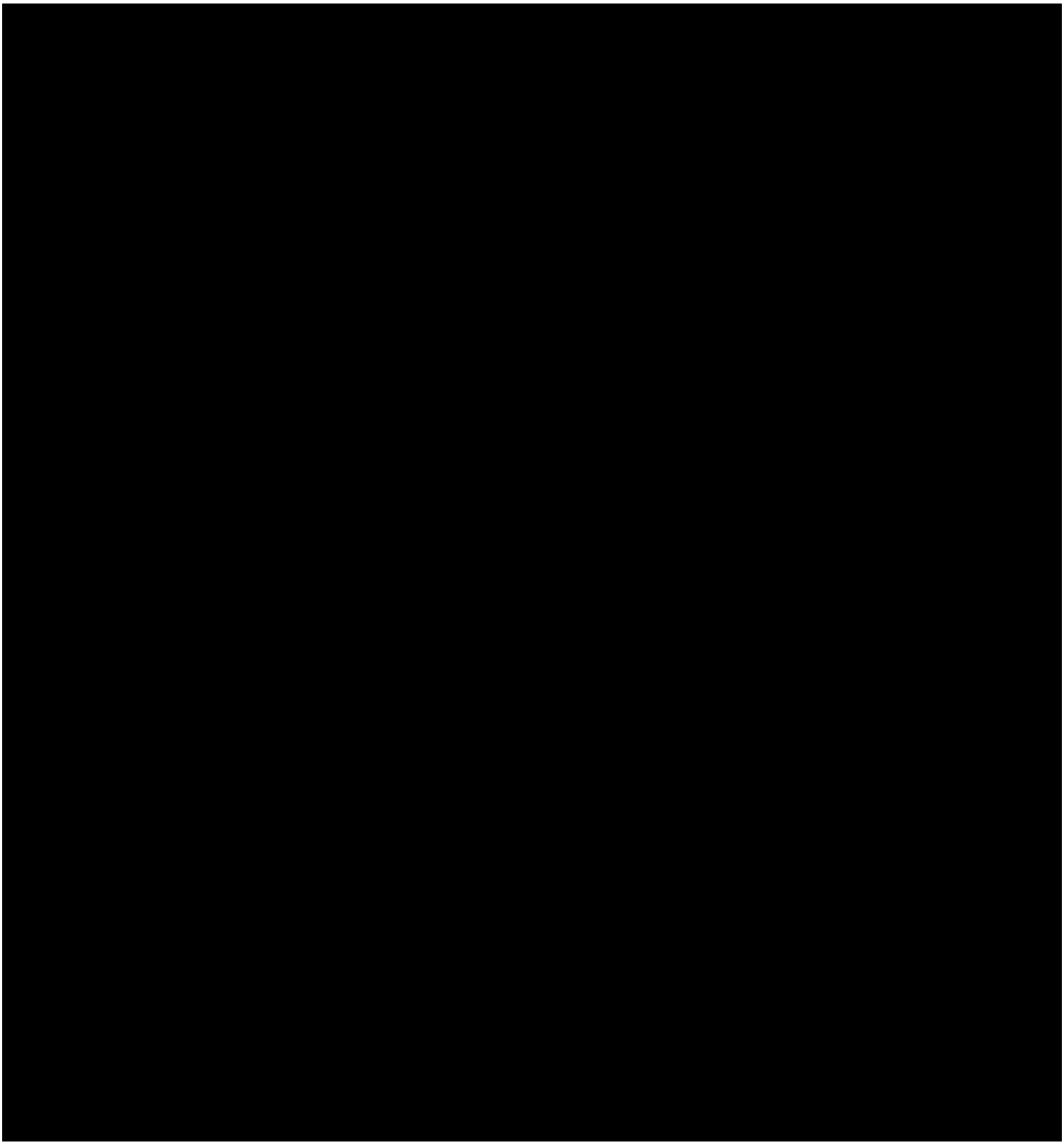
R-14h-Board Member Resumes
Submit current resumes for all board members that include each board member's professional experience and educational background.

Ashley L. Bennett, Ed.D.

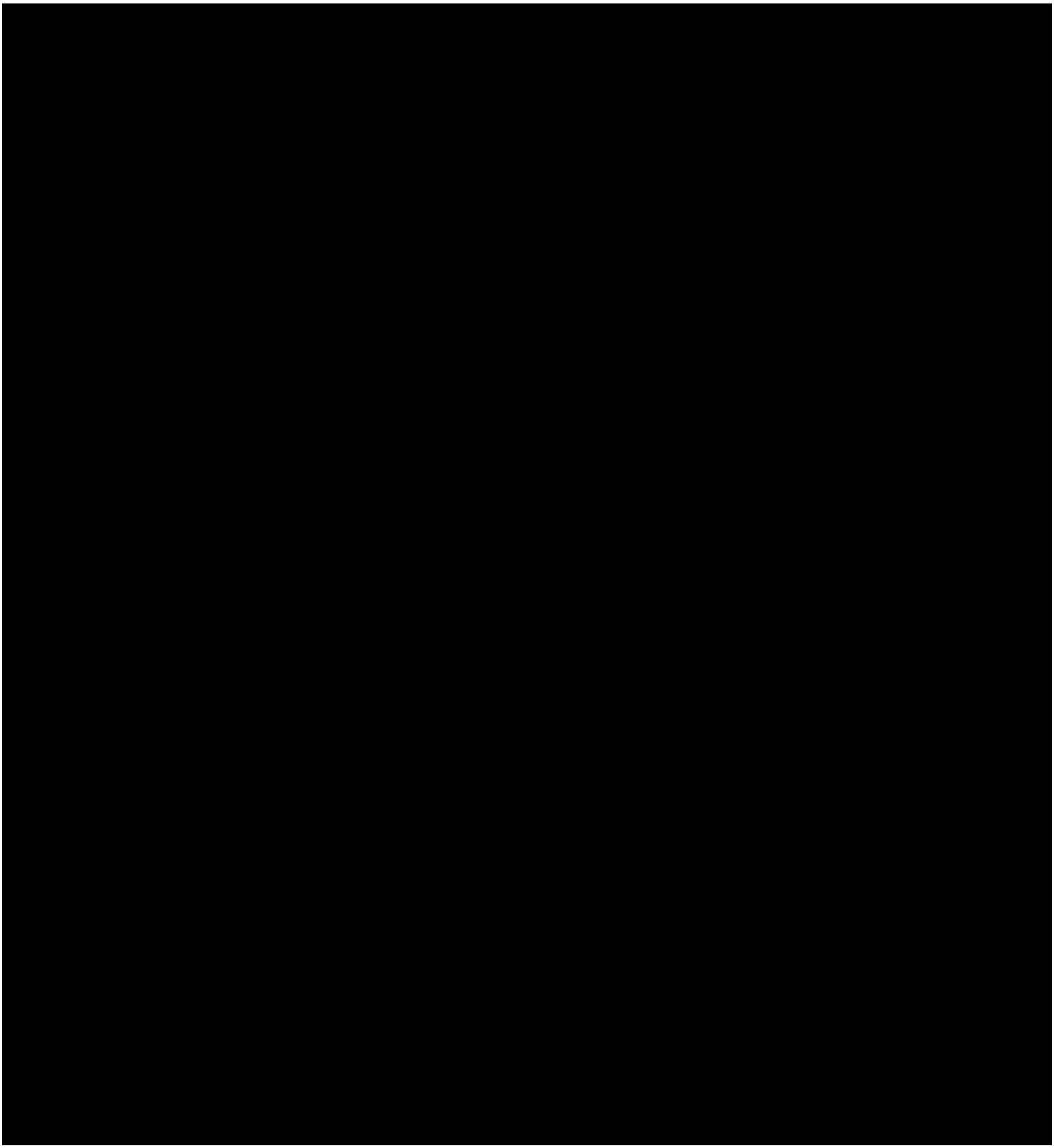




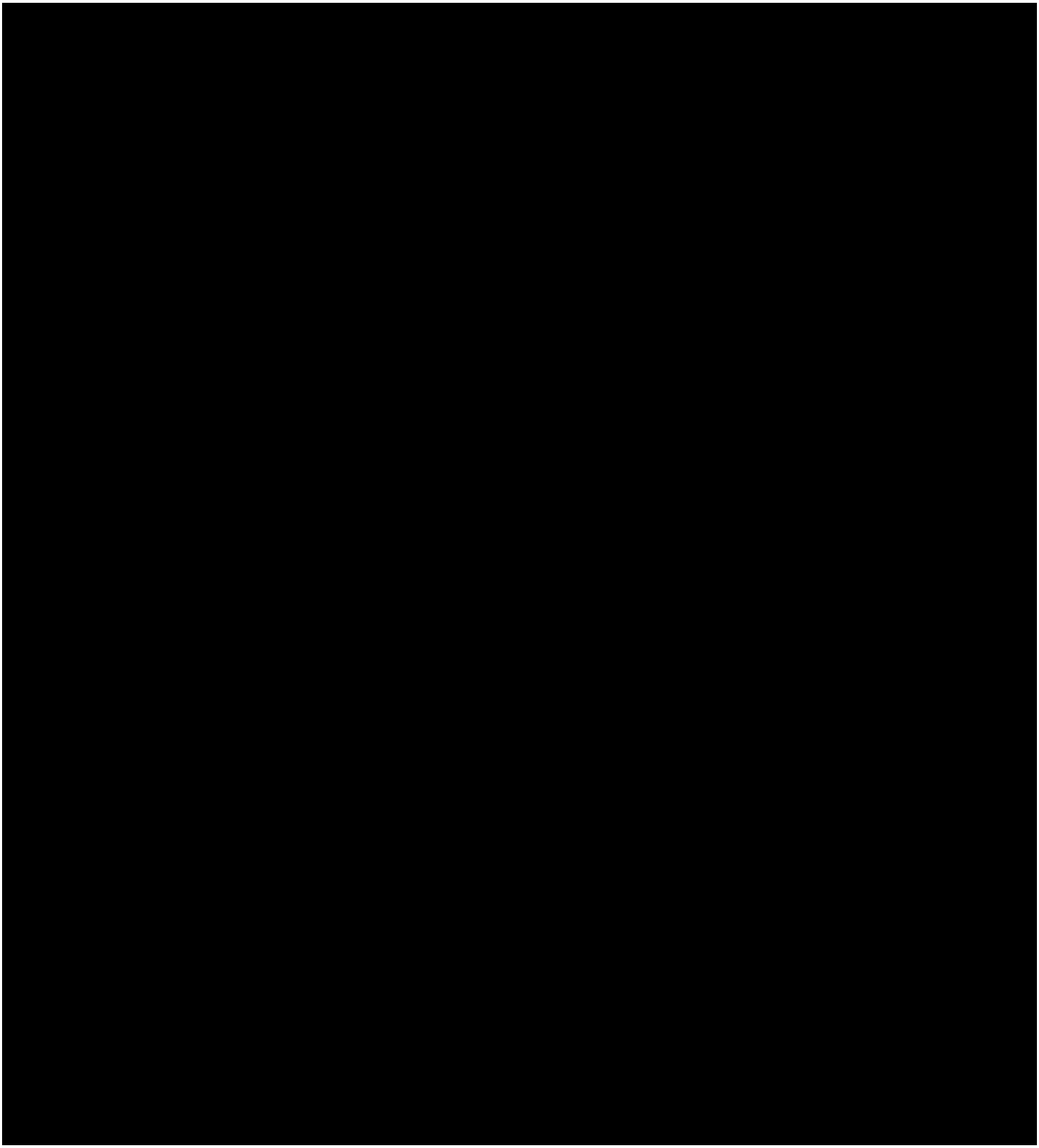




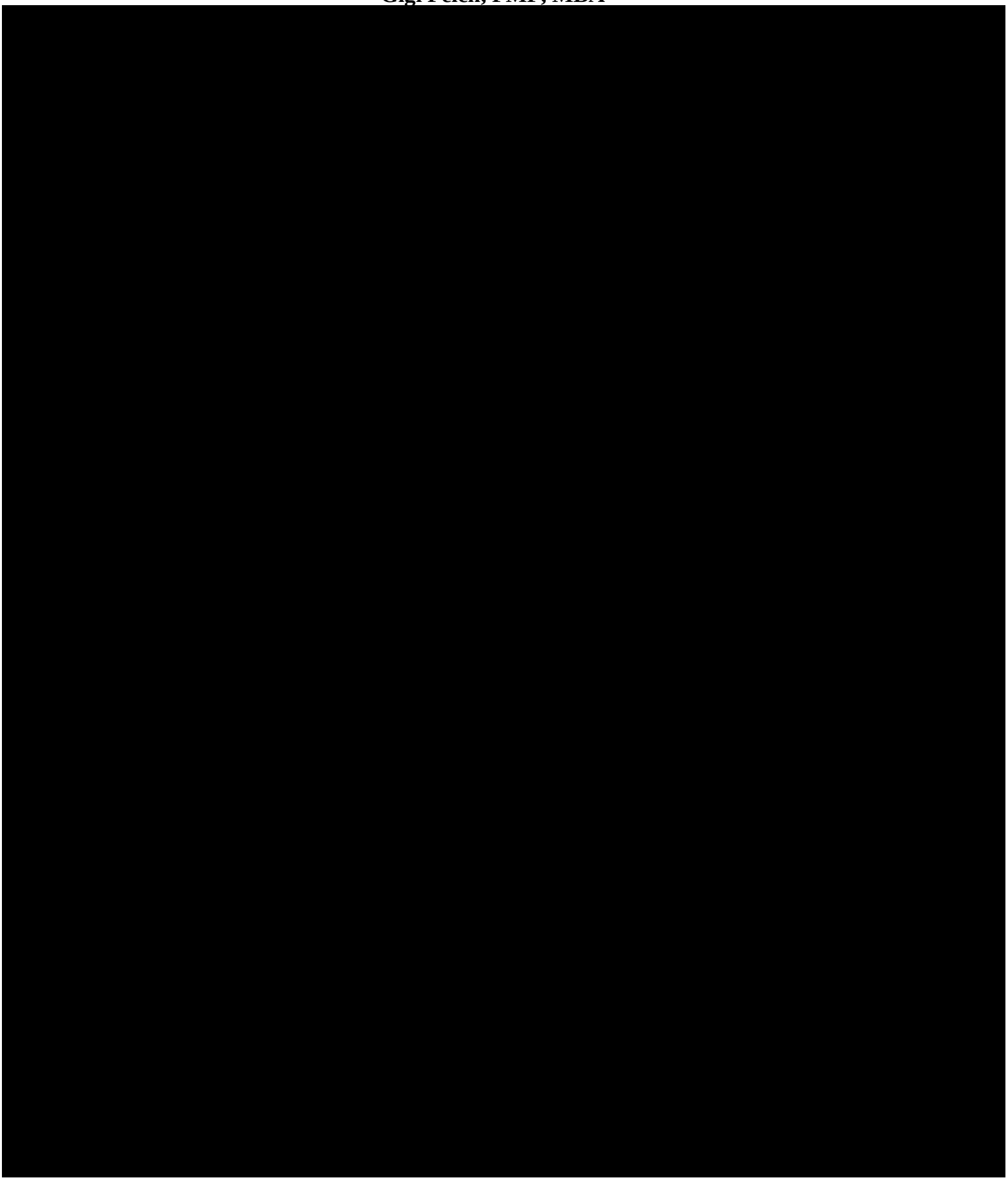
BIANCA M. STINNEY



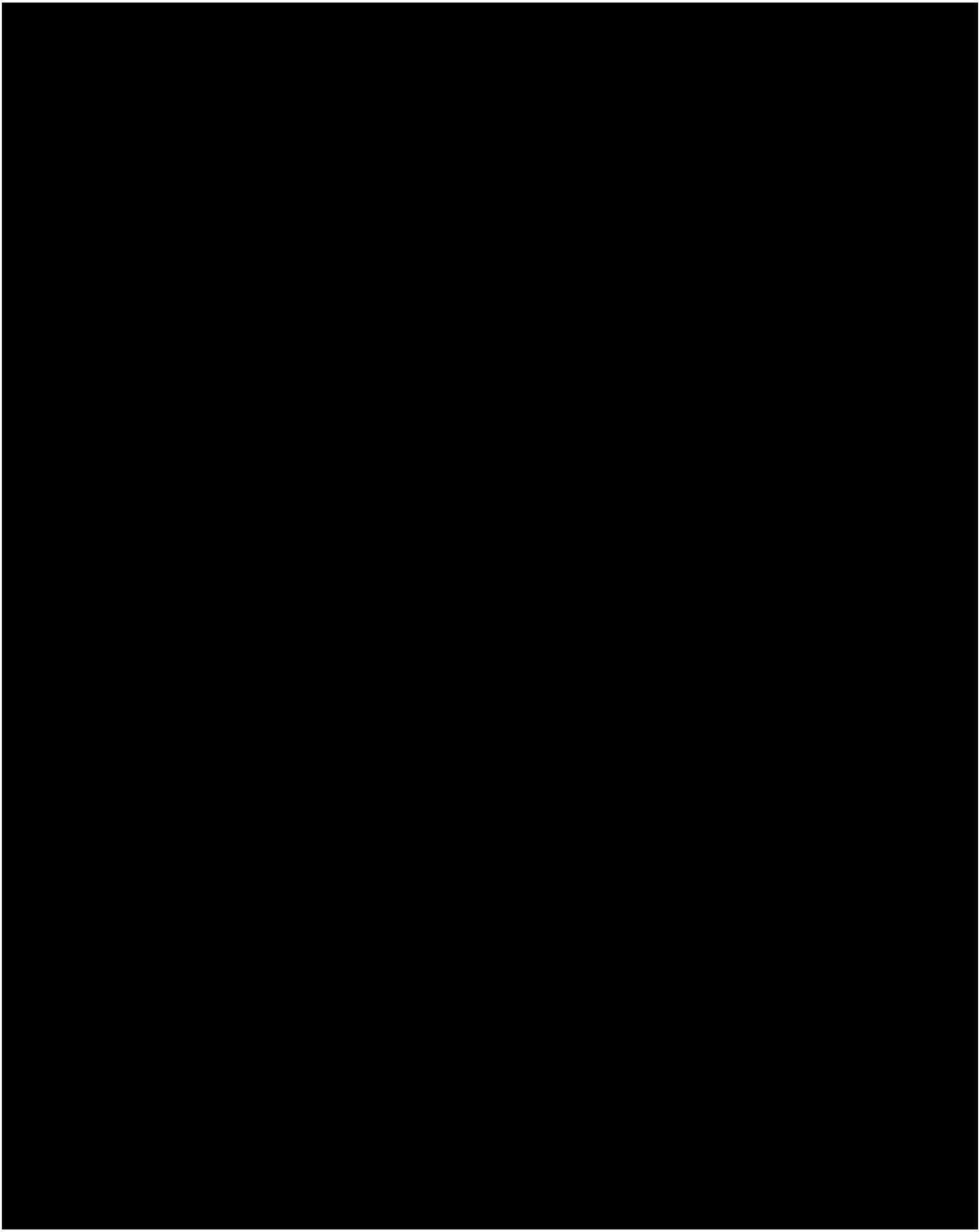
Deidre Hill Butler, Ph.D.



Gigi Felch, PMP, MBA



Response 14h 10



Entrepreneur & Digital Content Creator, *Freelance,* Albany, NY November 2018-September 2024

- Creator of Belle in Bloom, a brand that specializes in Beauty, Lifestyle, and Wellness
- Developed a business model, brand image and participated in all facets of the business development
- Knowledge and experience in brand management, marketing, copywriting
- Content and campaign ideation
- Secured paid partnerships with brands such as Revair, Qhemet Biologics and Henna Sooq
- Familiarity and experience with Instagram, LinkedIn, Facebook, TikTok, Twitter, and other social platforms
- Manage and optimize paid social media
- Uses data and research collected by marketing strategies to communicate and connect with audience
- Creates engaging natural hair and lifestyle content that attracts brands and audiences on Instagram & YouTube
- Conduct keyword research and use SEO (Search Engine Optimization) guidelines to optimize content while using cross-channel marketing
- Edit videos and photos using iMovie, Inshot, Canva and Adobe Photoshop Express
- Write video scripts, edit, and publish video content on YouTube, Instagram and Facebook
- Featured Model for Cashmerette, a plus size sewing pattern company based in Boston, MA in 2020 and 2021
- Reached over 316K views on YouTube with 4.2K subscribers and over 4K followers on Instagram
- Working knowledge of creative programs and tools like Canva, and InShot to create eye-catching projects
- Manage filming and photo equipment

Whiteman, Osterman & Hanna LLP, *Legal Receptionist,* Albany, NY May 2021 – March 2022

- Answered, screened, and forwarded incoming phone calls on multiple phone line system
- Updated calendars and scheduled meetings
- Observed exceptional business etiquette and maintained a professional appearance
- Directed flow of mail, faxes, and deliveries to reach the intended recipient (s)
- Skilled at multitasking, stress management, and flexibility
- Intermediate knowledge of Microsoft Office including Word + Excel
- Logging incoming deliveries
- Posting of monthly expenses

Harvard University, *Administrative Program Assistant,* Cambridge, MA September 2019 - March 2020

- Served as an Administrative Program Assistant, reporting to the ARC and the Accessible Education Office
- High attention to detail and flexibility to adapt to changing priorities and skilled data-entry abilities
- Provided excellent customer service via email, phone and in-person
- Assisted Academic Coaches and AEO Accommodation Administrators with room reservations, scheduling meetings and student appointments
- Triage department emails and additional duties as needed with faculty and staff
- Handled complex and confidential information with discretion

Fisher College, *Graduate Assistant & Events Coordinator,* Boston, MA July 2017- September 2019

- Served as first line of communication between guests and visitors for Fisher College, the 21st ranked in Regional Colleges, North in the 2019 U.S. News & World Report and the highest-ranked Regional College in Massachusetts, while delivering excellent customer service
- Oversee the reception area in a pleasant and efficient manner both in person and over the phone, while performing other administrative support tasks such as sorting and distributing mail
- Coordinate event logistics and planning for Office of the President and other departments
- Managed and oversaw events on the day of, including problem-solving, welcoming guests, directing event set-up, communicating with staff, organizing vendors, and managing take-down
- Strong communication skills, and the ability to present event ideas and plans to patrons

Hebrew Senior Life, *Certified Nursing Assistant*, Boston, MA September 2014 - May 2017

- Worked directly under the supervision of medical professionals and staff
- Provided comfort care for individuals with dementia, Alzheimer's, physical disability, and post-operative recovery
- Collected information about conditions and treatment plans from caregivers, nurses, and doctors
- Checked patient vital signs and measurements
- Gathered medical supplies

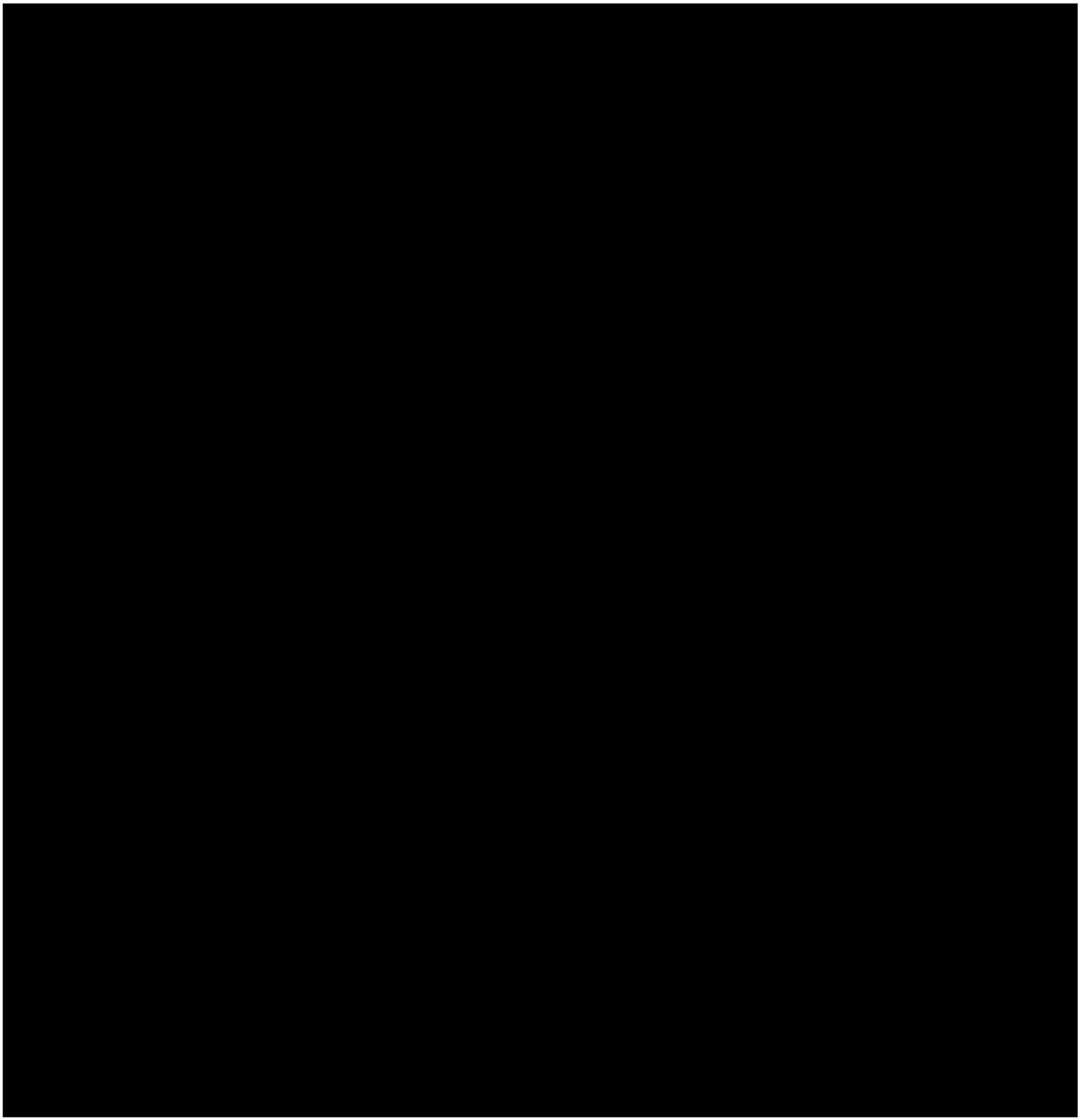
Response 14h 12



Iledeja Yancy, MBA

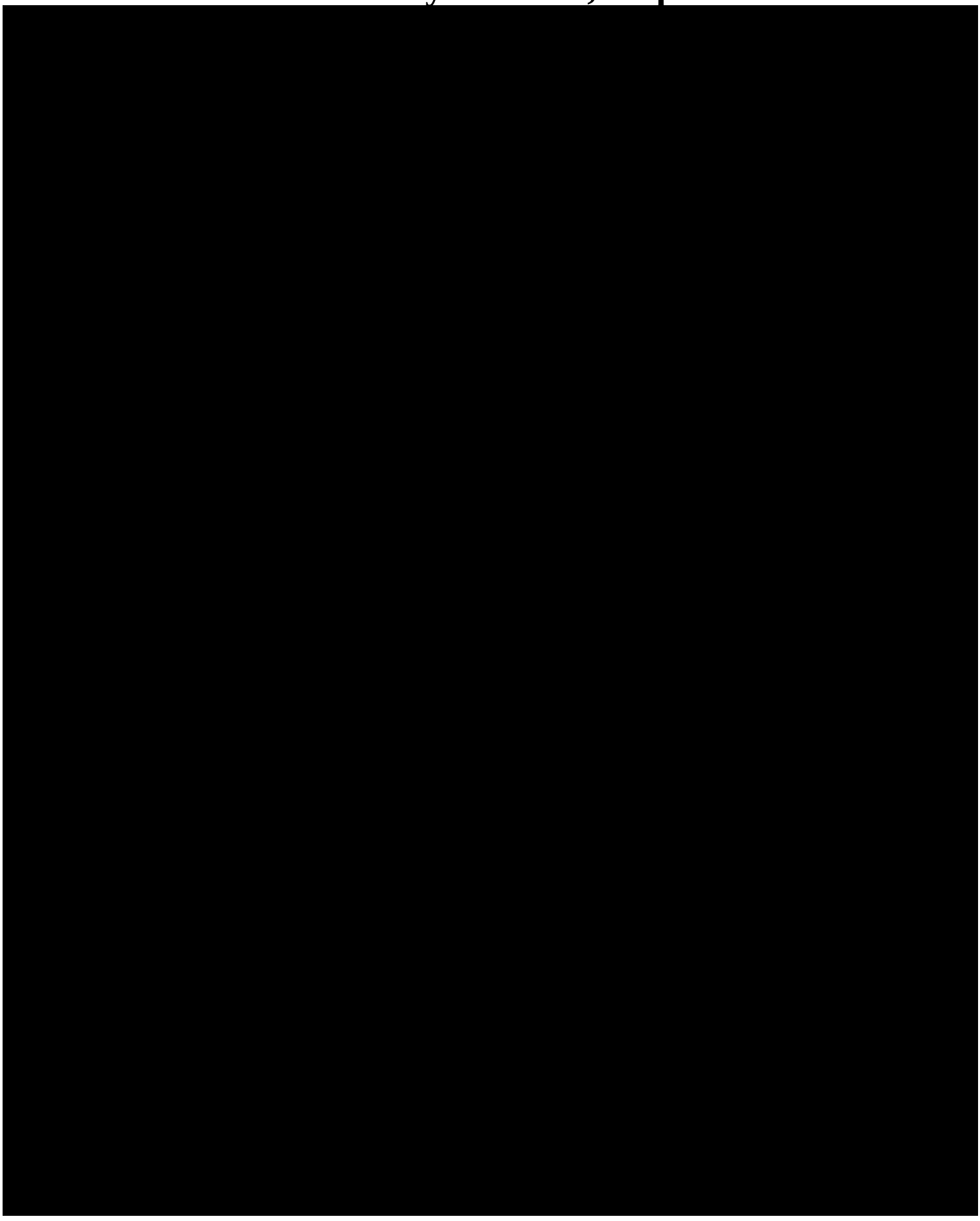
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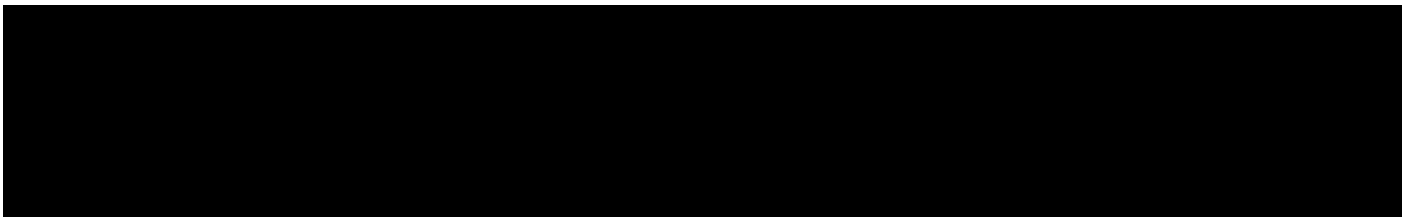
Response 14h 15



Response 14h 16

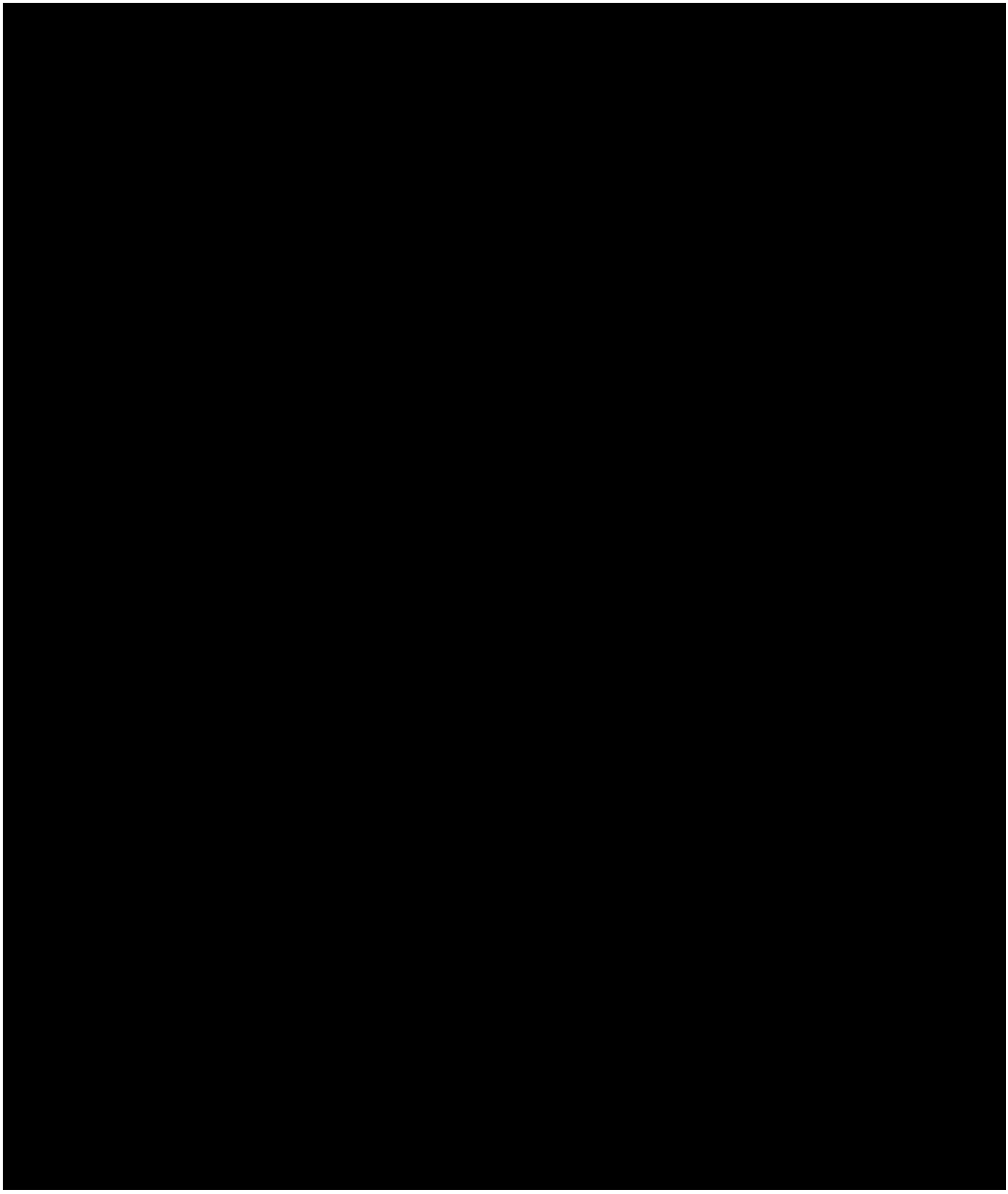
Kimberley Bernard, Esq.



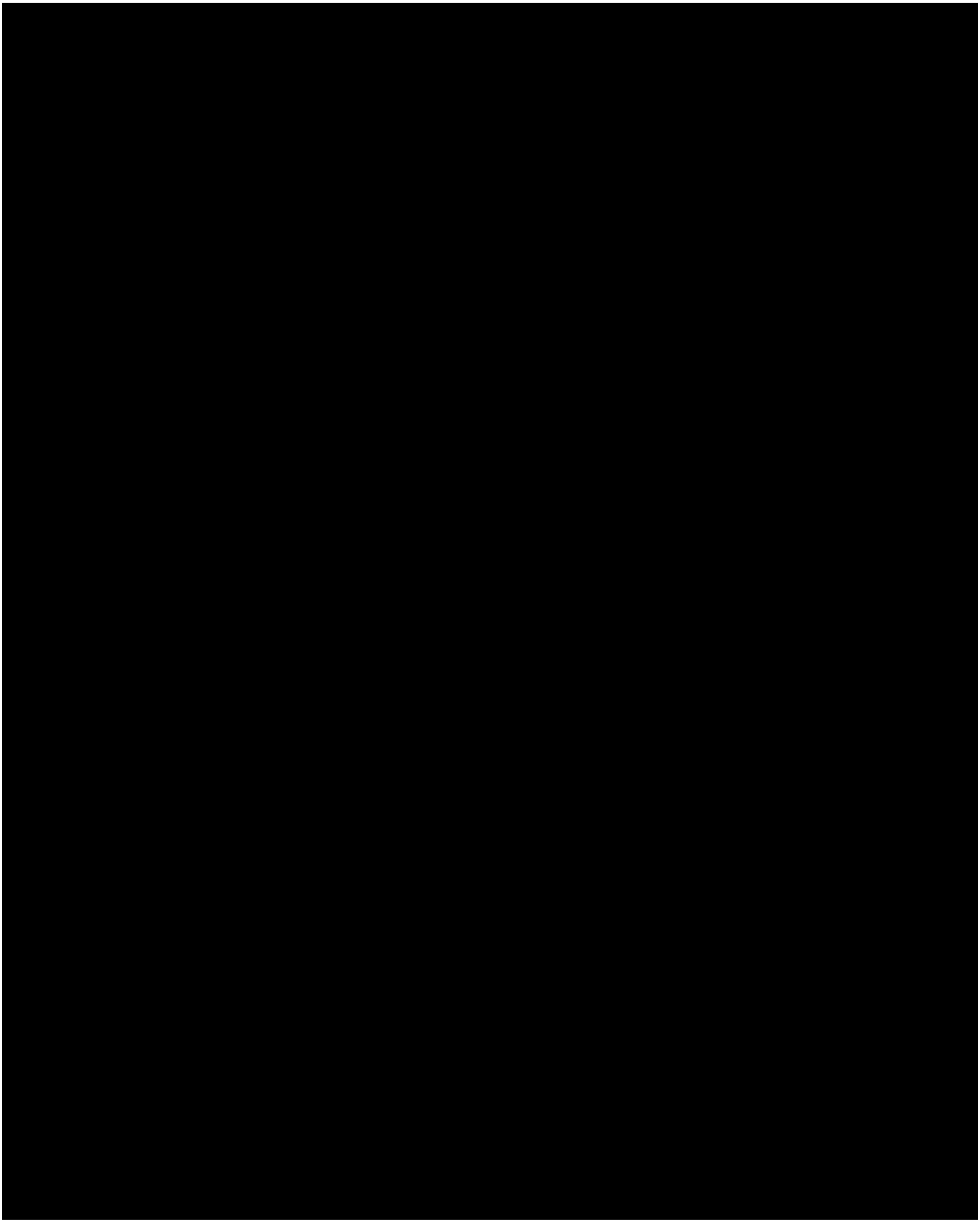


Response 14h 18

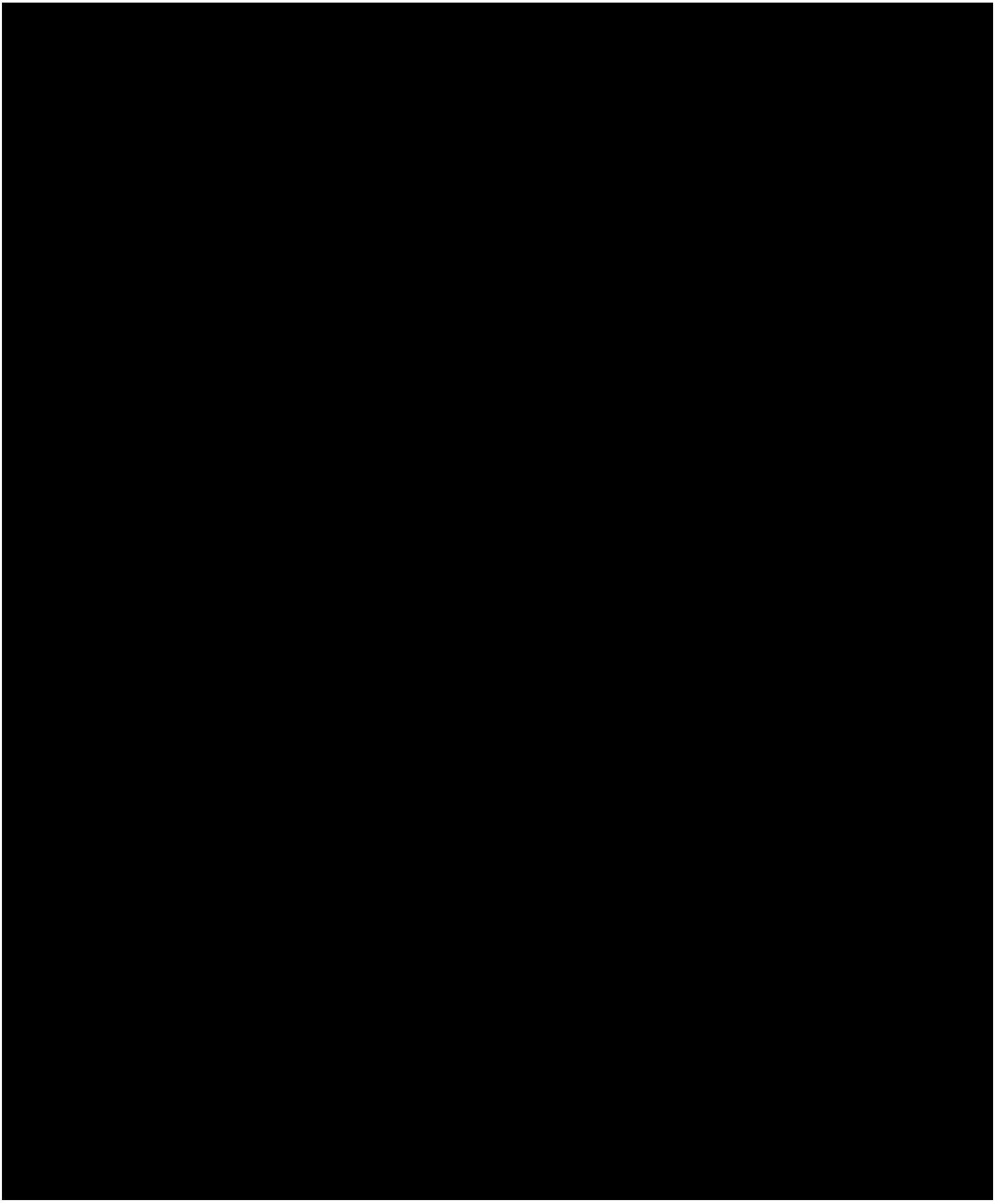
LaQuetta Alexander



Response 14h 19



Response 14h 20



Response 14h 21



Response 14h 22

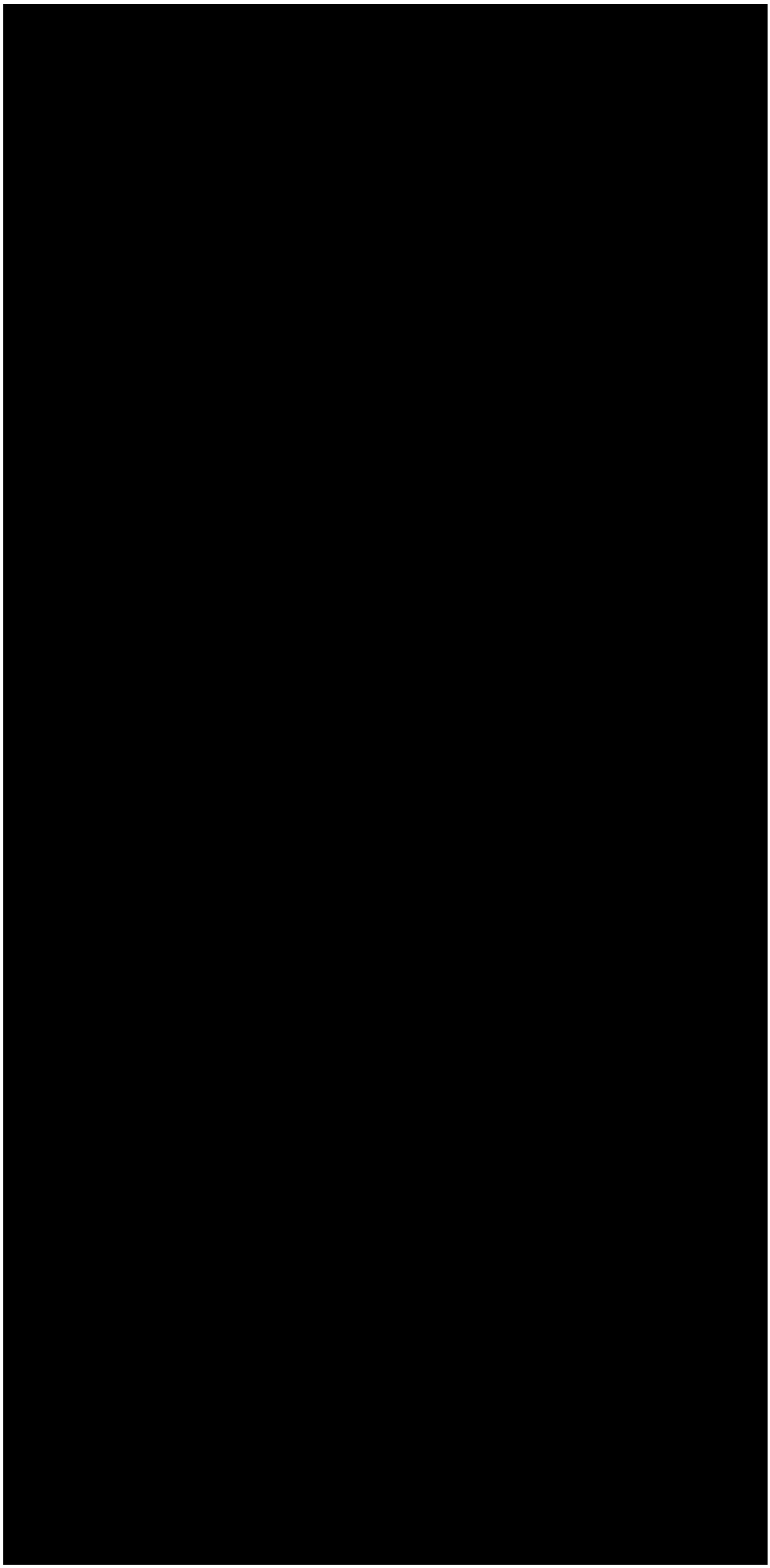
[redacted]

Mecca Lucas

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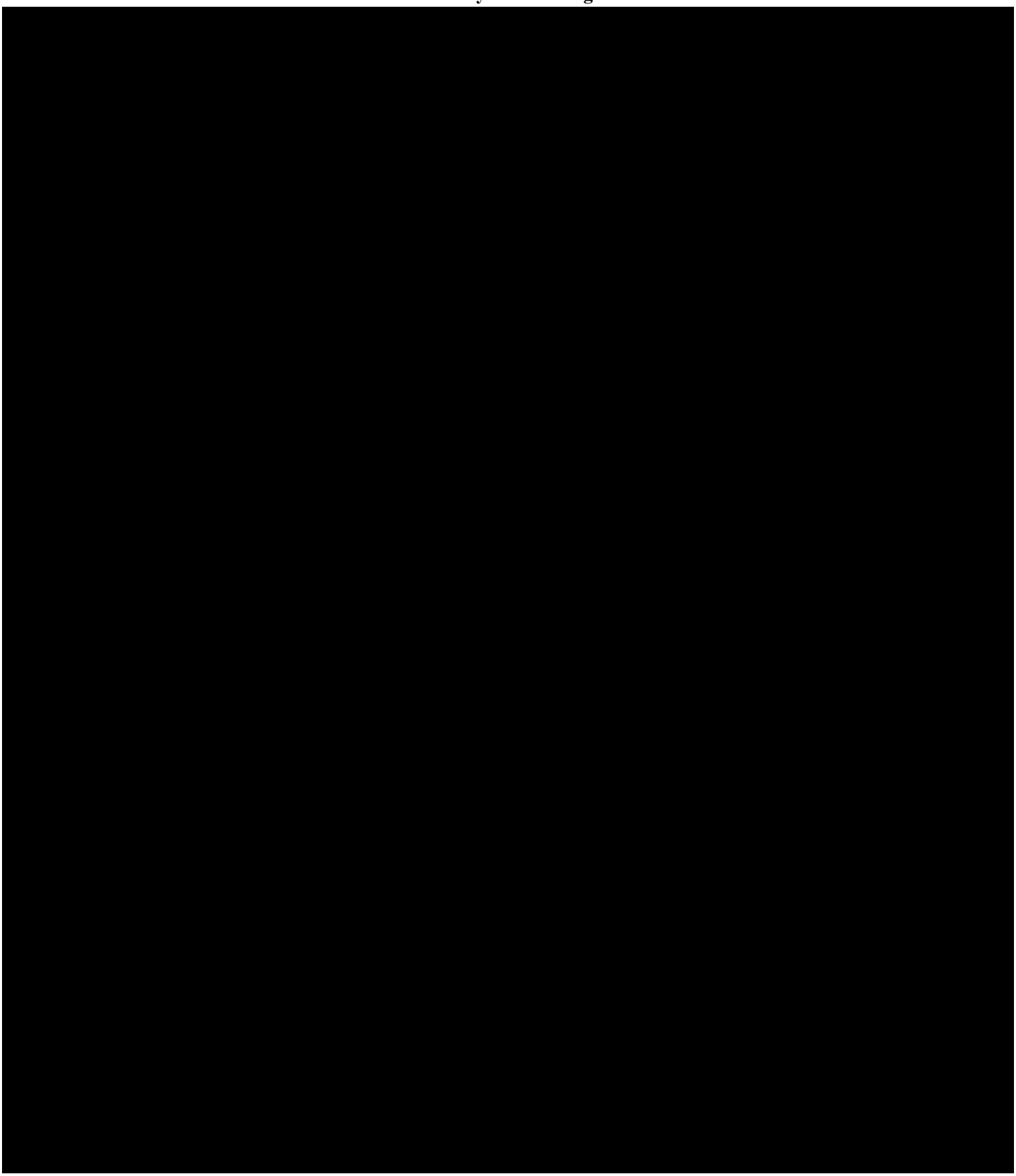
Kadijah Johnson ,ePro, GRI, PSA, RENE, RSPS, SRES

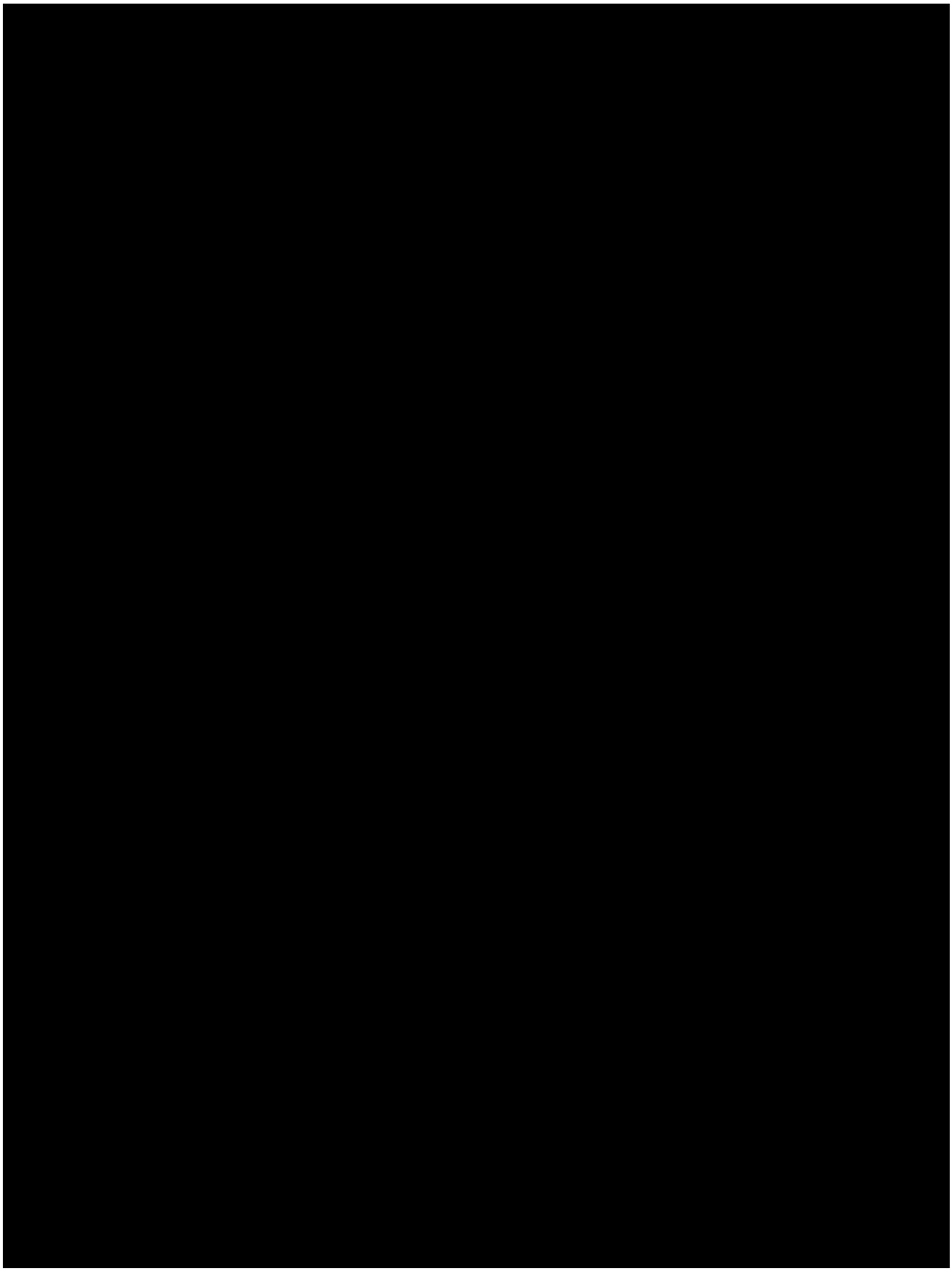
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Response 14h 25

Schylar J. Arrington





Response 14h 27

SHALAIN N. GARCIA

[redacted]

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Response 14h 28

SHALAIN N. GARCIA

[redacted]

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SHALAIN N. GARCIA

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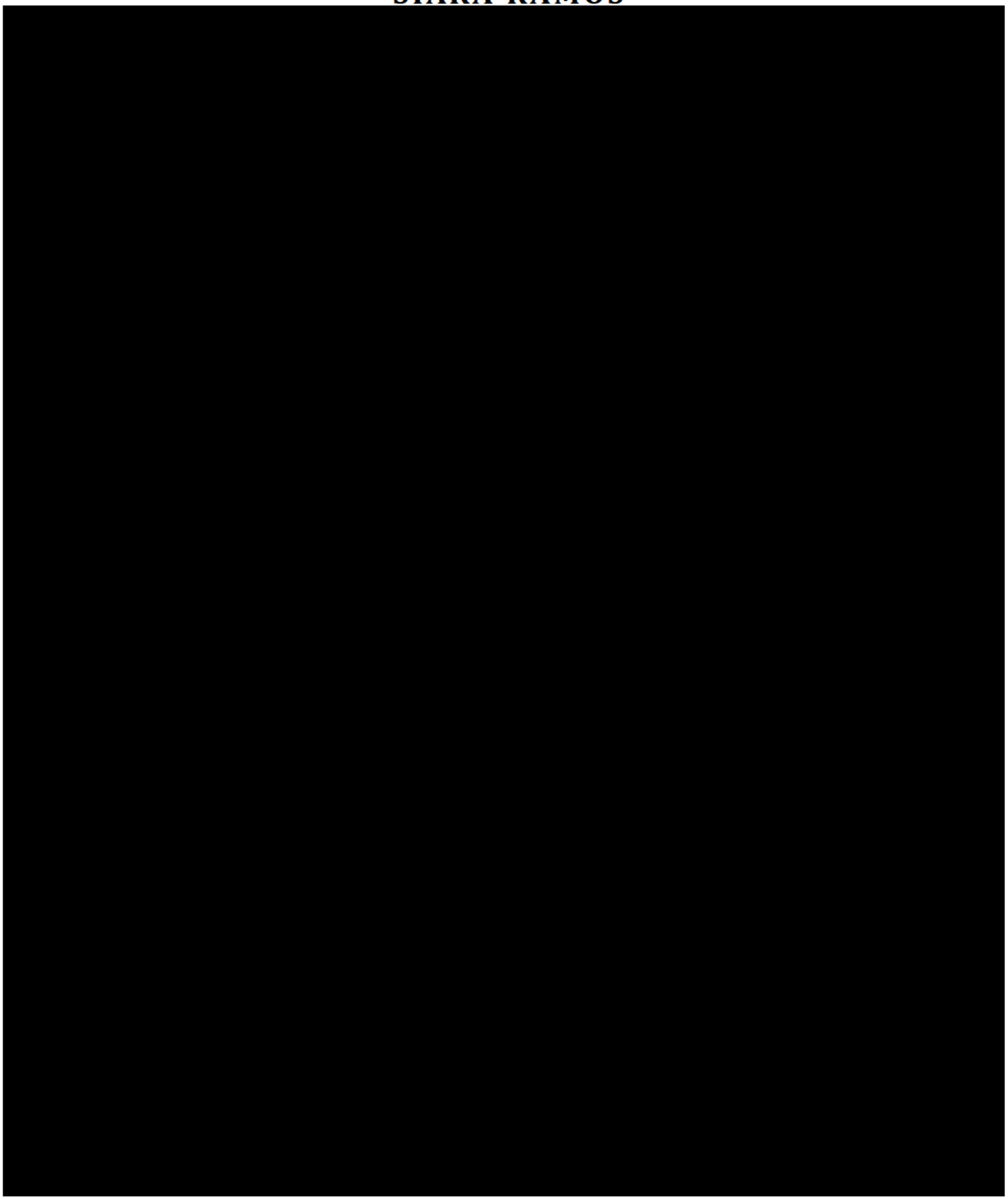
Care, Resilience, Healing Centered Engagement, Authentic Community and Youth Engagement

SHALAIN N. GARCIA

[redacted]

Response 14h 31

SIARA RAMOS



Response 14h 32

[redacted]

[redacted]

Response 14h 34

[redacted]

R-14i-Board Members Request for Information Forms

Each proposed board trustee must complete, sign, and attached the Request for Information Prospective Charter School Trustees ("RFI") form available on the Institute's website.

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.

   Schenectady Scholars Charter School

2. Full name: Shalain N. Garcia

   [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:
N/A

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:
N/A

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:
N/A

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:
N/A

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:
N/A

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:
N/A

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:
N/A

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:
N/A

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:
N/A

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.

If I believed that one or more of the members of the board of Schenectady Scholars Charter School was involved in self-dealing, I would first seek to gather any relevant facts/proof of activities while simultaneously reviewing relevant documents such as the board bylaws and conflict interest policies to ensure that the activities questioned are in fact in violation. Once the information is gathered, I would assess the potential harm to the organization and further review any applicable laws (i.e. education, nonprofit, etc.) for any implications that may exist in those areas pertaining to the activities in question. I would then follow appropriate reporting procedures, such as

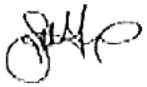
Other

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.
No additional information at this time.

Certification

I, Shalain N. Garcia, 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 Schenectady Scholars Charter School is true and correct in every respect.



Signature

3/10/25
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.

   Schenectady Scholars Charter School

2. Full name: Kimberley Bernard, Esq.

[redacted] 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):

Response

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:

I

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.

This would have to be brought to the attention of the Chair and other members of the board to vote on the necessary actions moving forward. Whether that would require revoking the member of their board member status effective immediately or giving an opportunity to discontinue the self-dealing before dismissal.

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, Kimberley Bernard , Esq. , 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 Schenectady Scholars Charter School is true and correct in every respect.

Kimberley Bernard — Signature

3/19/25 — 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.

   Schenectady Scholars Charter School

2. Full name: LaQuetta Alexander-Ellis

   [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:

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.

If I became aware of potential self-dealing by one or more board members, I would follow a structured approach to address the issue in alignment with ethical standards and governance policies:

1. Gather Information & Review Policies – I would first review the board's bylaws, conflict of interest policy, and any relevant legal or regulatory guidelines to ensure a full understanding of the situation.
2. Report to the Appropriate Authorities – I would bring the concern to 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, LaQuetta Alexander-Ellis, 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 Schenectady Scholars Charter School is true and correct in every respect.

LaQuetta Alexander-Ellis — Signature

3/19/25 — 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.

   Schenectady Scholars Charter School

2. Full name: Dr. Deidre Hill Butler

[redacted]

[redacted] (or you may attach a resume):

☑

[redacted]

☑

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:
I am a parent of former Schenectady Public School Students [redacted]

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 confront the individual and recuse myself 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, Dr. Deidre Hill Butler, 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 Schenectady Scholars Charter School is true and correct in every respect.

Dr. Deidre Hill Butler

Signature

March 3, 2024

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.

   Schenectady Scholar's Charter School

2. Full name: Iledeja Lanique Yancy



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):

   Center for Family Representation

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.

If I believed one or more members of the board were involved in self-dealing, I would approach the situation carefully and in alignment with the board's policies and ethical guidelines. My first step would be to document any evidence or observations that led to this concern. Next, I would bring the matter to the attention of the appropriate committee or authority, such as the governance or ethics committee, ensuring that the concern is handled transparently and without bias. My goal would be to uphold the integrity of the board and maintain trust within the organization while ensuring a fair and impartial resolution.

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, Iledeja Lanique Yancy, 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 Schenectady Scholars Charter School is true and correct in every respect.

Iledeja Lanique Yancy

Signature

03/13/2025

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.
   Schenectady Scholars Charter School

2. Full name: Siara Lynn Ramos

[redacted]

[redacted] a resume): ☒ Resume attached.

My resume will be attached for review. Thank you!

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, nonprofit 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.

Addressing potential self-dealing within an education corporation's board is a delicate matter that requires a careful and ethical approach. By gathering facts, consulting with trusted individuals, and following established reporting channels, you can uphold the integrity of the organization while ensuring that any unethical behavior is appropriately addressed. Ultimately, promoting a culture of transparency and accountability will benefit Schenectady Scholars Charter School.

1. Gather Information

- **Collect Evidence:** Before taking any action, gather all relevant information and evidence regarding the suspected self-dealing. This could include documents, communications, or witness statements.
- **Review Policies and Regulations:** Familiarize yourself with the organization's code of conduct, bylaws, and any applicable laws governing conflicts of interest and self-dealing.

2. Assess the Situation

- **Evaluate the Impact:** Consider the potential impact of the self-dealing on the organization, its stakeholders, and the community it serves. Determine if the actions violate legal standards or ethical guidelines.
- **Identify Stakeholders:** Recognize who might be affected by this situation, including students, staff, parents, and other board members

3. Consult with Trusted Colleagues

- **Seek Advice:** Discuss the matter confidentially with trusted colleagues or mentors who have experience in governance or ethical concerns. They may provide insights or alternative perspectives on how to approach the situation.

- **Consider Whistleblower Protections:** Understand the protections available for individuals who report unethical behavior within the organization.

4. Follow Reporting Procedures

- **Utilize Internal Channels:** If your organization has a designated process for reporting conflicts of interest or unethical behavior, follow this protocol. This may involve reporting to a compliance officer, ethics committee, or another appropriate authority.
- **Document Concerns:** Keep detailed records of your observations, discussions, and any steps taken to address the issue. This documentation may be important for any subsequent investigations.

5. Consider External Reporting

- **Whistleblowing Options:** If internal reporting does not yield a resolution or if you fear retaliation, consider external reporting options. This may include contacting regulatory agencies or oversight bodies that govern educational institutions.
- **Legal Counsel:** Depending on the severity of the situation, it may be advisable to seek legal counsel to understand your rights and obligations in reporting these concerns.

6. Advocate for Transparency and Accountability

- **Promote Ethical Practices:** Encourage the board to adopt and reinforce policies that promote transparency, accountability, and ethical conduct. This may include mandatory conflict of interest disclosures for board members.
- **Support Training:** Advocate for regular training on ethics and governance for board members and staff to foster a culture of integrity within the organization.

7. Monitor the Situation

- **Follow Up:** After reporting your concerns, stay informed about any actions taken in response. If necessary, continue to advocate for appropriate measures to be implemented to address the issue.
- **Protect Your Position:** Remain professional and avoid discussing the situation publicly to maintain the integrity of the investigation and protect your status within the organization.

Other

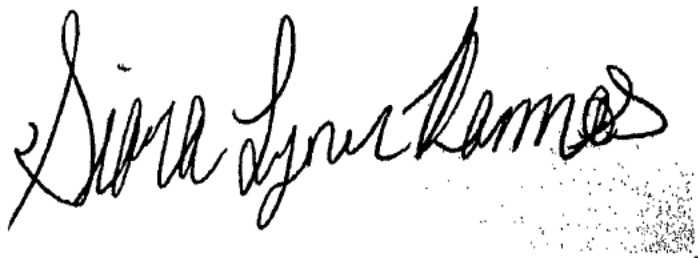
19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review. N/A

Certification

I, Siara Lynn Ramos, 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

Schenectady Scholars Charter School is true and correct in every respect.



Signature

04.02.2025

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.

   Schenectady Scholars Charter School

2. Full name: Schylar J. Arrington

   [redacted]

3. A brief educational and employment history (or you may attach a resume):

   ☐ Resume attached.

[redacted]

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:
Mr. George Borum

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.

If I suspect board members are involved in self-dealing, I would first gather any relevant evidence to support my concerns. I would then report the situation to the appropriate oversight body, such as the board chair or an ethics committee, following the organization's policies for handling such matters. It's essential to ensure transparency and integrity while maintaining confidentiality to protect all parties involved. If necessary, I would recommend seeking legal counsel to navigate the situation appropriately.

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, Schylar J. Arrington, 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 _____ is true and correct in every respect.

Schylar Arrington

Signature

3/19/2025

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.

   Schenectady Scholars Charter School

2. Full name: Bianca Stinney

   [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:

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 am an educator at a local elementary school.

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.

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☐ 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.

R-15-District and School Relations

A. Relationship Strategies

Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.

Our belief is that every child in Schenectady deserves access to a free and outstanding education. While we acknowledge that not all families who apply to Schenectady Scholars will secure enrollment (R-05ac Enrollment) we are committed to fostering equity in education across the community. As part of this commitment, we aim to be a supportive partner for all schools within the Schenectady City School District, as well as for local childcare providers. By collaborating with the community, we strive to design a program that directly addresses their priorities and aspirations.

We share a commitment to strengthening SCSD and recognize the value that charter schools bring by encouraging innovation and progress through healthy competition. Since July 2024, the lead applicant for Schenectady Scholars has been actively building meaningful relationships with SCSD leadership and community members, as detailed in R-04-Evidence of Outreach. These efforts include engaging with local leaders, such as Carl Williams, a dedicated member of the Schenectady City Council, who has strong connections within the community. The founder had a Zoom conversation with the Schenectady Superintendent Dr. Carlos M. Cotto Jr., Board President Bernice Rivera, Vice President Nohelani Etienne, Board Member Alexandria Carver and Cathy Lewis.

Opportunity and Challenge

During a recent SCSD Board meeting, the proposed Principal had the opportunity to engage with one Board member Jamaica Miles. Despite this interaction, the response from the Board was marked by hesitancy and a lack of clear support for Schenectady Scholars. This poses a notable challenge, as feedback from community leaders suggest that SCSD has historically been reluctant to collaborate with external organizations, even those with the potential to contribute positively to the district's success.

To address this, we recognize the importance of fostering strong, trust-based relationships with individual Board members as a first step toward broader engagement with the entire SCSD Board. By doing so, we aim to effectively communicate our commitment to partnership and shared goals for the benefit of all scholars in the community.

Schenectady Scholars is dedicated to building partnerships with local schools and organizations to enhance educational opportunities for the families we serve. As part of this effort, discussions have been held with the Head of School at Destine Prep Rashaun Rogers focusing on support for the charter application, identifying potential building locations, and exploring collaborative events once the school is operational.

The Founding Team at Schenectady Scholars will continue to actively support the Principal in cultivating relationships with SCSD. This includes maintaining ongoing dialogue with key Board members and community leaders to reinforce our commitment to collaboration and create a foundation for future partnerships that benefit scholars, families, and the broader Schenectady community.

B. School Partnerships

Provide a description of low-performing schools in the area where the proposed charter school intends to be located and explain how the school might partner with those schools to share best practices and innovations

The following figure illustrates the performance of schools in the SCSD based on 2023-2024 New York State Standard Testing metrics.

Figure 15b-1. Schenectady City School District ELA and Math Proficiency

	School Name	% of 3rd Graders Proficient in ELA (Level 3 or above	The difference from State Average (%)	% of 3rd Graders Proficient in Math (Level 3 or above	The difference from State Average (%)	% of 4th Graders Proficient in ELA (Level 3 or above	The difference from State Average (%)	% of 4th Graders Proficient in Math (Level 3 or above	The difference from State Average (%)
1	Hamilton Elementary	11%	-25%	5%	-21%	17%	-19%	16%	-12%
2	Howe Elementary	18%	0%	18%	-8%	26%	-2%	20%	-8%
3	Kaene Elementary	19%	+1%	19%	-7%	14%	-14%	8%	-20%
4	Martin Luther King Elementary	28%	+10%	33%	+7%	32%	+4%	19%	-9%
5	Paige Elementary	19%	+1%	25%	-1%	33%	+5%	32%	+4%
6	Pleasant Valley Elementary	12%	-6%	26%	+8%	18%	-10%	23%	-5%
7	Van Corlaer Elementary	10%	-8%	29%	+1%	33%	+5%	31%	+3%
8	Woodlawn Elementary	24%	+6%	34%	+6%	30%	+2%	38%	+10%
9	Yates Elementary	20%	+2%	34%	+8%	31%	+3%	45%	+17%
10	Zoller Elementary	22%	+4%	28%	+10%	42%	+12%	52%	+24%

The Schenectady Scholars Founding Team has closely reviewed performance data from Schenectady City Schools, with a specific focus on schools located in the 12308, 12307, 12306, 12304, and 12303 zip codes, as

nearby neighborhoods. While we aim to foster positive relationships with schools in these areas, we also recognize the significant educational challenges that persist. With only one charter school currently serving the community, we hope Destine Prep's success will pave the way for greater trust and collaboration with local leaders.

Our proposed Principal is committed to forging meaningful connections with community stakeholders throughout the year. This includes inviting school leaders to discuss potential partnerships and sharing academic resources as needed. We believe the unique autonomy and adaptability of charter schools enables us to design innovative programs that not only address current data trends but also redefine how schools work collaboratively with their communities to achieve academic success for all scholars.

One of our priorities is addressing chronic absenteeism, which remains a pressing issue within Schenectady City Schools. This presents an opportunity for collaboration with SCSD to implement strategies that improve attendance and engagement.

Schenectady Scholars is dedicated to exploring partnership models that align with mission and vision. We are committed to serving as active contributions to the community, maintaining transparency and open communication with both school and community leaders. Our goal is to establish a sustainable framework where community leaders take shared responsibility for addressing the needs of Schenectady families, ensuring a brighter future for all scholars.

R-16ac-Facility

A. Facility Needs

Describe the facility needs of the proposed school for each year of the charter term including any unique features necessary to implement the school design and academic program including

- *The desired location of the facility;*
- *The number of general education classrooms required each year;*
- *Any additional classroom space required for special education or ELL services, labs, specialty classes, and intervention of enrichment programs;*
- *Space requirements for administrative functions, food services, a nurse's office, and physical education; and*
- *If the applicants intend to offer a residence program for students, describe the facility requirements to support this program including overnight staffing, and include specific and detailed information regarding the number of residence rooms, configuration, restrooms, food service, and other facility related needs.*

Schenectady Scholars Charter School proposes to open its school facility in the central most area of Schenectady, specifically hoping to locate in Hamilton Hill, Mount Pleasant, or Eastern Avenue and Vale to respond to the need for high-quality education in the city's most poverty-stricken neighborhoods. While we intend to find a facility that is in our target neighborhoods, it is equally as important that we are in an area that allows us to deliver on our mission of providing educational opportunities where it is limited. Thus, we seek to investigate all possible facilities that are suitable for our population and within a reasonable commuting distance for residents of our targeted neighborhoods. The Principal will work with a Facilities Committee, as convened by the board, to establish a thorough facilities plan which will include deciding on outside consultancy to bring into the work of searching for and seeing at least 10 sites before proposing a final facility site to the board. Prior to signing any lease, we will ensure that our facility meets the safety and accessibility standards required of schools in New York State. We do not intend to offer a residency program for scholars.

Figure 16a-1 details the number of scholar and space needed each year for the first term of the charter

Figure 16a-1 Spatial Estimations Based on Enrollment Targets

Academic School Year	Grades Being Served	Projected Enrollment	Estimated Sq. Footage Needed
2026-2027	K-1	100	8,000
2027-2028	K-2	160	12,800
2028-2029	K-3	220	17,600
2029-2030	K-4	280	22,400
2030-2031	K-4	310	24,800

The Facility Committee will speak to the entire Board of Trustees about the work of the committee including contract negotiations and the space needs for the school. To excuse our program, we will seek a facility that has a

variety of classrooms, workspace, outdoor space for scholars as well. Figure 16a-2 details the spaces we will seek and a schedule of these needs in the first through the fifth year of operations.

Figure 16a-2 Schenectady Scholars Facilities Needs						
Room or Space Requirement	**Year 1 (2026-2027)**	**Year 2 (2027-2028)**	**Year 3 (2028-2029)**	**Year 4 (2029-2030)**	**Year 5 (2030-2031)**	**Notes**
Classrooms	6	9	12	15	15	We will scale up a grade every school year.
Admin Office	1	1	2	2	2	As Leadership Team grows more space will be needed
Main Office	1	1	1	1	1	The location will be centrally located and accessible to support the entire school
Nurse Office	1	1	1	1	1	The space will be conductive for medical attention
Gym/Cafe	1	1	2	2	2	This space will be multi-functional as as possible
Teacher Workroom	1	1	1	1	1	This space is designated for adults only, includes copiers, working stations, and eating stations
Resources/Storage	1	1	2	2	2	These spaces house materials that are not frequently needed
Scholar Restrooms	2	2	3	3	3	We will have restrooms on different levels
Adult Restrooms	1	1	2	2	2	We will have two restrooms to meet the needs of our growing staff

B. Facility Selection

Describe the efforts to date to secure a facility for the school including:

- *If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets specifications). Also, explain any contingency planning including the associated costs;*
- *How the proposed facility will be able to meet NYSED (outside of NYC), or New York City Department of Buildings School Use (sometimes denoted as use "G"), and state sanitary specifications by the commencement of the first year of operation;*

- *If another organization is assisting the applicants in obtaining facilities, provide information about the organization.*

The Schenectady Scholars Charter School team is actively engaged in the process of identifying and securing a suitable facility to support the school's launch for the 2026-2027 academic year. While a specific location has not yet been finalized, the team has begun assessing potential properties that align with the school's needs and meet the required educational and operational specifications. To ensure that the selected facility is secured and prepared for student use by the school's opening, the team has developed a structured plan that includes collaboration with real estate professionals, engagement with community stakeholders, and consultations with legal and architectural experts to evaluate zoning, safety, and compliance requirements. Additionally, the team is exploring partnerships with local organizations and property owners to identify viable spaces that can be adapted to accommodate the school's instructional and administrative functions. Figure 16b-1 illustrates the timeline will be put in place for the facility.

The facility selection process prioritizes compliance with the New York State Education Department (NYSED) regulations and the New York State Department of Buildings School Use classification (Use Group "G"), ensuring that the building meets all safety, accessibility, and sanitary requirements. Upon securing a facility, the team will work closely with contractors and regulatory authorities to facilitate necessary renovations, permitting, and inspections to bring the space into full compliance. A contingency plan has been developed to address potential challenges, including temporary lease agreements with existing educational facilities or modular classroom structures if a permanent site is not immediately available. These contingencies have been factored into the projected budget, ensuring that adequate funds are allocated for necessary modifications, lease agreements, and compliance-related expenses. By proactively addressing these logistical and regulatory considerations, Schenectady Scholars Charter School is committed to providing a safe, functional, and high-quality learning environment for its students from the first day of operation.

Schenectady Scholars Charter School is partnering with Building Hope, a national nonprofit organization that specializes in supporting charter schools with facility financing, development, and technical assistance. Building Hope has a proven track record of helping charter schools secure and develop high-quality educational spaces, ensuring that students and educators have a safe and conducive learning environment.

Building Hope provides:

- Facilities financing: Assisting in securing funding and grants for school buildings.
- Real estate development: Supporting site selection, facility design, and construction management.
- Technical assistance: Offering expertise on long-term facility planning and compliance with state and local regulations.

By working with Building Hope, Schenectady Scholars Charter School aims to secure a cost-effective, accessible, and student-centered facility in Schenectady that aligns with its mission and instructional model. This partnership strengthens the school's ability to provide a stable and well-equipped learning environment from its opening year and as it expands in future years.

Figure 16b-1 Schenectady Scholars Facilities Action Plan	
Date (s)	**Action**
October 2025	• Finalize criteria for facility selection, including location, square footage, zoning, and compliance with NYSED requirements • Engage real estate professionals to identify and assess potential properties • Begin discussions with property owners and developers regarding lease or purchase options
November-December 2025	• Conduct a site visits and feasibility assessments of shortlisted properties • Work with legal counsel to review lease/purchase agreements and identify any necessary zoning or code adjustments • Engage an architect and engineer to evaluate facility suitability for school use • Begin discussions with local and state regulatory agencies regarding approval processes
January 2026	• Secure a Letter of Intent or lease agreement for the selected facility • Initiate formal application for necessary permits and approvals (zoning, change of use, environmental assessments)
February-March 2026	• Finalize architectural and engineering plans for necessary renovations • Submit plans for NYSED and local building department approvals • Obtain necessary environmental, fire safety, and health department approvals
April-May 2026	• Receive building permits and begin required renovations • Ensure compliance with ADA accessibility standards, fire safety, codes, and sanitation requirement • Engage contracts for any required construction, space modifications, or furniture installations • Develop a contingency plan if delays occur
June 2026	• Begin renovations, including classroom modifications, security upgrades, and safety installations • Conduct fire safety inspects, lead/asbestos testing and structural assessments • Finalize procurement of furniture, technology, instructional materials
July 2026	• Complete major construction and renovation work • Conduct final compliance inspections with NYSEd, local fire marshals, and health officials • Install security systems, classroom furnishings, and technology infrastructure
August 2026	• Secure final occupancy permits and NYSED approval for school operations • Conduct facility walk-throughs and safety checks with leadership and staff • Train staff on emergency procedures, building access, and operational protocols
September 2026	• Host community open house and facility tour for families • Complete staff orientation and emergency preparedness drills • Successfully open Schenectady Scholars Charter School for the 2026-2027

C. Facility-Related Conflicts of Interest

If the charter school education corporation or its CMO or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. Note that in cases where there is a potential conflict, the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Additionally, no education corporation trustee may have an ownership interest in a facility.

The Schenectady Scholars Charter School education corporation is committed to securing a facility through a lease or ownership arrangement that prioritizes transparency, compliance, and the best interests of students and the school community. Currently, the education corporation has not finalized a facility agreement but is actively exploring options, including leasing a property from a private entity or partnering with a community-based organization to ensure a suitable learning environment.

Should the school enter into a lease agreement, the education corporation will ensure that the terms are fair and aligned with standard market conditions. Any lease or purchase arrangement will be subject to thorough due diligence, including a fair market valuation conducted by independent appraisers to confirm that the lease or purchase price is reasonable and aligns with comparable properties in the region. The education corporation will also seek legal review of any contractual agreements to ensure compliance with state laws and the Charter Schools Act.

To prevent conflicts of interest, the education corporation affirms that no trustee, employee, or related party has or will have an ownership interest in the facility. Additionally, if the school enters a lease or partnership with an organization that has prior affiliations with a trustee or staff member, all potential conflicts will be disclosed to the Charter School Institute. In such cases, the board will adhere to conflict-of-interest policies by recusing any affected individuals from decision-making processes and ensuring that all agreements are competitively priced, independently assessed, and approved by an independent majority of the board.

Schenectady Scholars Charter School is dedicated to maintaining the highest level of integrity in its facility acquisition process, ensuring that all transactions serve the best interests of the students, comply with regulatory requirements, and provide a secure and high-quality environment for learning.

R-16d-Additional Facility Information

Provide information such as blueprints, maps, certified estimates, etc., as well as documentation of any commitment (e.g., a deposit, written assurance, lease, etc.) to use a particular facility, as part of this response.

Request if not applicable currently.

R-17-Food Services

Describe the plans for food services the school will provide. Indicate if the school will participate in the Federal school lunch and/or breakfast program.

Schenectady Scholars Charter School is committed to fostering stronger, healthier neighborhoods in the Hamilton Hill, Eastern Avenue, Mount Pleasant, and Vale areas—communities facing significant economic challenges. Food insecurity is a pressing concern across the U.S., and Schenectady County is no exception. According to Feeding America, 63% of residents in the county qualify for federal nutrition programs, while 37% fall just outside the eligibility criteria. These statistics underscore the urgent need for consistent, nutritious, and affordable food options within our targeted community.

Food Services

At Schenectady Scholars, we aim to nourish both the minds and bodies of our scholars, equipping them to become change-makers in their communities. A vital part of this mission is addressing food insecurity and promoting health and wellness. Our scholars will receive three balanced meals daily: breakfast, snack, and lunch. Throughout our participation in the Free and Reduced-Price Lunch (FRL) program, we will adhere to all federal regulations to ensure no child goes hungry during their time at school.

We believe that schools should be a sanctuary, free from the physical and psychological burdens of hunger. To that end, Schenectady Scholars will ensure that every scholar has access to nutritious meals that meet or exceed the standards set by the National School Lunch Program, as well as New York nutrition guidelines.

The Founding Board will evaluate food service vendors based on cost, transportation, nutritional quality, storage, and compliance with federal and state guidelines. If a vendor is unavailable to serve meals directly, the school's Director of Operations and teachers will oversee meal distribution. On-site food preparation will depend on the facilities available, with long-term operations managed by the Directory of Operations from Year 1 onward.

Eating Time at Schenectady Prep

To provide consistent nourishment and structure, scholars will be served meals three times daily from Monday-Friday.

- Breakfast: A 30-minute meal served in the classroom to start the day
- Snack A 20-minute period to recharge
- Lunch: A 30-minute period for a full meal

Additionally, Schenectady Scholars will partner with local food banks and social service organizations to assist families experiencing food insecurity or homelessness. The school's Director of Operations and Social Worker will collaborate to connect families with immediate food and shelter resources, reinforcing our commitment to being a reliable pillar of support in the community.

Holistic Wellness

At Schenectady Scholars, we believe in cultivating a positive relationship with food and health. Alongside providing nutritious meals, we will integrate lessons on nutrition, wellness, and body positivity into our curriculum, empowering our scholars to make informed decisions about their health. Together, we will create a school environment where every child feels valued, supported, and ready to learn without the weight of hunger holding them back.

R-18-Health Services

Describe the plans for health services the school will provide including provision for a school nurse, medical space and equipment, procedures for proper collection and storage of immunization and medical records, immunization records checks, and procedures for provision of medication to students who require it within applicable law.

Health, Safety, and Risk Management Policies at Schenectady Scholars

Schenectady Scholars is committed to maintaining a safe and healthy learning environment for all scholars, staff, and families. To achieve this, we will establish a comprehensive set of health, safety, and risk management policies that will be reviewed and approved by our insurance provider and the Board of Trustees. Details of these policies will be communicated to families in their home language through the Scholar and Family Handbook before the start of each school year. At a minimum, our health services policies will include the following key components:

Regulatory Compliance

Adherence to all relevant health and safety laws and regulations, including those governing food services, transportation, custodial services, pest control, and hazardous materials management.

Emergency Preparedness

Development of a detailed response plan for natural disasters and emergencies, including severe weather events, with required training for all staff to ensure preparedness.

Medication Administration

Clear procedures for distributing prescription medication to scholars whose doctors have prescribed administration during school hours, ensuring compliance with legal requirements.

Child Protection

Immediate reporting of child abuse, acts of violence, or other improprieties in compliance with New York State Social Law (§413 and § 421), coupled with mandatory training for staff on their legal responsibilities and the reporting process.

Immunization and Health

In compliance with Public Health Law §216, all enrolled scholars must provide documentation of required immunizations, including Polio (IPV/OPV), Measles/Mumps/Rubella (MMR), Hepatitis B, Varicella, and Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap). Per Education Law Article 19 Section 903, families must also submit records of a current physical examination within the first 30 days of enrollment.

Oversight and Implementation

The Director of Operations will oversee the school nurse, who will be responsible for implementing the school's health policies. This includes managing and securely storing emergency contact and immunization records in a locked file accessible only to the Principal, Director of Operations, and School Nurse. The nurse will review these records solely for providing required services.

The school nurse will also administer all approved medications to scholars in a dedicated medical space equipped with the necessary supplies. To receive medication during school hours, scholars must have both a signed doctor's note and a signed parent authorization form on file.

Emergency Medical Equipment

As mandated by Education Law § 917, Schenectady Scholars will maintain access to Automated External Defibrillators (AEDs). At least two staff members will be certified in cardiopulmonary resuscitation (CPR) and AED use, ensuring swift response to any medical emergencies.

R-19-Transportation

Describe the transportation arrangements for students including arrangements for students who would not qualify for public school transportation under Education Law § 3635. Also, describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation that does not align with district options including days when the proposed school would be in session but the district schools would not be in session.

Schenectady Scholars Charter School is committed to ensuring that all scholars have access to safe and dependable transportation to and from campus. In compliance with §3635 of New York State Education Law, the school will partner with transportation providers, as outlined in R-19-1. The school will also address the needs of scholars identified as living in temporary housing under the McKinney-Vento Homeless Education Assistance Act and those requiring specialized transportation as specified in their Individualized Education Plans (IEPs).

On days when Schenectady Scholars is in session but the Schenectady City School District (SCSD) is not, the school will coordinate with SCSD to ensure uninterrupted transportation services. These arrangements will adhere to §2853 (4)(b) of the Education Law, with associated costs covered as required, or alternative transportation solutions will be implemented.

In accordance with SCSD policies, Schenectady Scholars will provide free transportation for scholars residing between 1.0 and 5.5 miles from the school. Additionally, transportation will be available for scholars living less than a mile from campus to support accessibility. To promote consistent attendance, the Leadership Team will review attendance, the Leadership Team will review attendance data on a weekly basis. This analysis will include monitoring for any attendance challenges among subgroups, including scholars residing within a mile of the school, and implementing strategies to address identified issues.

Figure 19.1 Transportation Eligibility by Grade and Distance

Grades	Distance to School Campus from Residence	Service Provided
Kindergarten-4th Grade	1.0 -5.5 miles	SCSD provided transportation
Kindergarten-4th Grade	Less than 1.0 miles	Transportation provided based on need
Kindergarten-4th Grade	5.5 miles or greater	Transportation through partnership with local district

The Year 1 budget for Schenectady Scholars (refer to section R-21e-Budget Template) includes provisions for transportation on days when SCSD is closed.

To ensure the highest quality of transportation services, the Principal and Board of Schenectady Scholars will evaluate multiple bus companies in the region. This process will include gathering feedback and recommendations from charter school leaders with experience in transportation services. Once approved, the

Director of Operations will oversee the transportation program starting in Year 1 and continuing thereafter. Responsibilities will include educating staff and transportation systems, policies, and procedures. Comprehensive information about transportation services and policies will be outlined in the Scholar and Family Handbook for easy access and reference.

R-20-Insurance

Describe the insurance coverage the charter school education corporation will carry for the school including the name of the insured and amounts of insurance for liability, property loss, personal injury, and any school owned or leased vehicles or other property.

For Schenectady Scholars Charter School, the insurance coverage will be structured to provide comprehensive protection for the school, its employees, students, and assets while ensuring full compliance with New York State charter school requirements. This robust coverage will safeguard the school from unforeseen risks and liabilities, fostering a safe and secure learning environment that allows for uninterrupted educational excellence and institutional growth. The policies will be meticulously selected to address the specific risks associated with operating a charter school in the Capital District while reflecting the school's commitment to the safety, security, and well-being of its entire community. Figure 20-1 cost for annual premiums

Figure 20-1 Estimated Cost for Annual Premiums

Type of Coverage	Estimated Annual Premium
General Liability Insurance	$10,000-$15,000
Professional Liability Insurance	$5,000-$7,500
Property Insurance	$10,000-$20,000
Workers' Compensation Insurance	$15,000-$25,000
Umbrella Insurance	$5,000-$10,000
Cyber Liability Insurance	$3,000-$6,000
Total Estimated Annual Premium	$48,000-$83,500

R-21ad. Fiscal Soundness

A. Budget Narrative

Discuss in narrative form how the startup budget plan, the first-year operational budget and cash flow, and the five- year budget plans are fiscally sound and that sufficient startup funds would be available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budget rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal.

Due to ongoing uncertainty of economic conditions and enrollment pattern shifts, the Institute encourages applicants to consider multiple revenue sources, prepare for revenue receipt timing issues, and incorporate backstop strategies. Discussion of these and any other safeguards should be included in this response.

Fiscal Soundness and Budget Alignment to Academic Program

Schenectady Scholars has developed a financially sound and sustainable plan that ensures a strong start in its planning year and responsible growth through the school's first five years of operation. The budget reflects realistic assumptions, strategic use of startup funds, and a clear alignment with the school's academic vision—providing a blended Montessori and traditional charter school model for students in Schenectady, NY.

The school's startup budget, estimated at $570,000, will be funded through a combination of federal Charter School Program (CSP) grant funds (if awarded), private philanthropic contributions, and in-kind support. These funds will be used exclusively for non-recurring costs necessary to open the school, including classroom setup with Montessori materials, initial curriculum purchases, staff training, technology infrastructure, and recruitment. These investments are foundational to launching a school environment that supports both academic excellence and the development of confident, compassionate learners.

In the first year of operation (2026–2027), SSCS will serve 100 students—50 in Kindergarten and 50 in 1st Grade. Based on a per-pupil funding rate of $15,027, the school will receive approximately $1.5 million in public revenue. These funds will support all core operating expenses, including staff salaries and benefits, facility costs, instructional materials, student services, and school operations. The first-year budget is balanced and projects a modest surplus, with plans to begin building a healthy reserve to support future sustainability.

While several early investments are supported through soft funding sources during the planning and startup year, such as Montessori materials and initial teacher training, the school will transition to full support from recurring public revenue by Year 2. No long-term programs or staffing depend on ongoing grant funding, ensuring that the school can operate effectively and independently beyond its launch.

The five-year financial plan reflects careful scaling of enrollment, staffing, and resources, with SSCS adding one grade level each year until it serves grades K through 4 with approximately 300 students. Staffing levels and facility needs increase in proportion to enrollment, and recurring revenue grows accordingly. Conservative assumptions around tuition rates and enrollment help ensure long-term fiscal health. A positive fund balance is expected to grow each year, positioning the school to weather potential fluctuations in funding or unexpected costs.

Most importantly, the budget supports the implementation of the school's academic program with fidelity. It provides for extended ELA and math instructional time, the integration of Montessori work cycles and materials, and access to high-quality curricula, including Core Knowledge Language Arts, Eureka Math, Amplify Science, and EL Education. Professional development and coaching are embedded into the budget to ensure teachers are well-

supported in delivering rigorous, culturally responsive instruction aligned to state standards and the Montessori approach.

Through careful planning, responsible financial stewardship, and a strong connection between fiscal decisions and educational priorities, Schenectady Scholars is well-positioned for a successful launch and sustained impact in the Schenectady community.

B. Financial Planning

Explain the process the school will use to develop its annual budget including:

- *Who will be involved;*
- *How needs will be identified and weighed;*
- *The timeline for creating and approving budgets; and*
- *Procedures for monitoring and modifying budgets and on what interval.*

Annual Budget Development, Monitoring, and Modification Process

Schenectady Scholars will implement a structured, transparent, and collaborative process for developing, monitoring, and modifying its annual budget. This process will ensure alignment with the school's academic priorities, fiscal responsibility, and long-term sustainability as outlined in the charter.

Budget Development Process and Roles

The Principal will lead the budget development process in collaboration with the Director of Operations and under the oversight of the Board of Trustees' Finance Committee. This leadership team will be responsible for gathering input, assessing needs, and preparing a draft budget each year.

The school will also engage instructional leaders and to identify academic and operational priorities. Their input will help ensure the budget reflects key instructional goals, such as curriculum purchases, staffing needs, professional development, student supports, and materials aligned to the Montessori and traditional instructional model.

Identifying and Weighing Needs

The budgeting process will begin with a comprehensive review of school performance data, enrollment trends, staffing projections, and prior-year financials. The leadership team will work with staff to identify needs in areas such as:

- Student achievement and academic interventions
- Classroom staffing and support personnel
- Curriculum updates and materials
- Facilities and operational improvements
- Technology upgrades
- Professional development and coaching

Each identified need will be weighed based on alignment with the school's mission, legal and regulatory requirements, impact on student learning, and available financial resources. Tradeoffs will be discussed openly with the Finance Committee and school leadership to ensure that the most critical needs are prioritized within the constraints of projected revenue.

Timeline for Budget Creation and Approval

The school will operate on a July 1–June 30 fiscal year. The budget development timeline will be as follows:

- **January–February:** Initial data review, enrollment projections, and funding estimates
- **March:** Needs assessment and stakeholder input (staff, leadership, board committee)
- **April:** Draft budget prepared by leadership and reviewed with Finance Committee
- **May:** Final budget revisions and full board review
- **June:** Budget approval by the Board of Trustees at a public meeting

This timeline allows for thoughtful planning, board engagement, and the opportunity to respond to updated revenue or cost projections as final state funding allocations become available.

Monitoring and Modifying the Budget

Once the budget is approved, the Director of Operations, in coordination with the Principal, will be responsible for day-to-day monitoring of revenues and expenditures. SSCS will use an established accounting software system and chart of accounts that aligns with New York State requirements.

The Finance Committee will receive monthly financial statements, including:

- Budget vs. actual revenue and expense reports
- Cash flow updates
- Enrollment trends and their financial implications
- Variances with narrative explanations

The full Board of Trustees will receive quarterly financial updates, and any significant deviations from the approved budget will require board approval for reallocation of funds or formal budget amendments. The school will also conduct mid-year reviews to assess any changes in enrollment, staffing, or operational needs and adjust accordingly.

This continuous cycle of review and transparency ensures that the school maintains sound fiscal practices, remains responsive to changing needs, and prioritizes resources that support student learning.

C. Fiscal Audits

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State. Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

Annual Independent Fiscal Audits

Schenectady Scholars is committed to maintaining full transparency, accountability, and compliance with all financial reporting requirements as outlined by the SUNY Charter Schools Institute, the New York State Education Department (NYSED), and applicable state laws. As such, the school will contract with an independent certified public accountant or certified public accounting firm licensed in NYS to conduct annual fiscal audits.

The selected auditor will have demonstrated experience working with charter schools in New York and a thorough understanding of Generally Accepted Accounting Principles (GAAP), Governmental Accounting Standards Board (GASB) regulations, and the compliance requirements specific to public charter schools. The firm will be selected by the Board of Trustees, upon the recommendation of the Finance Committee, through a transparent and competitive procurement process prior to the school's first year of operation.

The independent audit will include:

- A full examination of the school's financial statements;
- A review of internal controls and financial practices;
- Compliance testing of financial procedures in accordance with state and federal requirements;
- A management letter identifying any findings or recommendations for improvement.

Each annual audit will be conducted following the close of the fiscal year (July 1 – June 30), with fieldwork typically occurring in July or August and final audit reports submitted by October 1, in accordance with SUNY CSI and NYSED deadlines. The final audit report and management letter will be reviewed by the Board's Finance Committee and shared with the full Board of Trustees in a public meeting. Any findings will be addressed with a corrective action plan and monitored by school leadership and the board.

The audit reports will be submitted to SUNY CSI and posted publicly as required. This annual external audit process is one part of the school's broader fiscal oversight strategy, which also includes monthly financial reporting, board-level financial review, and internal checks to ensure sound stewardship of public funds.

D. Dissolution Procedures

Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure and dissolution. Applicants should refer to and incorporate elements of the Institute's Closure Plan, in developing this response.

Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

School Closure and Dissolution Procedures

In the event that Schenectady Scholars is required to close—either at the end of its charter term or due to an early termination—the school will follow all procedures outlined in the SUNY Charter Schools Institute Closure Plan. Schenectady Scholars is committed to ensuring that the closure process is transparent, legally compliant, and respectful of students, families, staff, and the broader Schenectady community.

Upon notification that the school will close, the Board of Trustees will immediately establish a Closure Committee, composed of board members, school leadership, and legal counsel. This committee will be responsible for overseeing the school's wind-down process and ensuring timely communication with SUNY CSI, authorizing entities, families, staff, and all stakeholders.

Continuation of Instruction and Student Support
Schenectady Scholars will continue to provide high-quality instruction until the end of the school year unless it is determined that the school cannot meet its financial obligations through that date. Instructional continuity will be prioritized, and staff will be expected to maintain academic programming and student support services until the

designated closure date. All efforts will be made to ensure a smooth transition for students to other public, charter, or private schools.

Parent and Community Notification
The school will notify families and guardians within 10 days of final charter action by SUNY Trustees. This communication will include the official date of closure, information about student record transfers, support with enrollment in other schools, and guidance on requesting academic records. Schenectady Scholars will also inform local school districts of residence to coordinate student transitions and communicate with neighboring schools.

Staff and Vendor Notification
Staff will be formally notified of their employment end dates and rights to unemployment insurance, COBRA, or pension services. Contracted service providers and vendors will receive formal notice of contract termination in accordance with contractual and legal requirements.

Financial and Operational Close-Out
The school will perform a full assessment of its financial position and, in accordance with the Charter Agreement, reserve no less than $75,000 in an escrow account to cover the legal, accounting, and dissolution expenses. SSCS will settle all debts, reconcile accounts with vendors and school districts, and ensure that all final payments are made.

A final independent financial audit will be conducted, and interim and final financial statements will be submitted to SUNY CSI. All creditors and debtors will be identified and notified, and steps will be taken to collect outstanding receivables and resolve obligations.

Student Record Transfer
Within 14 days of the school's closure, Schenectady Scholars will securely transfer all student records including IEPs, health records, and academic transcripts to the Schenectady City School District or the student's district of residence. Parents will be offered copies of their child's records before the final day of instruction.

Disposition of Assets and Final Dissolution
All assets will be inventoried, and any items purchased with public or federal funds will be disposed of according to applicable regulations. The sale or donation of remaining assets will be handled in a transparent and legally compliant manner, with proceeds used to pay outstanding liabilities. Upon completion of all operational and financial close-out procedures, the Board will file for formal dissolution of the Education Corporation with the New York State Supreme Court, pursuant to Education Law §§ 219–220, and submit all required documentation to SUNY CSI.

Throughout the closure process, Schenectady Scholars will maintain open lines of communication with SUNY CSI, submit all required status reports and closure documentation, and ensure the process is conducted with integrity and sensitivity to the needs of its students and community.

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

Schenctady Scholars Charter School

Contact Name:	George Borum
Contact Title:	Founder
Contact Email:	[redacted]
Contact Phone:	
First Academic Year:	2025-26
Pre-Opening Period:	July 1, 2024 - June 30, 2025

SCHENCTADY SCHOLARS CHARTER SCHOOL
2025-26 through 2029-30

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**AGE RANGE**
Kindergarten	Elementary School	50	60	60	60	65	5-6
1st Grade	Elementary School	50	50	60	60	65	6-7
2nd Grade	Elementary School		50	50	60	65	7-8
3rd Grade	Elementary School			50	50	55	8-9
4th Grade	Elementary School				50	50	9-10
5th Grade	Select grade 5 level from dropdown list →						
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		100	160	220	280	300	

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
3rd Grade	Elementary School			3	3	3
4th Grade	Elementary School				3	3
5th Grade	Elementary/Middle School					
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		6	9	12	15	15

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Kindergarten	Elementary School	17	20	20	20	22
1st Grade	Elementary School	17	17	20	20	22
2nd Grade	Elementary School	0	17	17	20	22
3rd Grade	Elementary School	0	0	17	17	18
4th Grade	Elementary School	0	0	0	17	17
5th Grade	Elementary/Middle School	0	0	0	0	0
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
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	100	160	220	280	300
Total Middle School Enrollment	-	-	-	-	-
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**100**	**160**	**220**	**280**	**300**
Change in Net Enrollment from Prior Year (Count)	100	60	60	60	20
Change in Net Enrollment from Prior Year (Percent)	100.0%	60.0%	37.5%	27.3%	7.1%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	100	160	220	280	300
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING SCHOOL DISTRICT	Schenectady City School District	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 277,731,769	$ 277,731,769	$ 277,731,769	$ 277,731,769	$ 277,731,769
ENROLLMENT (*Charter School*)		100	160	220	280	300
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

SCHENCTADY SCHOLARS CHARTER SCHOOL

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-1	K-2	K-3	K-4	K-4
	Enrollment	100	160	220	280	300

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	1.0	2.0	2.0	2.0	2.0
Deans, Directors & Coordinators	3.0	3.0	3.0	3.0	3.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	1.0	1.0	1.0	1.0	1.0
TOTAL ADMINISTRATIVE STAFF	7.0	8.0	8.0	8.0	8.0

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	6.0	9.0	12.0	15.0	15.0
Teachers - SPED	0.0	1.0	1.0	1.0	1.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	6.0	9.0	12.0	15.0	15.0
Specialty Teachers	3.0	3.0	3.0	3.0	3.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	1.0	1.0	1.0	1.0	1.0
Other	0.5	1.0	1.0	1.0	1.0
TOTAL INSTRUCTIONAL	16.5	24.0	30.0	36.0	36.0

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	0.0	0.0	0.0	0.0	0.0
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	0.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	23.5	32.0	38.0	44.0	44.0

SCHENCTADY SCHOLARS CHARTER SCHOOL

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-1	K-2	K-3	K-4	K-4
	Enrollment	100.00	160.00	220.00	280.00	300.00

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

	WAGES					
ADMINISTRATIVE PERSONNEL WAGES	**Salary/Incr %**	0.00%	3.00%	3.00%	3.00%	3.00%
Executive Management	$ 90,000	$ 90,000	$ 92,700	$ 95,481	$ 98,345	$ 101,296
Instructional Management	$ 80,000	$ 80,000	$ 162,400	$ 167,272	$ 172,290	$ 177,459
Deans, Directors & Coordinators	$ 62,000	$ 186,000	$ 191,580	$ 197,327	$ 203,247	$ 209,345
CFO / Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -
Operation / Business Manager	$ 70,000	$ 70,000	$ 72,100	$ 74,263	$ 76,491	$ 78,786
Administrative Staff	$ 41,000	$ 41,000	$ 42,230	$ 43,497	$ 44,802	$ 46,146
TOTAL ADMINISTRATIVE STAFF		$ 467,000	$ 561,010	$ 577,840	$ 595,176	$ 613,031
INSTRUCTIONAL PERSONNEL WAGES						
Teachers - Regular	$ 54,000	$ 324,000	$ 495,720	$ 672,592	$ 854,769	$ 880,412
Teachers - SPED	$ 61,000	$ -	$ 61,000	$ 62,830	$ 64,715	$ 66,656
Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -
Teaching Assistants	$ 42,000	$ 252,000	$ 385,560	$ 523,127	$ 664,821	$ 684,765
Specialty Teachers	$ 52,000	$ 156,000	$ 160,680	$ 165,500	$ 170,465	$ 175,579
Aides	$ -	$ -	$ -	$ -	$ -	$ -
Therapists & Counselors	$ 50,000	$ 50,000	$ 51,500	$ 53,045	$ 54,636	$ 56,275
Other	$ 53,000	$ 26,500	$ 53,795	$ 55,409	$ 57,071	$ 58,783
TOTAL INSTRUCTIONAL		$ 808,500	$ 1,208,255	$ 1,532,503	$ 1,866,478	$ 1,922,472
NON-INSTRUCTIONAL PERSONNEL WAGES						
Nurse	$ -	$ -	$ -	$ -	$ -	$ -
Librarian	$ -	$ -	$ -	$ -	$ -	$ -
Custodian	$ -	$ -	$ -	$ -	$ -	$ -
Security	$ -	$ -	$ -	$ -	$ -	$ -
Other	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL NON-INSTRUCTIONAL		$ -	$ -	$ -	$ -	$ -
TOTAL PERSONNEL SERVICE WAGES		$ 1,275,500	$ 1,769,265	$ 2,110,343	$ 2,461,653	$ 2,535,503

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

Description of Assumptions
Assume 1 Principal Yr1-Yr5
Assume 1 Asst. Principal Yr1-Yr5, Assume Instructional Coach Yr2-Yr5
Assume Dean and Parent Coordinator Yr1-Yr 5. SPED Director/Teacher Half Yr 1. SPED Director Yr2-Yr5
Assume Director of Operations Yr1-Yr5
Assume Administrative Assistant Yr1-Yr5

Assume Yr 1 6 Lead Teachers, Yr 2 9, Yr 3 12, Yr 4-Yr 5 15
Assume Yr 1 SPED Director/Teacher, Yr 2-Yr 5 have Full-Time SPED
Assume 3 Yr 1 Teacher's Assistants, Yr 2 9, Yr 3 12, Yr 4 -Yr 5 15
Assume 3 SPECIAL Teachers Yr 1-Yr 5
Assume Counselor Yr1-Yr 5
Assume ELL teacher part-time Yr 1, Yr 2-Yr5 Full-Time

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

Description of Assumptions
Assume cost based on role responsibility and local competition
Assume cost based on role responsibility and local competition
Assume cost based on role responsibility and local competition
Assume cost based on role responsibility and local competition
Assume cost based on role responsibility and local competition
Assume cost based on role responsibility and local competition

Assume cost based on role responsibility and local competition
Assume cost based on role responsibility and local competition
Assume cost based on role responsibility and local compettion
Assume cost based on role responsibility and local compettion
Assume cost based on role responsibility and local compettion

SCHENCTADY SCHOLARS CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2024 - June 30, 2025

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**570,000**
Total Expenses	**282,481**
Net Income	**287,519**

	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	570,000
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	**570,000**
LOCAL and OTHER REVENUE	
Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	**-**
TOTAL REVENUE	**570,000**

SCHENCTADY SCHOLARS CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2024 - June 30, 2025

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**570,000**
Total Expenses	**282,481**
Net Income	**287,519**

	START-UP PERIOD
EXPENSES	
	FTE No. of Positions
ADMINISTRATIVE STAFF PERSONNEL COSTS	
Executive Management	0.50 / 45,000
Instructional Management	0.08 / 6,666
Deans, Directors & Coordinators	0.50 / 35,241
CFO / Director of Finance	- / -
Operation / Business Manager	0.42 / 29,167
Administrative Staff	0.08 / 3,416
TOTAL ADMINISTRATIVE STAFF	**1.58** / 119,490
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	**1.58** / **119,490**
PAYROLL TAXES AND BENEFITS	
Payroll Taxes	9,150
Fringe / Employee Benefits	10,770
Retirement / Pension	3,588
TOTAL PAYROLL TAXES AND BENEFITS	**23,508**
TOTAL PERSONNEL SERVICE COSTS	**1.58** / **142,998**
CONTRACTED SERVICES	
Accounting / Audit	3,500
Legal	7,500
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	2,000
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Other Purchased / Professional / Consulting	22,250
TOTAL CONTRACTED SERVICES	**35,250**

SCHENCTADY SCHOLARS CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2024 - June 30, 2025

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**570,000**
Total Expenses	**282,481**
Net Income	**287,519**

	START-UP PERIOD
SCHOOL OPERATIONS	
Board Expenses	1,500
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	37,000
Telephone	-
Technology	2,350
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	1,000
Staff Development	7,000
Staff Recruitment	12,500
Student Recruitment / Marketing	25,000
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	**86,350**
FACILITY OPERATION & MAINTENANCE	
Insurance	6,000
Janitorial	-
Building and Land Rent / Lease / Facility Finance Interest	10,883
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	1,000
TOTAL FACILITY OPERATION & MAINTENANCE	**17,883**
DEPRECIATION & AMORTIZATION	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-
TOTAL EXPENSES	**282,481**
NET INCOME	**287,519**

SCHENCTADY SCHOLARS CHAF
PROJECTED BUDGET / OPERATING PLAN FIERIOD
July 1, 2024 - June 30,

***NOTE:** Please enter financial data on "6) FYear."*
The pre-opening budget will be for a 1-Year Period as school Information.

	DESCRIPTION OF ASSUMPTIONS
Total Revenue	Assumes CSP installment of 350K
Total Expenses	Assumes staffing and operational start up costs
Net Income	Net income from planning year
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	Assume 1.5 Millon CSP Allocation; 570K (Yr0), $500K(Yr1) $300K (Yr2) $ 250K (Yr3)
Other	
Other	
TOTAL REVENUE FROM FEDERAL SOURCES	
LOCAL and OTHER REVENUE	
Contributions and Donations	
Fundraising	
Erate Reimbursement	
Earnings on Investments	
Interest Income	
Food Service (Income from meals)	
Text Book	
OTHER	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	
TOTAL REVENUE	

SCHENCTADY SCHOLARS CHAF
PROJECTED BUDGET / OPERATING PLAN FIERIOD
July 1, 2024 - June 30,

***NOTE:** Please enter financial data on "6) FYear."*
The pre-opening budget will be for a 1-Year Period as school Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue		Assumes CSP installment of 350K
Total Expenses		Assumes staffing and operational start up costs
Net Income		Net income from planning year

EXPENSES

	FTE No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	0.50	Assumes Head of School @ 90K
Instructional Management	0.08	Assumes Asst. Principal @ 80K
Deans, Directors & Coordinators	0.50	Assume Parent Coordinator @60K and Dean @ 65K
CFO / Director of Finance	-	
Operation / Business Manager	0.42	Assume Director of Operations 70K
Administrative Staff	0.08	Assume Admininstrative Assistant @ 41K
TOTAL ADMINISTRATIVE STAFF	**1.58**	
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	**1.58**	
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		Assume MED and SS taxes for all employees
Fringe / Employee Benefits		Assume 9% of salary for health benefits
Retirement / Pension		Assume 3% 403b match
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS	**1.58**	
CONTRACTED SERVICES		
Accounting / Audit		Assume cost of Audit
Legal		Assume cost of policy review
Management Company Fee		
Nurse Services		
Food Service / School Lunch		
Payroll Services		Assumes costs for payroll services
Special Ed Services		
Titlement Services (i.e. Title I)		
Other Purchased / Professional / Consulting		Assumes cost Curriculum Development, Consulting Cost, and Professional Development
TOTAL CONTRACTED SERVICES		

SCHENCTADY SCHOLARS CHAF
PROJECTED BUDGET / OPERATING PLAN FIERIOD
July 1, 2024 - June 30,

***NOTE:** Please enter financial data on "6) FYear."*
The pre-opening budget will be for a 1-Year Period as school Information.

	DESCRIPTION OF ASSUMPTIONS
Total Revenue	Assumes CSP installment of 350K
Total Expenses	Assumes staffing and operational start up costs
Net Income	Net income from planning year

SCHOOL OPERATIONS	
Board Expenses	Assume costs for board meetings and trainings
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	
Equipment / Furniture	Assume costs for Yr 1 furniture: all offices and classrooms.
Telephone	
Technology	Assume costs for five computers and 1 printer
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	
Office Expense	Assumes monthly office expenses
Staff Development	Assume PD for Principal and AP
Staff Recruitment	Assume travel, tabling, materials,
Student Recruitment / Marketing	Assumes marketing web costs and monthly cost of enrollment
School Meals / Lunch	
Travel (Staff)	
Fundraising	
Other	
TOTAL SCHOOL OPERATIONS	
FACILITY OPERATION & MAINTENANCE	
Insurance	Assumes libability
Janitorial	
Building and Land Rent / Lease / Facility Finance Interest	Assumes 1 month rent @ $20/sq ft, 65 sq ft per student and year 2 enrollment #
Repairs & Maintenance	
Equipment / Furniture	
Security	
Utilities	Assumes 1 month utitiles
TOTAL FACILITY OPERATION & MAINTENANCE	
DEPRECIATION & AMORTIZATION	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	
TOTAL EXPENSES	
NET INCOME	

PRE-OPENING CASH FLOW 1-YEAR	SCHENCTADY SCHOLARS 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, 2024 - June 30, 2025												
Total Revenue	-	-	-	-	-	-	142,500	-	142,500	-	142,500	142,500	570,000
Total Expenses	-	-	-	-	-	-	50,351	31,447	33,199	32,033	33,783	101,668	282,481
Net Income	-	-	-	-	-	-	92,149	(31,447)	109,301	(32,033)	108,717	40,832	287,519
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	92,149	60,702	170,003	137,970	246,687	-
Net Income	-	-	-	-	-	-	92,149	60,702	170,003	137,970	246,687	287,519	287,519

	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	-	-	-	-	-	-	142,500	-	142,500	-	142,500	142,500	570,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	142,500	-	142,500	-	142,500	142,500	570,000
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	142,500	-	142,500	-	142,500	142,500	570,000

PRE-OPENING CASH FLOW 1-YEAR

NOTE:
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

SCHENCTADY SCHOLARS CHARTER SCHOOL

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
July 1, 2024 - June 30, 2025

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	-	-	-	-	-	-	142,500	-	142,500	-	142,500	142,500	570,000
Total Expenses	-	-	-	-	-	-	50,351	31,447	33,199	32,033	33,783	101,668	282,481
Net Income	-	-	-	-	-	-	92,149	(31,447)	109,301	(32,033)	108,717	40,832	287,519
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	92,149	60,702	170,003	137,970	246,687	-
Net Income	-	-	-	-	-	-	92,149	60,702	170,003	137,970	246,687	287,519	287,519

	FTE No. of Positions	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS														
Executive Management	0.50	-	-	-	-	-	-	7,500	7,500	7,500	7,500	7,500	7,500	45,000
Instructional Management	0.08	-	-	-	-	-	-	-	-	-	-	-	6,666	6,666
Deans, Directors & Coordinators	0.50	-	-	-	-	-	-	4,971	4,971	4,971	4,971	4,971	10,386	35,241
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	0.42	-	-	-	-	-	-	-	5,833	5,833	5,833	5,834	5,834	29,167
Administrative Staff	0.08	-	-	-	-	-	-	-	-	-	-	-	3,416	3,416
TOTAL ADMINISTRATIVE STAFF	1.58	-	-	-	-	-	-	12,471	18,304	18,304	18,304	18,305	33,802	119,490
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	1.58	-	-	-	-	-	-	12,471	18,304	18,304	18,304	18,305	33,802	119,490
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	1,525	1,525	1,525	1,525	1,525	1,525	9,150
Fringe / Employee Benefits		-	-	-	-	-	-	1,795	1,795	1,795	1,795	1,795	1,795	10,770
Retirement / Pension		-	-	-	-	-	-	598	598	598	598	598	598	3,588
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	3,918	3,918	3,918	3,918	3,918	3,918	23,508
TOTAL PERSONNEL SERVICE COSTS	1.58	-	-	-	-	-	-	16,389	22,222	22,222	22,222	22,223	37,720	142,998
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	3,500	3,500
Legal		-	-	-	-	-	-	7,500	-	-	-	-	-	7,500
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	333	333	334	333	333	334	2,000
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	11,125	2,225	2,225	2,225	2,225	2,225	22,250
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	18,958	2,558	2,559	2,558	2,558	6,059	35,250

PRE-OPENING CASH FLOW 1-YEAR	SCHENCTADY SCHOLARS 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, 2024 - June 30, 2025												
Total Revenue	-	-	-	-	-	-	**142,500**	-	**142,500**	-	**142,500**	**142,500**	**570,000**
Total Expenses	-	-	-	-	-	-	**50,351**	**31,447**	**33,199**	**32,033**	**33,783**	**101,668**	**282,481**
Net Income	-	-	-	-	-	-	**92,149**	**(31,447)**	**109,301**	**(32,033)**	**108,717**	**40,832**	**287,519**
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	**92,149**	**60,702**	**170,003**	**137,970**	**246,687**	-
Net Income	-	-	-	-	-	-	**92,149**	**60,702**	**170,003**	**137,970**	**246,687**	**287,519**	**287,519**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	250	250	250	250	250	250	1,500
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	37,000	37,000
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	587	-	-	588	587	588	2,350
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	167	167	168	166	166	166	1,000
Staff Development	-	-	-	-	-	-	1,750	-	1,750	-	1,750	1,750	7,000
Staff Recruitment	-	-	-	-	-	-	2,083	2,083	2,083	2,083	2,083	2,085	12,500
Student Recruitment / Marketing	-	-	-	-	-	-	4,167	4,167	4,167	4,166	4,166	4,167	25,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	9,004	6,667	8,418	7,253	9,002	46,006	86,350
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	6,000	-	-	-	-	-	6,000
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	10,883	10,883
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	1,000	1,000
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	6,000	-	-	-	-	11,883	17,883
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	-	**50,351**	**31,447**	**33,199**	**32,033**	**33,783**	**101,668**	282,481
NET INCOME	-	-	-	-	-	-	**92,149**	**(31,447)**	**109,301**	**(32,033)**	**108,717**	**40,832**	**287,519**

PRE-OPENING CASH FLOW 1-YEAR	SCHENCTADY SCHOLARS 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, 2024 - June 30, 2025												
Total Revenue	-	-	-	-	-	-	142,500	-	142,500	-	142,500	142,500	570,000
Total Expenses	-	-	-	-	-	-	50,351	31,447	33,199	32,033	33,783	101,668	282,481
Net Income	-	-	-	-	-	-	92,149	(31,447)	109,301	(32,033)	108,717	40,832	287,519
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	92,149	60,702	170,003	137,970	246,687	-
Net Income	-	-	-	-	-	-	92,149	60,702	170,003	137,970	246,687	287,519	287,519

	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	-	-	-	-	-	-	92,149	(31,447)	109,301	(32,033)	108,717	40,832	287,519
Beginning Cash Balance	-	-	-	-	-	-	-	92,149	60,702	170,003	137,970	246,687	-
ENDING CASH BALANCE	-	-	-	-	-	-	92,149	60,702	170,003	137,970	246,687	287,519	287,519

YEAR 1 BUDGET AND ASSUMPTION	SCHENCTADY SCHOLARS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	**2,217,404**	**181,900**	**-**	**-**	**-**	**2,399,304**	
Total Expenses	**2,089,121**	**74,203**	**-**	**-**	**231,035**	**2,394,359**	
Net Income	**128,283**	**107,697**	**-**	**-**	**(231,035)**	**4,945**	
Budgeted Student Enrollment	**100**	**-**				**100**	

			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:	Schenectady City School District	15,027	1,502,700					1,502,700	
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.)	15,027	1,502,700					1,502,700	
Special Education Revenue				153,000				153,000	Assume SPED revenue 9K per eligible student Budge assumes conservative 17% SPED populatiin, although local numbers would indicate a higher population
NYC DoE Rental Assistance			-	-	-	-	-	-	
Grants									
Stimulus			-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			1,502,700	153,000	-	-	-	1,655,700	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs			-	28,900	-			28,900	Assume based on 2023-2024 per student 1K per student
Title I			28,000	-	-			28,000	Assume $280 per FRL student, 80% if enrollment FRL
Title Funding - Other			-	-	-			-	
School Food Service (Free Lunch)			116,704	-	-			116,704	Assume federal reimbursement for school food expense: breakfast, snack, lunch.
Grants									
Charter School Program (CSP) Planning & Implementation			570,000	-	-	-		570,000	Assume $500K for CSP allocation
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			714,704	28,900	-	-	-	743,604	
LOCAL and OTHER REVENUE									
Contributions and Donations			-	-	-	-	-	-	
Fundraising			-	-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	-	
Interest Income			-	-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	-	
Text Book			-	-	-	-	-	-	
OTHER			-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	-	-	-	

YEAR 1 BUDGET AND ASSUMPTION	SCHENCTADY SCHOLARS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	2,217,404	181,900	-	-	-	2,399,304	
Total Expenses	2,089,121	74,203	-	-	231,035	2,394,359	
Net Income	128,283	107,697	-	-	(231,035)	4,945	
Budgeted Student Enrollment	100	-				100	

	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
TOTAL REVENUE	2,217,404	181,900	-	-	-	2,399,304	

YEAR 1 BUDGET AND ASSUMPTION		SCHENCTADY SCHOLARS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue		**2,217,404**	**181,900**	**-**	**-**	**-**	**2,399,304**	
Total Expenses		**2,089,121**	**74,203**	**-**	**-**	**231,035**	**2,394,359**	
Net Income		**128,283**	**107,697**	**-**	**-**	**(231,035)**	**4,945**	
Budgeted Student Enrollment		**100**	**-**				**100**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions							
Executive Management	1.00	90,000	-	-	-		90,000	
Instructional Management	1.00	80,000	-	-	-	-	80,000	
Deans, Directors & Coordinators	3.00	186,000		-	-	-	186,000	Dean, Parent Coordinator & SPED Director. SPED Director will split responsibilities in YR 1 with being the SPED Teacher as well.
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	1.00	70,000	-	-	-	-	70,000	
Administrative Staff	1.00	41,000	-	-	-	-	41,000	
TOTAL ADMINISTRATIVE STAFF	7.00	467,000	-	-	-	-	467,000	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	6.00	324,000	-	-	-	-	324,000	
Teachers - SPED	-		-	-	-	-	-	
Substitute Teachers	-	-	-	-	-	-	-	
Teaching Assistants	6.00	252,000	-	-	-	-	252,000	
Specialty Teachers	3.00	156,000	-	-	-	-	156,000	
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	1.00	50,000	-	-	-	-	50,000	
Other	0.50	26,500	-	-	-	-	26,500	PT ELL Yr 1
TOTAL INSTRUCTIONAL	16.50	808,500	-	-	-	-	808,500	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	23.50	1,275,500.00	-	-	-	-	1,275,500	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		48,788	48,788	-	-		97,576	Assumne 6.2% for salaries for SS-ER, 1.45% of salaries for MED-ER
Fringe / Employee Benefits		174,159	17,415	-	-	1,935	193,509	Assume 8K per FTE for health insurance
Retirement / Pension		16,450	2,000	-	-	900	19,350	Assume 3% 403B match
TOTAL PAYROLL TAXES AND BENEFITS		239,397	68,203	-	-	2,835	310,435	
TOTAL PERSONNEL SERVICE COSTS	23.50	1,514,897	68,203	-	-	2,835	1,585,935	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	13,000	13,000	Assume annual audit at 13K to be paid once a year
Legal		-	-	-	-	12,000	12,000	Assume annual legal retainer @12K
Management Company Fee		-	-	-	-	-	-	
Nurse Services		5,000	-	-	-	-	5,000	Assume 5K for additional nurse services and supplies. Local district will provide nurse to charter school
Food Service / School Lunch		116,704	-	-	-	-	116,704	Assume annual nutrition program costs
Payroll Services		-	-	-	-	10,000	10,000	Assume @425.53 per FTE
Special Ed Services		-	-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		-	-	-	-	75,000	75,000	Assume some back office provider and other consulting
TOTAL CONTRACTED SERVICES		121,704	-	-	-	110,000	231,704	

YEAR 1 BUDGET AND ASSUMPTION	SCHENCTADY SCHOLARS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	**2,217,404**	**181,900**	**-**	**-**	**-**	**2,399,304**	
Total Expenses	**2,089,121**	**74,203**	**-**	**-**	**231,035**	**2,394,359**	
Net Income	**128,283**	**107,697**	**-**	**-**	**(231,035)**	**4,945**	
Budgeted Student Enrollment	**100**	**-**				**100**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	1,200	1,200	Assume monthly board expense of $100/moth
Classroom / Teaching Supplies & Materials	40,000	-	-	-	-	40,000	Assume 400 per student
Special Ed Supplies & Materials	-	6,000	-	-	-	6,000	Assume 353 per SPED student
Textbooks / Workbooks	15,000	-	-	-	-	15,000	Assume 150K per student
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	Assume Yr 1 furniture in Yr 0
Telephone	2,520	-	-	-	11,000	13,520	Assume 3 cellphones for certain staff. $900 a month for intenet and telphone services
Technology	60,000	-	-	-	-	60,000	Assume $600 per student
Student Testing & Assessment	13,000	-	-	-	-	13,000	Assume $13K per student
Field Trips	3,000	-	-	-	-	3,000	Assume $30 per student
Transportation (student)	15,000	-	-	-	-	15,000	Assume add' transportation for school days the district is not in. Est. $150 per student
Student Services - other	-	-	-	-	-	-	
Office Expense	-	-	-	-	15,000	15,000	Assume $1250 per month for office expenses
Staff Development	17,000	-	-	-	-	17,000	Assume @750 per FTE
Staff Recruitment	10,000	-	-	-	-	10,000	Assume we are going to hire 6-8 new hires
Student Recruitment / Marketing	15,000	-	-	-	-	15,000	Assume 200 per recruited student in (Yr 2).
School Meals / Lunch	5,000	-	-	-	-	5,000	Assume extra cost for meals
Travel (Staff)	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	195,520	6,000	-	-	27,200	228,720	
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	28,000	28,000	Assume based on quotes for liability & D&) coverage, FTE
Janitorial	-	-	-	-	38,000	38,000	Assume outsourced custodial services
Building and Land Rent / Lease / Facility Finance Interest	225,000	-	-	-	-	225,000	Assumes net lease that covers renovation costs; based on increase in enrollment in Yr 2
Repairs & Maintenance	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	32,000	-	-	-	-	32,000	Assume $3.20 per sq ft@65 sq ft per student enrollment
TOTAL FACILITY OPERATION & MAINTENANCE	257,000	-	-	-	66,000	323,000	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	25,000	25,000	Assume required escrow deposit
TOTAL EXPENSES	**2,089,121**	**74,203**	**-**	**-**	**231,035**	**2,394,359**	
NET INCOME	**128,283**	**107,697**	**-**	**-**	**(231,035)**	**4,945**	

YEAR 1 BUDGET AND ASSUMPTION	SCHENCTADY SCHOLARS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	**2,217,404**	**181,900**	**-**	**-**	**-**	**2,399,304**	
Total Expenses	**2,089,121**	**74,203**	**-**	**-**	**231,035**	**2,394,359**	
Net Income	**128,283**	**107,697**	**-**	**-**	**(231,035)**	**4,945**	
Budgeted Student Enrollment	**100**	**-**				**100**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: Schenectady City School District	100					100	
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	**100**					**100**	
REVENUE PER PUPIL	**22,174**					**23,993**	
EXPENSES PER PUPIL	**20,891**					**23,944**	

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*			SCHENCTADY SCHOLARS CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2025 - JUNE 30, 2026												
Total Revenue			**100,000**	**318,679**	**333,239**	**57,288**	**338,837**	**57,288**	**338,838**	**57,287**	**338,837**	**62,887**	**333,237**	**62,887**	**2,399,304**
Total Expenses			**100,437**	**186,300**	**205,835**	**216,903**	**201,565**	**235,968**	**214,563**	**202,572**	**203,072**	**217,356**	**206,774**	**203,014**	**2,394,359**
Net Income			**(437)**	**132,379**	**127,404**	**(159,615)**	**137,272**	**(178,680)**	**124,275**	**(145,285)**	**135,765**	**(154,469)**	**126,463**	**(140,127)**	**4,945**
Cash Flow Adjustments			-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance			**67,519**	**67,082**	**199,461**	**326,865**	**167,250**	**304,522**	**125,842**	**250,117**	**104,832**	**240,597**	**86,128**	**212,591**	**67,519**
Ending Cash Balance			**67,082**	**199,461**	**326,865**	**167,250**	**304,522**	**125,842**	**250,117**	**104,832**	**240,597**	**86,128**	**212,591**	**72,464**	**72,464**
			JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
REVENUE			*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**												
REVENUES FROM STATE SOURCES															
Per Pupil Revenue		Basic Tuition (2024-25)													
PRIMARY School District:	Schenectady City School District	15,027	-	250,450	250,450	-	250,450	-	250,450	-	250,450	-	250,450	-	1,502,700
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.)	15,027	-	250,450	250,450	-	250,450	-	250,450	-	250,450	-	250,450	-	1,502,700
Special Education Revenue			-	25,500	25,500	-	25,500	-	25,500	-	25,500	-	25,500	-	153,000
NYC DoE Rental Assistance			-	-	-	-	-	-	-	-	-	-	-	-	-
Grants															
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			-	275,950	275,950	-	275,950	-	275,950	-	275,950	-	275,950	-	1,655,700
REVENUE FROM FEDERAL FUNDING															
IDEA Special Needs			-	-	2,890	2,890	2,890	2,890	2,890	2,890	2,890	2,890	2,890	2,890	28,900
Title I			-	-	-		5,600		5,600		5,600	5,600	-	5,600	28,000
Title Funding - Other			-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)			-	-	11,671	11,671	11,670	11,671	11,671	11,670	11,670	11,670	11,670	11,670	116,704
Grants															
Charter School Program (CSP) Planning & Implementation			100,000	42,729	42,728	42,727	42,727	42,727	42,727	42,727	42,727	42,727	42,727	42,727	570,000
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			100,000	42,729	57,289	57,288	62,887	57,288	62,888	57,287	62,887	62,887	57,287	62,887	743,604
LOCAL and OTHER REVENUE															
Contributions and Donations			-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising			-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement			-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments			-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income			-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)			-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book			-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE			**100,000**	**318,679**	**333,239**	**57,288**	**338,837**	**57,288**	**338,838**	**57,287**	**338,837**	**62,887**	**333,237**	**62,887**	**2,399,304**

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	SCHENCTADY SCHOLARS CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2025 - JUNE 30, 2026												
Total Revenue	**100,000**	**318,679**	**333,239**	**57,288**	**338,837**	**57,288**	**338,838**	**57,287**	**338,837**	**62,887**	**333,237**	**62,887**	**2,399,304**
Total Expenses	**100,437**	**186,300**	**205,835**	**216,903**	**201,565**	**235,968**	**214,563**	**202,572**	**203,072**	**217,356**	**206,774**	**203,014**	**2,394,359**
Net Income	**(437)**	**132,379**	**127,404**	**(159,615)**	**137,272**	**(178,680)**	**124,275**	**(145,285)**	**135,765**	**(154,469)**	**126,463**	**(140,127)**	**4,945**
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	**67,519**	**67,082**	**199,461**	**326,865**	**167,250**	**304,522**	**125,842**	**250,117**	**104,832**	**240,597**	**86,128**	**212,591**	**67,519**
Ending Cash Balance	**67,082**	**199,461**	**326,865**	**167,250**	**304,522**	**125,842**	**250,117**	**104,832**	**240,597**	**86,128**	**212,591**	**72,464**	**72,464**

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	1.00	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000
Instructional Management	1.00	6,666	6,666	6,666	6,666	6,666	6,666	6,667	6,667	6,666	6,666	6,666	6,672	80,000
Deans, Directors & Coordinators	3.00	15,500	15,500	15,500	15,500	15,500	15,650	15,500	15,500	15,500	15,450	15,450	15,450	186,000
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	5,833	5,833	5,833	5,834	5,834	5,834	5,834	5,834	5,834	5,834	5,834	5,829	70,000
Administrative Staff	1.00	3,416	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,414	41,000
TOTAL ADMINISTRATIVE STAFF	7.00	38,915	38,916	38,916	38,917	38,917	39,067	38,918	38,918	38,917	38,867	38,867	38,865	467,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	6.00			32,400	32,400	32,400	32,400	32,400	32,400	32,400	32,400	32,400	32,400	324,000
Teachers - SPED	-			-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	6.00	-	-	25,200	25,200	25,200	25,200	25,200	25,200	25,200	25,200	25,200	25,200	252,000
Specialty Teachers	3.00	-	-	15,600	15,600	15,600	15,600	15,600	15,600	15,600	15,600	15,600	15,600	156,000
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00	-	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	50,000
Other	0.50	-	-	2,650	2,650	2,650	2,650	2,650	2,650	2,650	2,650	2,650	2,650	26,500
TOTAL INSTRUCTIONAL	16.50	-	-	80,850	80,850	80,850	80,850	80,850	80,850	80,850	80,850	80,850	80,850	808,500
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	23.50	38,915	38,916	119,766	119,767	119,767	119,917	119,768	119,768	119,767	119,717	119,717	119,715	1,275,500
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		8,132	8,132	8,132	8,132	8,131	8,131	8,131	8,131	8,131	8,131	8,131	8,131	97,576
Fringe / Employee Benefits		16,126	16,126	16,126	16,126	16,123	16,126	16,126	16,126	16,126	16,126	16,126	16,126	193,509
Retirement / Pension		1,612	1,612	1,612	1,612	1,612	1,612	1,613	1,613	1,613	1,613	1,613	1,613	19,350
TOTAL PAYROLL TAXES AND BENEFITS		25,870	25,870	25,870	25,870	25,866	25,869	25,870	25,870	25,870	25,870	25,870	25,870	310,435
TOTAL PERSONNEL SERVICE COSTS	23.50	64,785	64,786	145,636	145,637	145,633	145,786	145,638	145,638	145,637	145,587	145,587	145,585	1,585,935
CONTRACTED SERVICES														
Accounting / Audit		1,083	1,083	1,084	1,084	1,084	1,084	1,083	1,084	1,084	1,084	1,084	1,079	13,000
Legal		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services			452	469	453	453	453	447	454	455	456	455	453	5,000
Food Service / School Lunch			10,609	10,609	10,609	10,609	10,609	10,609	10,609	10,610	10,611	10,611	10,609	116,704
Payroll Services		834	834	834	833	833	833	833	833	833	833	834	833	10,000
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	6,818	6,818	6,818	6,818	6,818	6,818	6,818	6,818	6,818	6,818	6,820	75,000
TOTAL CONTRACTED SERVICES		2,917	20,796	20,814	20,797	20,797	20,797	20,790	20,798	20,800	20,802	20,802	20,794	231,704

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	SCHENCTADY SCHOLARS CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2025 - JUNE 30, 2026												
Total Revenue	**100,000**	**318,679**	**333,239**	**57,288**	**338,837**	**57,288**	**338,838**	**57,287**	**338,837**	**62,887**	**333,237**	**62,887**	**2,399,304**
Total Expenses	**100,437**	**186,300**	**205,835**	**216,903**	**201,565**	**235,968**	**214,563**	**202,572**	**203,072**	**217,356**	**206,774**	**203,014**	**2,394,359**
Net Income	**(437)**	**132,379**	**127,404**	**(159,615)**	**137,272**	**(178,680)**	**124,275**	**(145,285)**	**135,765**	**(154,469)**	**126,463**	**(140,127)**	**4,945**
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	**67,519**	**67,082**	**199,461**	**326,865**	**167,250**	**304,522**	**125,842**	**250,117**	**104,832**	**240,597**	**86,128**	**212,591**	**67,519**
Ending Cash Balance	**67,082**	**199,461**	**326,865**	**167,250**	**304,522**	**125,842**	**250,117**	**104,832**	**240,597**	**86,128**	**212,591**	**72,464**	**72,464**
	JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
SCHOOL OPERATIONS													
Board Expenses	100	100	100	100	100	100	100	100	100	100	100	100	1,200
Classroom / Teaching Supplies & Materials	-	13,333	-	13,333	-	-	-	-	-	13,334	-	-	40,000
Special Ed Supplies & Materials	-	6,000	-	-	-	-	-	-	-	-	-	-	6,000
Textbooks / Workbooks	3,000	7,500	-	1,500	-	-	1,500	-	-	1,500	-	-	15,000
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	1,127	1,127	1,127	1,127	1,127	1,127	1,127	1,127	1,126	1,126	1,126	1,126	13,520
Technology	-	30,000	-	-	-	30,000	-	-	-	-	-	-	60,000
Student Testing & Assessment	-	6,500	-	-	-	-	6,500	-	-	-	-	-	13,000
Field Trips	-	-	500	500	-	500	-	-	500	-	500	500	3,000
Transportation (student)	-	3,750	3,750	-	-	3,750	-	-	-	-	3,750		15,000
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Staff Development	1,424	1,416	1,416	1,416	1,416	1,416	1,416	1,416	1,416	1,416	1,416	1,416	17,000
Staff Recruitment	-	-	-	-	-	-	5,000	1,000	1,000	1,000	1,000	1,000	10,000
Student Recruitment / Marketing	-		1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
School Meals / Lunch	-	454	454	455	455	455	455	455	455	454	454	454	5,000
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	6,901	71,430	10,097	21,181	5,848	40,098	18,848	6,848	7,347	21,680	11,096	7,346	228,720
FACILITY OPERATION & MAINTENANCE													
Insurance	2,334	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,333	2,334	2,334	2,334	28,000
Janitorial	-	3,455	3,455	3,455	3,455	3,455	3,455	3,454	3,454	3,454	3,454	3,454	38,000
Building and Land Rent / Lease / Facility Finance Interest	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	225,000
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	2,666	2,666	2,666	2,666	2,666	2,666	2,666	2,668	2,668	2,666	2,668	2,668	32,000
TOTAL FACILITY OPERATION & MAINTENANCE	23,750	27,204	27,204	27,204	27,204	27,204	27,204	27,205	27,205	27,204	27,206	27,206	323,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	2,084	2,084	2,084	2,084	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
TOTAL EXPENSES	**100,437**	**186,300**	**205,835**	**216,903**	**201,565**	**235,968**	**214,563**	**202,572**	**203,072**	**217,356**	**206,774**	**203,014**	2,394,359
NET INCOME	**(437)**	**132,379**	**127,404**	**(159,615)**	**137,272**	**(178,680)**	**124,275**	**(145,285)**	**135,765**	**(154,469)**	**126,463**	**(140,127)**	**4,945**
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	**(437)**	**132,379**	**127,404**	**(159,615)**	**137,272**	**(178,680)**	**124,275**	**(145,285)**	**135,765**	**(154,469)**	**126,463**	**(140,127)**	**4,945**
Beginning Cash Balance	**67,519**	**67,082**	**199,461**	**326,865**	**167,250**	**304,522**	**125,842**	**250,117**	**104,832**	**240,597**	**86,128**	**212,591**	**67,519**
ENDING CASH BALANCE	**67,082**	**199,461**	**326,865**	**167,250**	**304,522**	**125,842**	**250,117**	**104,832**	**240,597**	**86,128**	**212,591**	**72,464**	**72,464**

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	SCHENCTADY SCHOLARS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30	DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		*NOTE: State assumptions that are being made in the section provided below.

Total Revenue			**2,399,304**	**3,489,294**	**4,513,733**	**5,350,599**	**6,047,766**	
Total Expenses			**2,394,359**	**3,102,161**	**3,701,242**	**4,297,327**	**4,652,262**	
Net Income (Before Cash Flow Adjustments)			**4,945**	**387,133**	**812,491**	**1,053,272**	**1,395,504**	
Budgeted Student Enrollment			**100**	**160**	**220**	**280**	**300**	
			Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
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:	Schenectady City School District	15,027	1,502,700	2,476,450	3,507,272	4,597,714	5,073,906	
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.)	15,027	1,502,700	2,476,450	3,507,272	4,597,714	5,073,906	
Special Education Revenue			153,000	243,000	333,000	144,000	459,000	Assume $9k per SPED stduent with local school district is 17% of student population
NYC DoE Rental Assistance			-	-	-	-	-	
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			1,655,700	2,719,450	3,840,272	4,741,714	5,532,906	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			28,900	47,277	67,432	88,393	97,548	Assume 17% of total enrollment in SPED @
Title I			28,000	35,840	49,280	62,720	67,200	
Title Funding - Other			-	-	-	-	-	
School Food Service (Free Lunch)			116,704	186,727	256,749	327,772	350,112	
Grants								
Charter School Program (CSP) Planning & Implementation			570,000	500,000	300,000	130,000	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			743,604	769,844	673,461	608,885	514,860	
LOCAL and OTHER REVENUE								
Contributions and Donations			-	-	-	-	-	
Fundraising			-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			-	-	-	-	-	
OTHER			-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	-	-	
TOTAL REVENUE			**2,399,304**	**3,489,294**	**4,513,733**	**5,350,599**	**6,047,766**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	SCHENCTADY SCHOLARS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*						***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**2,399,304**	**3,489,294**	**4,513,733**	**5,350,599**	**6,047,766**	
Total Expenses	**2,394,359**	**3,102,161**	**3,701,242**	**4,297,327**	**4,652,262**	
Net Income (Before Cash Flow Adjustments)	**4,945**	**387,133**	**812,491**	**1,053,272**	**1,395,504**	
Budgeted Student Enrollment	**100**	**160**	**220**	**280**	**300**	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
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	1.00	90,000	92,700	95,481	98,345	101,296	
Instructional Management	1.00	80,000	162,400	167,272	172,290	177,459	
Deans, Directors & Coordinators	3.00	186,000	191,580	197,327	203,247	209,345	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	70,000	72,100	74,263	76,491	78,786	
Administrative Staff	1.00	41,000	42,230	43,497	44,802	46,146	
TOTAL ADMINISTRATIVE STAFF	7.00	467,000	561,010	577,840	595,176	613,031	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	6.00	324,000	495,720	672,592	854,769	880,412	
Teachers - SPED	-	-	61,000	62,830	64,715	66,656	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	6.00	252,000	385,560	523,127	664,821	684,765	
Specialty Teachers	3.00	156,000	160,680	165,500	170,465	175,579	
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	50,000	51,500	53,045	54,636	56,275	
Other	0.50	26,500	53,795	55,409	57,071	58,783	
TOTAL INSTRUCTIONAL	16.50	808,500	1,208,255	1,532,503	1,866,478	1,922,472	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	23.50	1,275,500	1,769,265	2,110,343	2,461,653	2,535,503	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		97,576	135,347	161,442	188,308	193,951	Assume 6.2% of salaries for SS-ER, 1.45% of salaries for MED-ER
Fringe / Employee Benefits		193,509	203,555	262,077	323,927	333,645	Assume flat 3% increase with increase FTE
Retirement / Pension		19,350	20,396	26,180	32,406	33,378	Assume 3% 403b match
TOTAL PAYROLL TAXES AND BENEFITS		310,435	359,298	449,699	544,641	560,974	
TOTAL PERSONNEL SERVICE COSTS	23.50	1,585,935	2,128,563	2,560,042	3,006,294	3,096,477	
CONTRACTED SERVICES							
Accounting / Audit		13,000	13,390	13,792	14,206	14,632	Assume annual financial audit @ 13K in Yr 1 and 3% increase each year
Legal		12,000	12,360	12,731	13,113	13,506	Assume annual legal retainer @12K in Yr 1 and 25% increase each year
Management Company Fee		-	-	-	-	-	
Nurse Services		5,000	5,150	5,350	5,464	5,628	Assume possible outcourse nurse services at 5% each year
Food Service / School Lunch		116,704	186,727	256,749	327,772	350,112	Assume annual nutrition program cost of $ per student in Yr 1 and 3% increae each year
Payroll Services		10,000	10,200	12,750	15,300	15,300	Assume 425 for payroll fees/month for each FTE
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		75,000	85,000	90,000	95,000	100,000	Assumes fee for back office providers and consulting
TOTAL CONTRACTED SERVICES		231,704	312,827	391,372	470,855	499,178	

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.	SCHENCTADY SCHOLARS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**2,399,304**	**3,489,294**	**4,513,733**	**5,350,599**	**6,047,766**	
Total Expenses	**2,394,359**	**3,102,161**	**3,701,242**	**4,297,327**	**4,652,262**	
Net Income (Before Cash Flow Adjustments)	**4,945**	**387,133**	**812,491**	**1,053,272**	**1,395,504**	
Budgeted Student Enrollment	**100**	**160**	**220**	**280**	**300**	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
SCHOOL OPERATIONS						
Board Expenses	1,200	1,250	1,300	1,350	1,400	Assume $100 month for board expenses and slight increase
Classroom / Teaching Supplies & Materials	40,000	64,000	88,000	112,000	120,000	Assume $400 per student with
Special Ed Supplies & Materials	6,000	9,531	13,061	16,591	18,003	Assume $353 per SPED student
Textbooks / Workbooks	15,000	24,000	33,000	42,000	45,000	Assume $150 per student
Supplies & Materials other	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	
Telephone	13,520	13,926	14,344	14,774	15,217	Assume $900 month with 3 cell phones
Technology	60,000	72,000	86,400	103,680	124,416	Assume 20% increase in technology
Student Testing & Assessment	13,000	21,424	30,342	39,777	43,896	Assume $130 per student with a flate 3% increase each year
Field Trips	3,000	3,100	3,500	3,800	4,000	Assume slight increase year Yr.
Transportation (student)	15,000	15,900	16,859	17,900	19,000	Assume 6% increase for the school days we are in session and the school district is out
Student Services - other	-	-	-	-	-	
Office Expense	15,000	15,600	16,224	16,873	17,548	Assume 3% increase in office expenses each year
Staff Development	17,000	18,530	19,642	20,231	20,838	Assume 9% increase in Yr 2, Yr 3 6% increase, Yr 4-5 3% increase
Staff Recruitment	10,000	12,000	14,000	16,000	18,000	Assume a slight increase each year
Student Recruitment / Marketing	15,000	15,600	16,224	16,873	175,489	Assume 4% increase in student recruitment
School Meals / Lunch	5,000	5,150	5,305	5,464	5,628	Assume 3% increase each year
Travel (Staff)	-	-	-	-	-	
Fundraising	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	228,720	292,011	358,201	427,313	628,435	
FACILITY OPERATION & MAINTENANCE						
Insurance	28,000	33,600	40,320	48,384	58,061	Assume based on quotes for liability, D&O coverages in comparable local schools, includes 20% increase each year.
Janitorial	38,000	42,560	47,667	53,387	59,793	Assume outsourced janitorial services, 12% increase
Building and Land Rent / Lease / Facility Finance Interest	225,000	234,000	243,360	253,094	270,318	Assume 4% increase each year. Assumes net lease that covers renovation costs; based on increase in enrollment in Yr 2. Renovation of classroom Yr 3-5
Repairs & Maintenance	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	
Security	-	-	-	-	-	
Utilities	32,000	33,600	35,280	38,000	40,000	Assume 5% increase
TOTAL FACILITY OPERATION & MAINTENANCE	323,000	343,760	366,627	392,865	428,172	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	-	-	
TOTAL EXPENSES	**2,394,359**	**3,102,161**	**3,701,242**	**4,297,327**	**4,652,262**	
NET INCOME	**4,945**	**387,133**	**812,491**	**1,053,272**	**1,395,504**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	SCHENCTADY SCHOLARS CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*						***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**2,399,304**	**3,489,294**	**4,513,733**	**5,350,599**	**6,047,766**	
Total Expenses	**2,394,359**	**3,102,161**	**3,701,242**	**4,297,327**	**4,652,262**	
Net Income (Before Cash Flow Adjustments)	**4,945**	**387,133**	**812,491**	**1,053,272**	**1,395,504**	
Budgeted Student Enrollment	**100**	**160**	**220**	**280**	**300**	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: Schenectady City School District	100	160	220	280	300	
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	**100**	**160**	**220**	**280**	**300**	
REVENUE PER PUPIL	**23,993**	**21,808**	**20,517**	**19,109**	**20,159**	
EXPENSES PER PUPIL	**23,944**	**19,389**	**16,824**	**15,348**	**15,508**	
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	**4,945**	**387,133**	**812,491**	**1,053,272**	**1,395,504**	
Beginning Cash Balance	67,519	72,464	459,597	1,272,087	2,325,360	
ENDING CASH BALANCE	**72,464**	**459,597**	**1,272,087**	**2,325,360**	**3,720,864**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: Schenectady 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 Schenectady City School District School District	Projected Impact (% of District's Total Budget)
Year 1 (2025-26)	100	15,027	1,502,700	269,704	1,772,404	277,731,769	0.638%
Year 2 (2026-27)	160	15,478	2,476,450	429,727	2,906,177	277,731,769	1.046%
Year 3 (2027-28)	220	15,942	3,507,272	586,749	4,094,021	277,731,769	1.474%
Year 4 (2028-29)	280	16,420	4,597,714	471,772	5,069,486	277,731,769	1.825%
Year 5 (2029-30)	300	16,913	5,073,906	809,112	5,883,018	277,731,769	2.118%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	(Enter Source on Tab 2, "Enrollment Chart")
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 (2025-26)	-	-	-	-	-	-	#DIV/0!
Year 2 (2026-27)	-	-	-	-	-	-	#DIV/0!
Year 3 (2027-28)	-	-	-	-	-	-	#DIV/0!
Year 4 (2028-29)	-	-	-	-	-	-	#DIV/0!
Year 5 (2029-30)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

R-21f-Letters of Commitment

Attached letters of commitment for any funding from private contributions, grant funds, or other philanthropic sources included in the school budget. List the amounts and the anticipated uses for the funding.

Response is not appliable.

R-21g-Non-SUNY Financials

This Request pertains only to applicants associated with one or more private or charter schools that SUNY does not authorize. All other applicants should indicate "Request is not applicable" in response to this Request.

Attach the following documents covering the last five years for each private or charter school that SUNY did not authorize including any out-of-state school that is currently. Associated with a replicating applicant:

- *IRS forms 990;*
- *Audited financial statements; and,*
- *Management or Advisory Letters from the independent auditor (if applicable)*

Request is not applicable

R-22-Action Plan

Provide a detailed action plan outlining the steps the founding group will undertake to ensure a successful startup. In a well-organized chart, the action plan should include:

- *All projected key steps in the pre-opening period (from SUNY approval through the commencement of instruction) including, but not limited to securing a facility inclusive of any necessary construction; hiring personnel; setting up organizational, legal, and financial structures; securing funding; and, selecting or developing critical aspects of school's academic program including the curriculum;*
- *The start date and projected completion date of each task; and,*
- *The person (s) responsible for each task*

Schenectady Scholars Charter School – Pre-Opening Action Plan

The founding team of Schenectady Scholars Charter School is committed to executing a comprehensive and strategic pre-opening action plan to ensure the successful launch of the school in August 2026. This plan outlines the key tasks, projected timelines, and responsible individuals necessary to establish the organizational, academic, financial, and operational foundations required for a high-quality charter school serving the students and families of Schenectady.

Following SUNY authorization in October 2025, the founding team will begin the process of securing an appropriate school facility. Led by Founder George Borum and Real Estate Professional Kadijah Johnson, the team will identify and evaluate potential sites that are suitable for a K-4 elementary school. Negotiations to lease or purchase the facility will occur between January and February 2026, with any necessary renovations scheduled for completion by June 2026. This will ensure the school is fully operational and compliant with health and safety regulations in time for the start of the school year.

Concurrently, the board—working closely with legal counsel—will finalize the legal and organizational structures necessary for governance and operation. By March 2026, the school will have in place all required legal documentation, including insurance coverage, human resources systems, payroll services, and compliance policies. A back-office provider will be selected to assist with the setup and ongoing management of financial systems and reporting structures.

Staffing and recruitment efforts will begin in November 2025, with job postings shared through various networks to attract a diverse and talented applicant pool. The hiring process, overseen by George Borum and a designated hiring committee, will emphasize candidates who align with the school's mission and possess strong instructional skills. Teachers, support staff, and operations personnel will be hired by April 2026. A robust onboarding process and summer professional development program will follow, providing staff with training in curriculum implementation, Montessori practices, and the unique instructional approach of Schenectady Scholars.

The academic program will be developed and implemented between October 2025 and June 2026. The founding team has already selected a high-quality suite of curricula, including Core Knowledge Language Arts (CKLA) for grades K-2, EL Education for grades 3-4, Eureka Math across all grades, Amplify Science, and the New York State Social Studies Framework. These programs will be supported by Montessori materials that promote hands-on

learning and conceptual understanding. The curriculum team, led by George Borum, will ensure all instructional resources, pacing guides, and lesson plans are in place by the end of the school year.

To support the academic vision, the financial foundation of the school will be secured through the development of a five-year budget and aggressive fundraising efforts. By December 2025, the board and finance team will finalize a financial plan that ensures fiscal sustainability and compliance with SUNY requirements. The school will apply for start-up grants and seek philanthropic support from community partners, local foundations, and individuals. A dedicated bank account and financial control systems will be in place by January 2026.

Student recruitment will be a top priority beginning in October 2025. Outreach efforts will include targeted campaigns, partnerships with local early childhood centers, community events, and direct engagement with families. The goal is to build a fully enrolled Kindergarten cohort by July 2026, prioritizing equity and access for all students in the Schenectady area. Enrollment will be managed by the school leader and recruitment team, with clear communication and transparent lottery processes.

Operational infrastructure, including technology systems and logistical support, will be established between January and June 2026. Led by Mecca Lucas and the operations team, this work will include the procurement of student and staff devices, the installation of internet and classroom technology, and the setup of student information and assessment systems. These tools will be critical to effective instruction, progress monitoring, and school management.

The Board of Trustees will remain actively involved throughout the pre-opening period, ensuring that all governance responsibilities are met. Board members will complete SUNY-required training by March 2026 and will be responsible for reviewing and approving school policies, the student and family handbook, and all major contracts and hires. The board will work in close partnership with school leadership to maintain accountability and transparency.

Community partnerships and family engagement will be cultivated beginning in November 2025 and will continue throughout the pre-opening period and beyond. The founding team believes that family voice and community input are essential to the school's success. Regular events, information sessions, and volunteer opportunities will be provided to build trust and foster collaboration between families and the school.

In the final phase of the pre-opening period, Schenectady Scholars will host student orientation and family welcome events in July and August 2026. These activities will help students and families become familiar with school expectations, staff, and routines. A final readiness walkthrough will be conducted prior to opening to ensure all instructional materials, staffing, technology, and logistics are in place. The school will open its doors in August 2026, fully prepared to deliver a rigorous, compassionate, and joyful educational experience to its first cohort of students. Figure 22.1 shows the description Key Task, Dates, and Responsibilities.

Figure 22.1 Table of Start-Up Task				
Key Task	**Description**	**Start date**	**End Date**	**Person (s)**

				Responsible
Secure Facility	• Identify potential buildings • Finalize lease or purchase agreement • Facility renovations/updates (if needed)	Oct 2025 Jan 2026 Feb 2026	Mar 2026 Feb 2026 June 2026	Founder Board Member Real Consultant Project Manager Facility Vendor
Legal and Organizational Setup	• Finalize legal entity paperwork • Set up insurance, liability, HR, and payroll systems	Oct 2025 Jan 206	Mar 2026 Mar 2026	Board Chair Legal Counsel Back-office provider Board Treasurer
Staffing and Hiring	• Post jobs listings for key roles • Interview and hire teachers and support staff • Onboard and provide summer PD	Nov 2025 Jan 2026 May 2026	June 2026 Apr 2026 Aug 2026	Founder Hiring Committee Instructional Coach
Academic Program Implementation	• Finalize curriculum selections (CKLA, Eureka, etc.) • Order curriculum materials and Montessori supplies • Develop scope, sequences, and instructional materials	Oct 2025 Jan 2026 Feb 2026	Dec 2025 Mar 2026 June 2026	Founder Curriculum Manager Operations Grade Level Leads Curriculum Team
Financial Systems and Fundraising	• Finalize five-year budget • Apply for grants and philanthropic funding	Oct 2025 Oct 2025 Dec 2025	Dec 2025 June 2026 Jan 2026	Founder Board Treasure Development Consultant Finance Manager
Student Recruitment and Enrollment	• Launch student and family outreach campaign • Hold open houses and community events • Finalize student enrollment	Oct 2025 Oct 2025 Jan 2026 May 2026	July 2026 Mar 2026 June 2026 July 2026	Founder Recruitment Team Enrollment Coordinator
Technology and Operations Setup	• Order and install student/staff devices • Set up student info system (SIS), LMS, assessments tools	Jan 2026 Feb 2026 Mar 2026	June 2026 April 2026 June 2026	Tech Vendor Operations Manager Instructional Coach
Board Development and Compliance	• Ensure training for all Board members • Approve key school policies and handbooks	Oct 2025 Oct 2025 Feb 2026	July 2026 March 2026 May 2026	Board Chair Founder Legal Counsel
Community Partnerships and Family Engagement	• Build partnerships with local organizations and daycares • Develop parent communication and volunteer plans	Nov 2025 Nov 2025 Mar 2026	Ongoing June 2026 June 2026	Parent Coordinator
School Launch-Student Orientation and	• Host student orientation and family welcome event • Conduct final readiness	July 2026 July 2026	Aug 2026 Aug 2026	All staff

Opening	walkthrough • First day of school	Aug 2026 Aug 2026	Aug 2026	

R-23A-Supplemental Information

If there is any additional information that would help the Institute and SUNY Trustees evaluate the proposal, please describe it here and provide a rationale for its inclusion. If no supplementary information is necessary, please indicate that this Request is not applicable.

Request is not applicable

R-23b-Supplemental Attachments

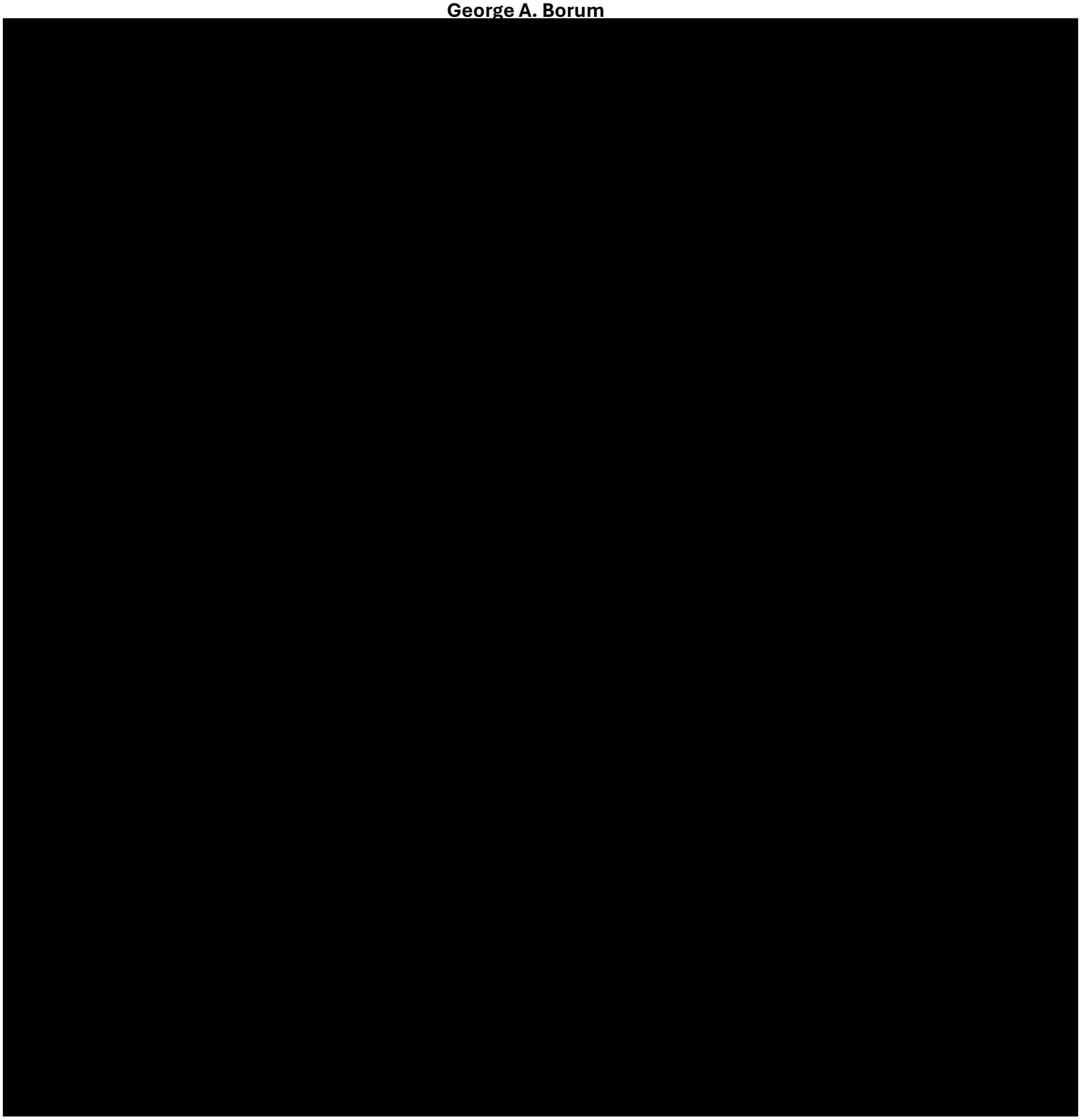
Submit attachments, documents, etc., discussed in response to (a) above. If no supplemental documents are necessary, please indicate that this Request is not applicable.

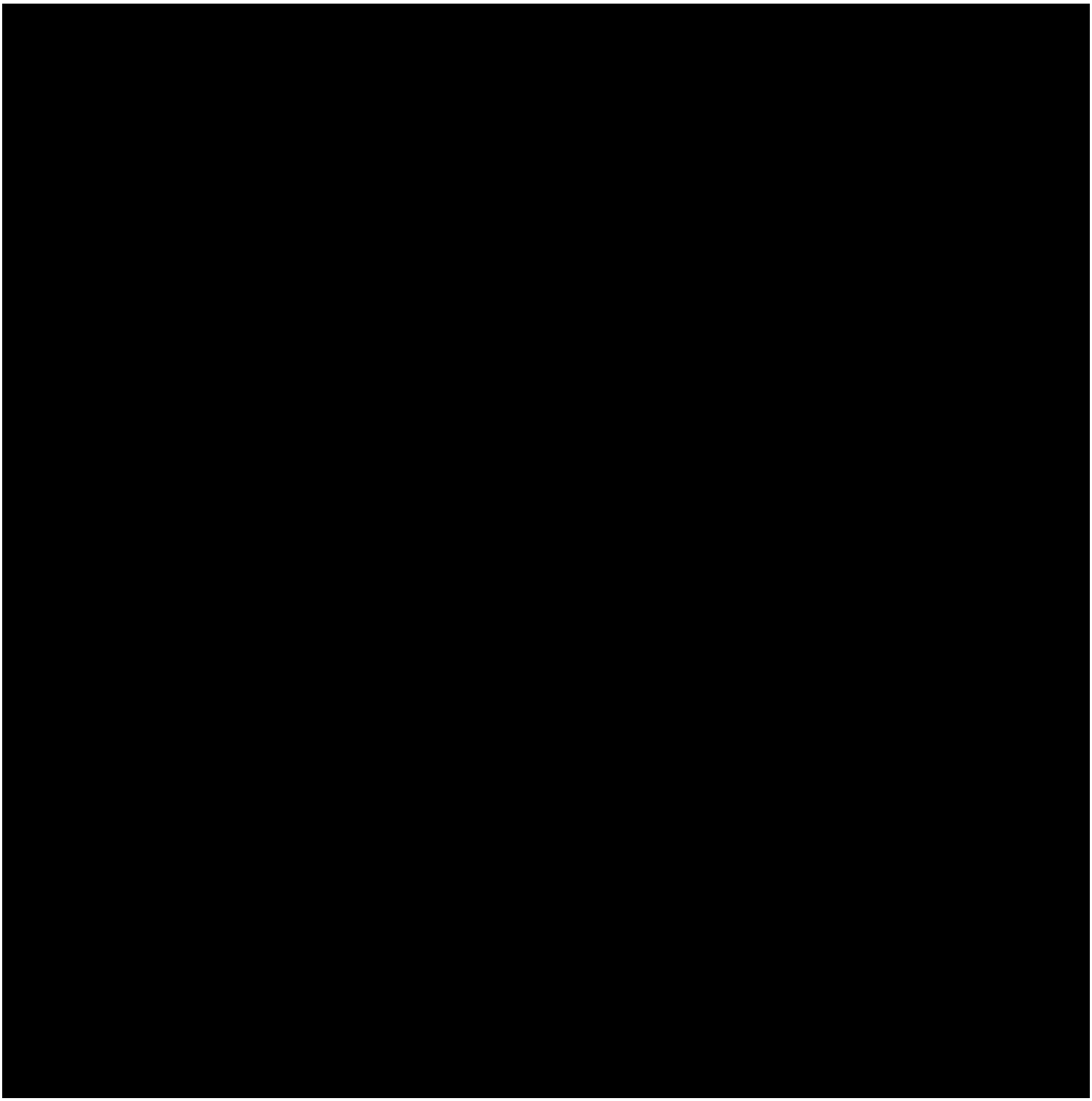
Request is not Applicable

R-03f-Founding Team Resumes

Submit a current resume or biography for all founding team members (not including board members, as board member resumes are submitted in Response 14.

George A. Borum





R-03e-Letters of Justification for Previously Denied Applications

If a charter entity has provided any formal documentation to explain a decision to not move an application for a substantially similar school forward (resulting in an applicant withdrawal, or denial of the application), attach the document (s) as part of this Response.

Request is not applicable

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

If any currently operating charter school within the proposed education corporation, associated with the proposed charter management organization, or associated with the lead applicant(s) or founding team members, has been or currently is in violation of the terms of its charter or has been or currently is on probationary status or any other disciplinary action

Request is not applicable