



**FRIENDSHIP**  
Tech Charter  
School of Excellence

*Teaching Each Child Holistically*

**Friendship Tech Charter School  
focus is Science, Technology, Math  
Engineering with a strong ELA  
foundation ensuring our students  
to become life long learners.**

**FROM KINDERGARTEN  
TO 4TH GRADE!**

*Teaching Each Child Holistically*



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**Application Summary**

Charter School Name	Friendship Tech Charter School Of Excellence (FTCSE)		
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District of Location	Mount Vernon City School District [CSD 7]		
Opening Date	August 2016		
Proposed Charter Term	5 years		
Proposed Management Company or Partners	None		
Projected Enrollment and Grade Span During Charter Term	<b>Year</b>	<b>Grade Span</b>	<b>Enrollment</b>
	2016-2017	K-1	111
	2017-2018	K-2	174
	2018-2019	K-3	237
	2019-2020	K-4	300
	2020-2021	K-4	315
Projected Maximum Enrollment and Grade Span	337, K-4		
Mission Statement	The Friendship Tech Charter School of Excellence (FTCSE) will empower students to become aspiring leaders by creating life-long learners, critical thinkers, and problem-solvers through a rigorous interdisciplinary STEM academic program.		

The establishment of Friendship Tech Charter School of Excellence will provide the residents of Mount Vernon an educational choice in the selection of their children’s educational journey. Our application summary provides the reader with an overview of our mission, our objectives and the key design elements of our academic program. Within the full application you will find an expanded narrative of the school design. We believe that our rigorous multimodal academic program will fulfill the New York State Common Core requirements and prepare our children for college and career readiness.

Our mission will be accomplished through a rigorous multimodal academic curriculum. We will provide children in Kindergarten through grade 4 with a holistic education designed to develop the fundamental as well as the higher level thinking skills that are necessary to launch a strong and successful academic journey as life long learner.

### Goals of Friendship Tech Charter School of Excellence:

1. The mastery of a broad spectrum of the critical literacy skills necessary to create a strong academic foundation in phonemic awareness, phonics, word attack skills, fluency, comprehension, writing, speaking and listening skills that will provide access to science, technology, engineering and mathematics during the childhood years measured through the use of formative, summative, and benchmark assessments.
2. Fulfillment of the Common Core Standards for College and Career Readiness in multiple disciplines, we will measure academic success through Common Core aligned curriculum assessments, New York State assessments, formative, summative and benchmark assessment.
3. Serve as partners with parents in the educational character building of students through the implementation of a comprehensive emotional intelligence and classroom management system that integrates all the domains of learning into one seamless curriculum for teachers and parents. In addition, an active participating Parent Association and a School Leadership Team will be established.
4. Students will reach a developmentally appropriate mastery level of proficiency in the use of technology geared towards college and career readiness. This goal will be measured by use of digital inquiry based projects and assessments.

FTCSE academic program is built around five key design elements. Those elements provide the approach of administering learning that will assist students with the means to become college and career ready, lifelong learners and aspiring leaders. The five key design elements are:

1. **Interdisciplinary STEM-Based Curriculum:** The curriculum will infuse STEM content and careers into rigorous Common Core ELA and math instruction with interdisciplinary inquiry, project, and problem-based STEM design challenges. These student-centered lessons will require students' use of their prior knowledge, technology, and community resources to solve problems and design solutions.
2. **Technology Enhanced Learning (TEL) and Social and Digital Consciousness:** Daily instruction will integrate rigorous reading and writing activities with technology to enhance its students' critical thinking, problem solving, and content mastery in ELA, math, science, social studies, technology, and the Arts.
3. **Blended Rotation Model:** The rotation model of blended learning will be established to allow students to move between computer-based and face-to-face instruction daily to enhance student learning and retention.
4. **Differentiated Instruction and Intervention Model:** Our instructional staff will be comprised of Early Childhood and/or Childhood Education teachers, Special Education teachers, and an ESL/ELL teacher(s). Instructional support staff will be comprised of certified Early Childhood and/or Childhood teachers working as teacher assistant to assist in providing individual students with their necessary accommodations, to address specific educational skills and abilities.
5. **TECH: Teaching Each Child Holistically:** The *Resolving Conflicts Creatively Program (RCCP)*, a program that introduces a value system by teaching individuals how to solve conflicts peacefully, will be used school-wide.

Our combination of an inquiry-based interdisciplinary STEM curriculum with an emphasis on *developing the whole child* – the physical, emotional, social, and academic-will provide a viable alternative within the public education system to families determined to see their children become discipline and curious life long learners.

The founders of FTCSE believe that in exchange for a high degree of creative autonomy in the design and implementation of our school's interdisciplinary STEM curriculum and character development program, we will be held accountable for measurable student achievement and produce results that *demonstrate performance at the highest levels*.

Finally, FTCSE has made available the daily classroom schedule, school yearly calendar, recruitment and retention strategies, policy and procedures, the members of the Board of Trustees, the business plan and budgetary projects and prospectus outlined in detail in this full application document.

## TABLE OF CONTENTS

Title.....	(i)
Application Summary.....	(ii)
<b>I. Mission, Key Design Element, Enrollment, And Community.....</b>	<b>1</b>
a) Mission Statement And Object.....	1
b) Key Design Elements.....	2
c) Enrollment, Recruitment, And Retention.....	7
d) Community To Be Served.....	11
e) Public Outreach.....	12
f) Programmatic And Fiscal Impact.....	18
<b>II. Education Plan.....</b>	<b>19</b>
a) Achievement Goals.....	19
b) School Schedule And Calendar.....	21
c) Curriculum And Instruction.....	23
d) Assessment System.....	30
e) Performance, Promotion, And Graduation Standards.....	31
f) School Culture/Climate.....	33
g) Special Student Populations And Related Services.....	34
<b>III. Organizational And Fiscal Place.....</b>	<b>36</b>
a) Applicant(s) Founding Group Capacity.....	37
b) Board Of Trustees And Governance.....	38
c) Management And Staffing.....	42
d) Evaluation.....	47
e) Professional Development.....	49
f) Facilities.....	51
g) Insurance.....	52
h) Food, Health, And Transportation Services.....	52
i) Family And Community Involvement.....	55
j) Financial Management.....	57
k) Budget And Cash Flow.....	58
l) Pre- Opening Plan.....	59
m) Dissolution Plan.....	61

### Required Attachments

- 1) Organization Chart
  - 2) Resume For Proposed School Letter
  - 3) Evidence Of Community Outreach
  - 4) Admission Policy And Procedures
  - 5) First Year Calendar
  - 6) Sample Daily Schedule (Student/Teacher)
  - 7) Student Disciplinary Policy
  - 8) Hiring And Personal Policies And Procedures
  - 9) Constitution By-Laws
  - 10) Code of Ethics
  - 11) Budget And Cash Flow Template
  - 12) Charter School Trustee Background Information
- Certification and the Assurance Statement (signed By Applicant)**

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

### A. Mission Statement and Objectives

The Friendship Tech Charter School of Excellence (FTCSE) will empower students to become aspiring leaders by creating life-long learners, critical thinkers, and problem-solvers through a rigorous interdisciplinary STEM academic program.

#### *Objectives*

Friendship Tech Charter School of Excellence (FTCSE) will offer the residents of Mount Vernon a choice for their child educational journey. FTCSE will create an alternative to the public elementary education options currently in place in Mount Vernon, New York for low-income and under-educated students. Through our rigorous interdisciplinary STEM academic program, fifty percent or more (FTCSE) students will meet and/or exceed the New York State Common Core learning standards. We will create college and career ready students who are critical thinkers and problem solvers. The curriculum will be supported by high quality individualized instruction and multiple forms of assessment. Our students to surpass their Mount Vernon public school counterparts in academic achievement, technology literacy, the Arts, conscious discipline, and community involvement. We plan to achieve these objectives utilizing four critical methods:

1. *Highly Qualified Instructional Staff*: We will hire New York State certified Early Childhood/Childhood teachers who will be supported professionally with scheduled staff development and classroom mentoring. Teachers will learn to use best practices, research, and assessments to guide lesson planning, instruction and student achievement.
2. *Technology*: The use of technology will augment the rigorous interdisciplinary STEM-based curriculum by providing multiple entry points for students to maximize digital literacy while increasing ELA and math proficiencies and connecting them to the greater community.
3. *Assessments*: Assessments are an integrated and ongoing part of FTCSE's mission to ensure that every child achieves their potential through a rigorous academic program. The use of summative and formative assessments will measure student learning and drive individualized and group instruction as well as identify students who require differentiated instruction and/or academic intervention. Baseline assessments will be used to measure national norms; on-going formal and informal assessments will provide real-time feedback to teachers to guide planning and instruction.
4. *Conscious Discipline*: Through the use of Conscious Discipline, teachers and parents will work together through research-based character education assemblies, projects, and curricula to learn conflict resolution and character traits that foster a healthy academic, social, and emotional environment at school, at home, and in the community. Teachers and parents will be supported in responding to daily conflict, affording them an opportunity to teach critical life skills to their students, which will help to further develop future leaders.

FTCSE will meet or exceed the six objectives of the New York State Charter School Law in the following ways:

- a) FTCSE will *model constructivist pedagogy* by introducing a blended-learning program that utilizes a computer-based learning management system to integrate digital content and assessments. This approach allows teachers to focus on the individual needs of students and provide targeted small group instruction.
- b) Our co-teaching program will *provide new professional development opportunities* for teachers and staff to plan and deliver instruction, use formative assessment data to improve practice, and foster collaboration and growth.
- c) Our combination of an inquiry-based interdisciplinary STEM curriculum with an emphasis on *developing the whole child* – the physical, emotional, social, and academic well-being – will provide parents a viable alternative within the public education system.
- d) The founders of FTCSE believe that in exchange for a high degree of creative autonomy in the design and implementation of our school’s interdisciplinary STEM curriculum and character development program, we will be held accountable for measurable student achievement and produce results that *demonstrate performance at the highest levels*.
- e) The FTCSE K-4 charter school in the Mount Vernon community will *provide a learning alternative* for students currently at risk of academic failure. Our success will be measured by the performance of our low-income and minority student population made up of English Language Learners (ELLs) and students with disabilities, who are currently attending public schools performing well below NYS standards.
- f) The FTCSE will *create life-long learners* by providing our students with engaging multimodal and relevant hands-on and technology-based learning experiences, which exceed NYS grade level requirements, to increase their motivation, inspiration, and achievement.

## **B. Key Design Elements**

There are five key design elements that make FTCSE uniquely positioned to identify and meet the needs of the Mount Vernon student population. These elements, modeled after Hofstra University’s research-based teaching and learning lab located in the School of Education, exceeds the New York State Common Core learning standards. Our program will provide our students with a rigorous interdisciplinary STEM academic program, which will create college and career ready students who are critical thinkers and problem solvers<sup>1,2</sup>. This constructivist-based curriculum will be supported by high-quality individualized instruction and multiple forms of assessment, thereby allowing our students to surpass their Mount Vernon public school counterparts in academic achievement, technology literacy, the Arts, conscious discipline, and

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<sup>1</sup> Brooks, J. & Caliendo, J. (2012). STEM Studio: Where teaching is learning and learning is research,” *Hofstra Horizons*, pp.10-15.

<sup>2</sup> Plonczak, I., Brooks, J.G., Wilson, G., Elijah, R., & Caliendo, J. (2014). STEM Studio: Where Innovation Generates Innovation. *Phi, Delta, Kappan* 95:5 (52-56).

community involvement and foster their growth as life long learners and aspiring leaders. The five key design elements are:

- 1) **Interdisciplinary STEM-Based Curriculum:** FTCSE's unique curriculum design will address this widening achievement gap by empowering the children of Mount Vernon as future leaders and preparing them for college and career readiness. The curriculum will infuse STEM content and careers into rigorous Common Core ELA and math instruction with interdisciplinary inquiry, project, and problem-based STEM design challenges. These student-centered lessons will require students' use of their prior knowledge, technology, and community resources to solve problems and design solutions. To further broaden learning across all subject areas, a *MakerSpace/STEM Lab* will be equipped with appropriate science laboratory equipment, building tools, such as Lego, LittleBits, and traditional wooden blocks, and common household and kitchen items so students may apply the Next Generation Science Standards (NGSS) science and engineering practices throughout the problem-solving process, thus fostering independent (self-directed) learning experiences in addition to working cooperatively with their teachers, peers, and community. In addition, students will maintain journals throughout the day as they move through the activities. Instructional activities will highlight various careers, particularly those in STEM, and place students in a real-world situation as they navigate through the task. School trips and assemblies will align with the curriculum exposing students to the Arts, sports, culture, and STEM disciplines. In addition, students will collaborate with community members on local projects, such as gardening and recycling, that foster social awareness and real-world learning. These opportunities will create an on-going communication and partnership with the greater community. Students will also participate in school-based career related learning experiences with their families and the community, such as a STEM Career Festival. Students will use written, oral, verbal and digital communication to share their discoveries with their families and community; teachers will use paper-based and digital formative assessments, such as Keeley's *Uncovering Student Ideas in Science*<sup>3</sup> and *iReady*, respectively.
- ✓ *Expected Outcomes:* FTCSE students will outperform their Mount Vernon Public School peers on NYS standardized tests in ELA, math, and science. As mentioned, these third and fourth graders' performance on the ELA has worsened over the past two years and math performance continues to remain well below the state average. The innovative inquiry-based curriculum offered to FTCSE students will develop their critical thinking, problem solving, and reasoning abilities and equip them provide them with the skills necessary to outperform their public school peers. In addition, due to the student-centered nature of the STEM program and *MakerSpace*, FTCSE predicts higher attendance rates and lower disciplinary problems associated with teacher-centered, disengaging curriculum and time spent off task than the neighboring public schools.

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<sup>3</sup> Keeley, P. (2013). *Uncovering student ideas in primary science: 25 new formative assessment probes for grades K-2, volume 1*. Arlington, VA: NSTA Press.

Several studies reported the effect of a laboratory-based science programs that did not use textbooks on elementary students' learning. One such study found that non-traditional (hands-on, inquiry-based) science programs increased students' reasoning ability and had a positive effect on other subjects.<sup>4</sup> Another study reported students having "higher cognitive skills (critical thinking, problem solving, creativity, logical thinking) and on reading, mathematics and communication skills"<sup>5</sup> than their peers taught in a traditional science classroom. This inquiry-based curriculum will provide the FTCSE students with disabilities not the lower-level questions offered by traditional curricula, but with opportunities that challenge them to think within the domains of Bloom's Taxonomy.<sup>6</sup> As a result, FTCSE predicts the majority of students will perform at or above state standards and surpass their Mount Vernon peers in ELA, math, and science.

- 2) **Technology Enhanced Learning (TEL) and Social and Digital Consciousness:** Daily instruction will integrate rigorous reading and writing activities with technology to enhance students' critical thinking, problem solving, and content mastery in ELA, math, science, social studies, technology, and the Arts.

For example, students' mastery of content knowledge and vocabulary will be supported by the following:

- i. Interactive computer based curricula and materials such as *Science Fusion* and *SmartBoard*. Technology will be used in conjunction with literary genres during instruction to develop students' high-level writing, reading, and verbal skills.
- ii. Students' digital and multi-media literacy will be developed through opportunities to create video projects on *SmartTablets* that will develop their written and verbal communication skills while engaging in discourse and debate with their teachers and peers.
- iii. Virtual lab data activities will support students' understanding of experimental design, and manipulation and control of variables, while increasing their data literacy.
- iv. Additionally, *MakerSpace* stations will be designed to reinforce the practices of scientists and engineers as detailed in the Next Generation Science Standards (NGSS) by fostering skills in robotics, circuitry, mechanics, and comic book design, to name a few.
- v. Lastly, students will learn how to use social media, podcasts, and email responsibly. With the guidance of the teacher, lessons will provide students with the opportunity to *Tweet* their "a-ha" moments via *Twitter* with their family members while in school and share their discoveries or inventions with their peers, community, and students around the world via social media, such as *Skype*. This practice intends to develop students' social awareness to promote positive, sensitive, and

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<sup>4</sup> Hattie, J. A. (2009). *Visible learning: a synthesis of over 800 meta-analysis relating to achievement*. New York: Routledge.

<sup>5</sup> Hattie, J. A. (2009). *Visible learning: a synthesis of over 800 meta-analysis relating to achievement*. New York: Routledge, p. 145.

<sup>6</sup> Lederman, N. G., Lederman, J. S., & Bell, R. L. (2004). *Constructing science in elementary classrooms*. Boston, MA: Pearson, Education, Inc.

knowledgeable members of the Mount Vernon community and across the global marketplace.

These approaches will develop students' math and literacy skills and knowledge necessary to overcome the failing standardized test scores plaguing the Mount Vernon public schools.

- ✓ *Expected Outcomes:* Technology and targeted instruction will increase digital literacy as students utilize social media, podcasts, and email to communicate with their community and students around the world while supporting STEM learning through the integration of traditional instruction. Technology stations within the *MakerSpace* will provide opportunities for students to design, create, and build innovative projects. In addition, as a piece of the FTCSE character development program, students will learn proper etiquette and responsible use of digital communication.
- 3) **Blended Rotation Model:** The rotation model of blended learning will be established to allow students to move between computer-based and face-to-face instruction daily enhancing student learning and retention. The rotational schedule will include computer and iPad stations in math and reading, independent reading, journaling/reading response stations, and guided teacher instruction with targeted groups in addition to their STEM inquiry and problem based tasks. Students will work online independently, thereby having control over their learning pace and path to developing new skills and content. Students will interact with the teacher and their peers through cooperative, multimodal learning activities, hands-on learning centers, assemblies, and field trips. This blend of activities will concretize and reinforce what they have learned online and vice versa. The adaptive learning software, *Pearson's Envision Math* and *iReady New York*, will be used as a diagnostic and instructional tool to provide teachers with student data which not only informs teachers of how to restructure their lessons but individualized online lessons are created to address individual learning needs. The blended rotation model will provide student performance data to inform differentiation of instruction and provide instructional support services, thus ensuring that FTCSE students will function on or exceed grade level proficiency in the content areas.
- ✓ *Expected Outcomes:* The Blended Rotation Model will support student learning and achievement as measured on the NYS ELA and math standardized assessments. According to several studies that focused on computer-aided instruction, student feedback from the computer was less intimidating than teacher feedback. In addition, computer programs that put students in control of their learning increased motivation, engagement, and time on task. Computer programs were most effective for struggling students learning basic skills and students working in pairs (Hattie, 2009).<sup>7</sup> Based on the research, the blended rotation model will provide our students with the knowledge and skills necessary to perform at or above NYS standards.
- 4) **Differentiated Instruction and Intervention Model:** Our instructional staff will be comprised of New York Certified Early Childhood and/or Childhood Education teachers, Special Education teachers, and an ESL/ELL teacher(s). Instructional support staff will be

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<sup>7</sup> Hattie, J. A. (2009). *Visible learning: a synthesis of over 800 meta-analysis relating to achievement*. New York: Routledge.

comprised of certified Early Childhood and/or Childhood teachers working as teacher assistance in providing individual students with their necessary accommodations, to address specific educational skills and abilities. Teaching assignments will be based on two criteria: (1) using data for ability grouping and (2) student-teacher matching. The first uses authentic formative assessment data to create and deliver individualized and small group instruction based on the learning needs of students.<sup>8</sup> Students will be grouped based on the *Journey's 2014 Common Core Learning* benchmark assessments, *Dream Box Math*, and daily observations as recorded by the teacher. Students who demonstrate the greatest needs will be placed in the smallest sized groups. Every six to eight weeks, teachers will formally reassess all students and develop new ability based groups. Teachers who are literacy and math specialists will be assigned to students who demonstrate the greatest need for instructional support. For example, a NYS certified literacy specialist may be assigned a group of six Kindergarteners that are in Tier Two of our Response to Intervention program allowing targeted instruction and multiple opportunities to increase student learning in that specific area. A student who does not respond to Tier Two strategies will be matched with a specialist who will work with him/her in Tier Three strategies, in which intervention will be individualized. If the student is successful with this intervention, he/she may be placed back into Tier Two; if not, the student may be screened for special education. Students with disabilities will be assigned highly qualified teachers experienced in special education instructional methods. ESL/ELL/LEP students will be assigned highly qualified teachers who are knowledgeable in research based best practices for these subgroups.

✓ *Expected Outcomes:* Our students, ELLs and students with disabilities, will outperform their Mount Vernon School District peers. According to 2013-2014 Mount Vernon NYS assessment data,<sup>9</sup> 91% of LEP students and 97% of students with disabilities scored at levels I and II on the ELA. In math, results were just as poor, with 88% of LEP students and 94% of students with disabilities scoring at levels I and II in math. *Not one student with disabilities performed at a level IV in math.* FTCSE's differentiated instruction and intervention model utilizing highly qualified teachers, assessment data and intervention will *not permit by design* this percentage of low level performers. FTCSE predicts that over time, the majority of our students will perform at or above NYS standards as measured on the state assessments.

- 5) **TECH: Teaching Each Child Holistically:** The *Resolving Conflicts Creatively Program* (RCCP), a program that introduces a value system by teaching individuals how to solve conflicts peacefully, will be used school-wide. Teachers will be trained so that they may model this behavior for their students. The program fosters the development of problem solving by teaching such skills as perspective taking, negotiation and decision-making. These problem-solving skills will further develop our students' self-esteem and provide the basis toward becoming future leaders. *Lessons in Character*, the elementary school character education curriculum, will be adapted to help children to understand good character and conflict resolution through literature, which will further support ELA development. The curriculum is designed to extend beyond the school walls and into the child's home and community.

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<sup>8</sup> National Center On Universal Design for Learning, accessed February 2014, [www.udlcenter.org](http://www.udlcenter.org).

<sup>9</sup> NYSED, accessed February 2015, <http://data.nysed.gov/>

- ✓ *Expected Outcomes:* Several studies focusing on character education programs found that they were most effective for children ages 3 through 15 years old. In addition, the greatest effect of these programs was on improving peer relations.<sup>10</sup> Research also shows that providing students with responsibility and leadership in school has the ability to change negative self-attitudes into positive ones that will be beneficial to the individual student as well as the culture of the learning community.<sup>11</sup> Based on this research, the addition of the *Teaching Each Child Holistically* key design element to the school model will further promote a safe, nurturing learning environment for the students at FTCSE that will ensure their academic success.

### C. Enrollment, Recruitment, and Retention

The Mount Vernon Public Schools have failed its students for the past several years. In 2013 and 2014, 82% of third and fourth graders in the district have consistently scored at Levels I and II on the NYS Math exam. Over the past two years, third and fourth grade performance on the ELA has worsened. In 2013, 81% of students performed at Levels I and II, but in 2014, the number of students at these levels has increased to 86%.<sup>12</sup> The 2015 New York State standardized test results reflect that overall little changes in students proficient levels have occurred. Minority students still rank the lowest at 11 - 12% respectfully.

#### ❖ *Enrollment*

As written on the pedestal of the Statue of Liberty:

"Give me your tired, your poor; Your huddled masses yearning to breathe free;  
The wretched refuse of your teeming shore. Send these, the homeless, tempest-  
tost to me; I lift my lamp beside the golden door!"<sup>13</sup>

FTCSE will admit students without regard for race, creed, ethnicity, disability, or socio-economic background. We will meet or exceed enrollment and retention requirements for students as required by New York statutes section 2852(9)(b)(i).

FTCSE will recruit from Mount Vernon district preschool programs, community-wide childcare educational centers that have graduated their pre-K children and families with children in elementary school. Early intervention programs will be notified of FTCSE goals, programs, and expectation for all students, including ELL and special need students. FTCSE will admit new students between the ages of five and seven-years old who live in the Mount Vernon community without regard for race, creed, ethnicity, disability, or socioeconomic background. Should the school receive more applications than there are student seats, FTCSE will use a lottery to determine entrants to the school.

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<sup>10</sup> Hattie, J. A. (2009). *Visible learning: a synthesis of over 800 meta-analysis relating to achievement*. New York: Routledge.

<sup>11</sup> Boynton, M. & Boynton, C. (2005). *The educator's guide to preventing and solving discipline problems*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

<sup>12</sup> NYSED, accessed February 2015, <http://data.nysed.gov/assessment38.php?year=2014&subject=Mathematics&instid=800000035289>

<sup>13</sup> Lazarus, E. (1883). *The New Colossus*. Accessed January 2015, <http://www.ladytorch.com/statue-of-liberty-poem.html>

At full capacity, FTCSE will maintain an enrollment of 315 students, inclusive of 7% attrition. The maximum projected enrollment, inclusive of attrition, is 337 students. This enrollment will foster a small school environment with close student and family connections while nurturing systemic academic learning principles. FTCSE will implement a structured, high-expectations culture that will benefit students for five full years. We believe that starting our school at the kindergarten level will allow us to intercede, reshape, form, and assist students during a pivotal time in their academic, social, physical, and emotional development (Table 1).

**Table 1: Projected Enrollment Table Over the Charter Term<sup>14</sup>**

Grades	Age Range*	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<b>K</b>	5-6	63	63	63	63	63
<b>1<sup>st</sup></b>	6-7	48	63	63	63	63
<b>2<sup>nd</sup></b>	7-8		48	63	63	63
<b>3<sup>rd</sup></b>	8-9			48	63	63
<b>4<sup>th</sup></b>	9-10				48	63
<b>Totals</b>		111	174	237	300	315

\*Students' ages may extend beyond the range specified in cases where they have been advanced or retained a grade prior to entering FTCSE.

Given the challenges of creating a new school with an innovative academic program, we believe it is prudent to devote our resources to opening with kindergarten and 1<sup>st</sup> grade. Starting with only two grades consisting of full day kindergarten and first grade classes will allow FTCSE to effectively meet the needs of these students while implementing the academic program and planning for additional grades. FTCSE will then add one grade each year, attaining full enrollment in year 5. This growth pattern limits enrollment to 174 students in the first two years of operation. We wish to serve as many students as possible, but also recognize that a strong and stable school culture is critical to the success of the academic program.

Class size will not exceed 30 students. Each class will incorporate a lead teacher plus a teaching assistant to create a teacher-to-student ratio of approximately 1:15. We believe that three classes per grade at the maximum enrollment of 315 students will provide a ratio of 1:11. This will allow us to maintain an equitable and cohesive school community. We intend to admit new students to fill empty seats up through 2<sup>nd</sup> grade when we can most effectively integrate new students into the school culture with minimal disruption.

Based on the experience of other successful high achieving elementary schools that encourage and embrace strong parental engagement, we believe we can limit attrition to approximately 7% per year on average during the term of the charter.<sup>15</sup>

Provided a charter is granted, an aggressive media blitz announcing an open enrollment process for applications between January 15-March 31, 2016 will commence for the zip code areas: 10550, 10551, and 10553. All parents desiring to enroll their child/children in FTCSE are

<sup>14</sup> N.Y. Education Law § 2851(2)(p).

<sup>15</sup> The Characteristics that Sustain High Growth Public Charter Schools, accessed August 2, 2014, <http://www.ncpublicschools.org/docs/charterschools/best/highgrowth.pdf>.

encouraged to apply. Student enrollment will be based on 111 students in the first year, and 63 students for each preceding year for the duration of the charter. All applications up to 111 will be enrolled. If the number of applications exceeds 111, a lottery will take place on April 15, 2016 and the first 111 students selected from the lottery will be admitted. Remaining applications will be placed in a “pending admissions file” and used to backfill any vacancies that may occur during the school year based on a second lottery process. The process for admission in future years will follow the same process. FTCSE will conduct a public lottery and secure that an outside/independent company will oversee the lottery process. FTCSE will make every effort to publicize the lottery through social media outlooks.

#### ❖ *Recruitment*

To meet or exceed targeted recruitment requirements of students with disabilities, English Language Learners and students who qualify for free and reduced priced lunch, FTCSE will attract students and families utilizing aggressive marketing campaigns via radio, local newspapers, social media, our webpage, flyers, daycares, community centers, the Mount Vernon Library, apartment complexes, churches, supermarkets, and community outreach house meetings. The strategy for recruitment also includes outreach to Mount Vernon district pre-school programs and community-wide childcare educational centers that will have children graduating from pre-k. Scheduled open houses and information nights will be advertised in the media and on the school’s website. Through these efforts, the school will reach a broad range of families and prospective students. Additionally, flyers will be posted in public places, such as libraries and district recreational facilities.

So far, FTCSE has reached out to local businesses such as real estate offices, pediatricians, childcare providers, and the Childcare Council. For example, FTCSE contacted twelve area childcare providers and invited them to an informational session on June 2, 2014. This session afforded the childcare providers the opportunity to learn about FTCSE’s mission and curriculum. As a new charter school, we will continue to strengthen these relationships and forge new ones. Additional sessions were held October 2014, February 2015, June 2015 and September 2015. These sessions afforded us the opportunity to continue our dialog in receive input from our community stakeholders.

#### **ENROLLMENT AND RETENTION OF STUDENTS WITH DISABILITIES, ENGLISH LANGUAGE LEARNERS, AND STUDENTS WHO ARE ELIGIBLE APPLICANTS FOR THE FREE AND REDUCED PRICE LUNCH PROGRAM.**

To meet or exceed enrollment and retention of targeted requirements for subpopulations of students as required by charter school law, FTCSE will attract African American, Spanish, Portuguese, other ethnic groups and low income students and families utilizing aggressive marketing campaigns via radio, local newspapers, social media venues, our webpage, flyers, daycares, preschools, community centers, libraries, apartment complexes, churches, supermarkets, community outreach, and house meetings. Collaboration with early intervention programs will facilitate the sharing of our goals, expectations, and curriculum for all students inclusive of ELL and special needs students. Our recruitment and retention efforts will include:

##### **Enrollment of Those Identified in the School’s Mission:**

FTCSE will recruit from Mount Vernon district pre-school programs, community-wide childcare educational centers that have graduated their Pre-k children and families with children in elementary school. FTCSE will admit students through a lottery process without regard for race, creed, ethnicity, disability, or socio-economic background.

**Recruitment of Students with Disabilities:**

FTCSE will recruit students with disabilities utilizing our outreach, marketing and advertising efforts cited above. Preschool programs that serve students with disabilities will be targeted as feeder institutions by FTCSE. New York State Early Intervention programs and the Westchester Early Childhood Direction Center will support and serve as network partners for special needs and ELL children within the Mount Vernon community. FTCSE will ensure that all outreach includes an explanation of services to support students with disabilities with special mention of our inclusionary model of educating children with disabilities. We will meet to the needs of these students with appropriate facilities and support staff.

**Recruitment of English Language Learners:**

FTCSE will recruit English Language Learners (ELL's) students utilizing recruiting materials in multiple languages, translators at recruiting events and bilingual staff members. Our recruitment will target the Mount Vernon Spanish and Portuguese communities as well as agencies that focus on families where English has become their second language. We will also work with the Bilingual Technical Assistance Center (BTAC) for support with recruiting ELL's. We will distribute information to local clergy whose congregations are non-English speakers. We will recruit bilingual teachers who will reflect and promote ethnic diversity.

**Recruitment of students who are eligible applicants for the free and reduced priced lunch programs:**

FTCSE will recruit students who are eligible applicants for the free and reduced priced lunch programs by advertise to families in high need poverty areas and areas with the lowest performing schools in Mount Vernon. Poverty areas include but are not limited to Levister Towers, Ebony Gardens and The Plaza (Lefrak Housing) housing complexes, which are identified by the state of New York as low-income family units.

**Retention of Those Identified in the School's Mission:**

We will retain students by engaging their families in our general education program during the regular academic year, summer academy, and Saturday clubs. Students and their families will be engaged in conferences, workshops, family nights, and visitations. Collaborating with community and cultural organizations, we will provide students and families wraparound services such as tutoring, before and aftercare services, music and the arts and mental health services in addition to targeted assistance to at-risk, struggling and ELL students. FTCSE is committed to establishing and maintaining a trusting relationship with families to promote children's learning and development in a positive parents-school-teacher's-student's partnership.

**Retention of Students with Disabilities:**

FTCSE will retain students with disabilities by providing opportunities to learn in the least restrictive environment. We will provide an integrated co-teaching model with a full time certified special education teacher. The teacher will apply push in and pull out methods of instruction to meet student's specific needs. A Special Education Coordinator along with teachers whose credentials reflect training in special education will provide additional targeted support and intervention to meet the needs of students with disabilities and oversee the special education program in collaboration with the school's leadership team. The Special Education Coordinator will work closely with classroom teachers to assess and monitor student growth. The Special Education Coordinator and FTCSE's leadership team will communicate with parents on a regular basis regarding their student's progress and any IEP modification needed to provide opportunities for students to excel.

**Retention of English Language Learners:**

FTCSE will retain ELL students by hiring a full time certified English as a Second Language (ESL) bilingual teacher who will deliver push in, and pull out ESL instruction and work in collaboration with school leadership and teachers to improve student's language acquisition skills and academic performance. The ESL teacher will use the Journeys curriculum to support ELL students with targeted instruction and intervention strategies. FTCSE will provide an ESL resource center for students, their families, and school staff to share literature in diverse languages, strategies for increasing language acquisition at home and a forum for support. The resource center will be open during after school hours, and in the summer for continuous access to information in diverse languages. FTCSE will partner with the Bilingual Technical Assistance Center (BTAC) to ensure best practices and pedagogical methods will be used when working with English Language Learners.

**Retention of students who are eligible applicants for the free and reduced priced lunch programs:**

Retention will occur through our summer academic enrichment program that will provide free or reduced breakfast, lunch, and snacks to all eligible enrollees of the free or reduced meal program.

Ultimately, FTCSE will recruit, retain, and educate students of all abilities. FTCSE will admit students via lottery without regard to race, creed, ethnicity, disability, or socio-economic background. To monitor and track student retention, FTCSE will respectfully communicate with parents throughout the year about issues that are important to them, and to continuously monitor and measure the parents' perceptions of the program and of their children's safety and educational progress.

**D. Community to Be Served**

According to 2013 U. S. Census data, Mount Vernon has a population of 68,224 people<sup>16</sup>, Mount Vernon is the ninth most populated city in the state of New York<sup>17</sup>. It is the third largest and most densely populated city in Westchester County with a 75% poverty rate among its students based on the free and reduced lunch program.<sup>18</sup> Children born into poverty are less likely than their well off peers to have acquired the literacy skills necessary for academic success. Unfortunately, this is reflected in student performance throughout the Mount Vernon school district.

According to U.S. Census 2010 data, there are 15,342 residents per square mile in Mount Vernon compared to the New York State average of 411 people per square mile.<sup>19</sup> The four major sections of Mount Vernon covering an area of a four square mile radius are highlighted in Figure 1.<sup>20</sup> The railroad tracks divide the North and South Side and provide a glaring visual of the socio-economic divide. The residents and families who reside on the South side of Mount Vernon are predominantly under-privileged. According to the 2013 New York State Demographic Report Card data, high needs children overwhelm the elementary schools on the south side of Mount Vernon. This is also true of the elementary schools on the western border of the city. Therefore, one may conclude that in the Mount Vernon community, the North Side school children are academically better prepared than South Side students because of the socio-economic divide. However, in 2013, one of the top-ranked elementary schools in the Mount Vernon district performed worse than 50.7% of elementary schools in the State of New York. On the opposite extreme, one of the lowest achieving elementary schools in the district ranked worse than 94.8% of all elementary schools in New York State. When looking at proficiency on the state's math and ELA exams, Westchester county students outperformed Mount Vernon students by 26%, with only 40.7% of all Mount Vernon Public School District students in grades 3-8 attaining proficiency on the state's exams.<sup>21</sup> Another study rating schools in the Mount Vernon District in relationship to neighboring districts, found that the graduation rate in Mount Vernon School District is 63%. On a scale rating districts from one to ten, 10 being the best, the Mount Vernon

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<sup>16</sup> U.S. Census Bureau, accessed February 2015, <http://quickfacts.census.gov>

<sup>17</sup> City Population, accessed February 2015, <http://www.citypopulation.de/USA-NewYork.html>

<sup>18</sup> Testimony of Mt Vernon City School District, accessed July 14, 2014, <https://www.governor.ny.gov/assets/documents/MidHudsonHearing9-10-12/JudithJohnsonTestimony.pdf>

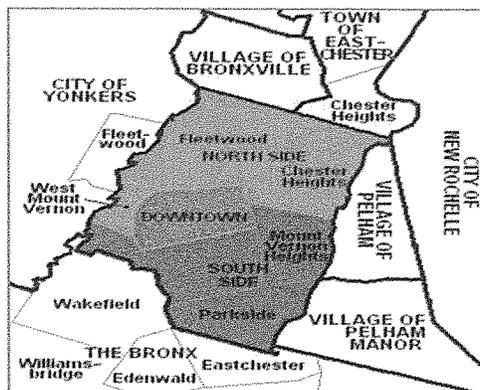
<sup>19</sup> U.S. Census Bureau, accessed February 2015, <http://quickfacts.census.gov/qfd/states/36/3649121.html>

<sup>20</sup> Map of Mount Vernon neighborhoods, accessed February 2015, <https://images.search.yahoo.com>

<sup>21</sup> Mount Vernon School District Report Card 2012-13, accessed January 2014, <http://data.nysed.gov/>

School District received a 3, while its close neighbors, Pelham and Tuckahoe, were both rated 9, and Bronxville rated 10.<sup>22</sup>

Figure 1: Map of Mount Vernon City's Neighborhoods and Surrounding Towns



The elementary school population of the Mount Vernon District during 2012-2013 was 6,250 students; the FTCSE intends to serve approximately 5.4% (315 students) of this population. While Mount Vernon is a highly diverse community with regards to socio-economic viability, the public schools fall short of producing students meeting NYS proficiency standards in ELA and math. In a testimony by Judith Johnson regarding the condition of the schools in Mount Vernon, she discussed the community's inability to pay for education in addition to the district's loss of \$13 million in education assistance based on GAP Elimination Adjustment.<sup>23</sup> In addition, from 2008 to 2011, the Mount Vernon per pupil expenditure dropped from \$19,501 to \$11,217. By comparison, average New York State per pupil expenditure *increased* during this time from \$16,796 to \$21,038.<sup>24</sup>

While all of these issues can not be resolved by the advent of a new charter school, FTCSE can begin to address the educational needs of a portion of these economically disadvantaged students by offering a unique and rigorous academic and character development program unrivaled by the current public schools system.

## E. Public Outreach

### ❖ *Community & Educational Stakeholders Outreach*

FTCSE's founding group has undertaken a rigorous community outreach campaign to inform the community about our vision and goals for opening a charter school, while gathering their concerns of and interests in their children's academic, developmental, and social. Expanding into its second year, we have had personal discussions with community and educational stakeholders

<sup>22</sup>The Best School in the Mount Vernon School District, accessed August 4, 2014, <http://www.zillow.com/ny/districts/mount-vernon-school-district-435227/#/ny/districts/mount-vernon-school-district-435227/p=1&bb=-73.877113%2C40.919009%2C73.850849%2C40.940733&regionId=435227&zoom=14>.

<sup>23</sup>Judith Johnson, The Mount Vernon School District for New NY Education Reform Commission, accessed August 16, 2014, <https://www.governor.ny.gov/assets/documents/MidHudsonHearing9-10-12/JudithJohnsonTestimony.pdf>.

<sup>24</sup>The Federal Education Budget Project, accessed February 2015, <http://feb.p.newamerica.net>.

throughout Mount Vernon during our outreach campaign. These discussions have provided insightful feedback regarding the support and reservations for our proposed charter school. Discussion, feedback, testimonials, affirmations and concerns have been received from various community members including parents, students and professionals.

Outreach began in March 2013 and has since continued with flyer distributions, meetings with the only charter school in Mount Vernon, and hosting a community forum. FTCSE's community outreach efforts began with two separate flyers distributed in December 2013 and December 2014 to local churches and community organizations. The Mount Vernon Public Library and local merchants, such as supermarkets and dry cleaners, posted our fliers. Additionally, letters of intent were sent to the Mayor of Mount Vernon and schools in the Mount Vernon District. Local religious and civic groups were informed of our intentions by group visits and the community was invited to make comments by email. During December 2013, a comment collector and an electronic version of our press release were posted on the Mount Vernon Inquirer's website.

Outreach about our proposed charter school continued in 2014 with flyer distribution, and a full write-up in the Mount Vernon Inquirer newspaper. Outreach in recent months (March through December) included five community parent group meetings, media announcements, radio spots, and an information booth at the Friendship for Tots, Inc. Annual Funtastic Kiddie Carnival and Family Fair June 21, 2014. The community was informed of the application process by two press releases printed in the Mount Vernon Inquirer newspaper and posted on their website. FTCSE established a website and email address to receive community feedback. Public outreach activities continue to be an ongoing effort for the FTCSE founding group. Information is disseminated about these outreach efforts utilizing e-mail blasts and distributing information Door-to-Door. FTCSE's founding group mobilized a ground team in each housing complex to serve as community liaisons by establishing a strategy to connect personally with families who are less informed about educational choices and charter schools.

During this process, FTCSE began a petition to request signatures of residents to express their support for the school. A total of 1000 residents signed the petition expressing interest for the establishment of FTCSE. Signatures were gathered from the Mount Vernon Neighborhood Health Center, local grocery stores, the Fleetwood Diner, scheduled community forums and neighborhood door-to-door visits. The process of obtaining signatures of support allowed us to engage in conversations about the proposed charter school.

Almost half (457) of the 1000 signatures on the petition in support of creating a K-4 charter school in Mount Vernon, expressed interest in enrolling their child/ren in FTCSE. Observations from our community outreach efforts indicated that the area of our greatest support, which is the 10550 zip code area, includes the lowest performing schools. Petitions came from the following zip code areas: 10550 = 577, 10551 = 70, 10552 = 283 and 10553 = 70. Refer to "Section C: Enrollment, Recruitment and Retention" for how interested families will be notified of application process should we be awarded a charter.

Additional support for the charter came from community leaders and stakeholders. In a letter of dated April 15, 2014, the Mayor of Mount Vernon, The Honorable Ernest D. Davis, stated the following:

“I support the rights of parents to choose the educational plan for their child or children. The path of beginning the Friendship TECH Public Charter School here in Mount Vernon is a concept I can lend my support.”

Joe Parisi, editor of the Mount Vernon Inquirer wrote several articles in the Mount Vernon City newspaper regarding the proposed new charter school. In an article dated February 25, 2014, Parisi wrote:

“When a community hears that a charter school has been proposed, it can incite furious opposition or adamant support. Until now, like the Amani Charter School in Mount Vernon once did, Friendship Tech Public Charter School has received positive support from the neighboring community where it is located...”

In the same article by Parisi, Bert Littlejohn, community activist and Director of Mount Vernon Family Ties, was quoted:

“I am wholeheartedly supporting your proposed charter school since we can use a second charter school in Mount Vernon.”

The founding group also had several meetings with the local Mount Vernon PTA and Block Associations, which gave favorable reception of the proposed Charter school.

Letters of support from various members of the Mount Vernon community can be reviewed in APENDIX 2

#### ❖ *Community Grass Root Initiatives*

The community was informed of the application process by two press releases printed in the Mount Vernon Inquirer newspaper and posted on their website. Friendship TECH Charter School of Excellence created an email address: [friendshiptech2015@gmail.com](mailto:friendshiptech2015@gmail.com) to welcome comments from community residents who had expressed concern regarding the proposed opening. A database was established to stay in contact with interested persons to inform them of updates to our proposed charter school.

The founding group organized four open-door community forums. The first two forums were held on December 30, 2013 and January 27, 2014 at the Friendship Family Life Center located at 261 E. Lincoln Avenue, Mount Vernon, NY 10552. In attendance at the first session was Dr. Iris Pagan, Commissioner of the Westchester County Youth Bureau, who is a strong advocate for STEM programs and charter school establishment. During these community gatherings, a summary of the academic program plan was shared with the audience and surveys were distributed requesting input on specific topics, such as program design and curriculum. Two Community Parent Group meetings were held at the Mount Vernon Public Library on March 29, 2014 and April 26, 2014, respectively.

Following a round table discussion, community members were afforded 2 minutes for comments. After each forum, a debriefing session took place among founding board members to review and discuss community input received via surveys, emails, and the Mount Vernon Inquirer’s

comment collector. The four initial community outreach efforts revealed strong parental interest in the proposed Friendship TECH Public Charter School of Excellence.

Ongoing community forums were held throughout Mount Vernon at locations such as the Doles Recreation Community Center and the Mount Vernon Boys/Girls Club on May 24, 2014. Community members in support of FTCSE have opened their homes to host cottage meetings.

Overall, our community outreach forums solicited significant information from the community. Participants suggested we add grade 4 to our initial proposed plan so we may partner with Amani Public Charter School, a grade 5-8 school, whose mission aligns to that of FTCSE in that it seeks to provide its students with: “the academic skills necessary to succeed in competitive high school programs, college and the career of their choice.” This partnership will offer FTCSE students instructional continuity in the rigorous academic standards and character development that the Mount Vernon public schools have failed to provide their students. For instance, in a 2009 comparison of performance on the NYS science assessment, the pass rate of fourth graders was 95% while the pass rate of eighth graders was about a third, at 32%. Seventy percent of fourth graders were advanced (scoring at levels 3 and 4) while only 1% of eighth graders performed at this level. Only 1% of fourth graders were considered below standard in science; however, 16% of eighth graders were. The achievement levels from fourth grade to the eighth grade in the Mount Vernon schools also plummeted in math and ELA.<sup>25</sup> The FTCSE-Amani partnership will continue to provide students opportunities for academic growth and achievement, not failure.

Recommendations were also received regarding our academic program design and the economic feasibility of increasing the number of students to 111 in the first year of operation. From the community’s feedback and recommendations, the FTCSE founding group adjusted the original proposal by increasing the number of children to be enrolled and placing a greater emphasis on Common Core Learning ELA and math Standards. By creating a rigorous interdisciplinary STEM curriculum which integrates ELA, math, social studies and the arts, we will create a learning environment that fulfills the FTCSE mission.

The founding group continues to host community forums and public meetings with key community stakeholders, such as school officials, community leaders, and parent groups. We continue to create media announcements, written editorials, and radio spots to encourage community involvement and commentary about our proposed charter school. Concerned citizens and prospective parents for enrollment of their children attend these events; the largest audience has been 120 people thus far.

Knowledge and support of FTCSE has been gaining momentum. It has been the talk of the City within the Mount Vernon community. In a February 2014 publication of the local newspaper, The Mount Vernon Inquirer, FTCSE was featured as the lead story. On May 15, 2014, the Mount Vernon radio station, WVOX 1460 FM sponsored a community talk show hosted by Mount Vernon Mayor Ernest Davis, who brought an established radio audience to engage in serious On-the-Air conversation about the FTCSE proposal and educational choice. FTCSE was the central

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<sup>25</sup>Retrieved online from <http://projects.nytimes.com/new-york-schools-test-scores/counties/westchester/districts/mount-vernion-city-school-district/subjects/science>

focus of this live one hour show during which callers either voiced support or disapproval. Overwhelmingly, listeners' comments expressed positive support for FTCSE.

Public outreach activities continued throughout 2014. The Westchester Journal News published several articles on August 17 informing the community of FTCSE's submission of a formal application to the NYSED Charter School Authorizer. In early October, the Mount Vernon School District conducted a public hearing to discuss the proposed FTCSE charter school as mandated by law. On November 12, another Westchester Journal News article announced that the new charter schools proposed for Peekskill and Mount Vernon had been withdrawal.

The outreach committee of FTCSE continued meetings in early 2015 with various Stakeholders and parents in the community keeping them abreast of the foundering board progress. We met with the new Superintendent of Mount Vernon School District, Dr. Kenneth Hamilton. We continued with the distribution of flyers throughout the community and held cottage meetings in various venues. At an April 27, 2015 Community Forum, FTCSE produced (500 each) invitation letters, brochures, and handouts to distribute to parents who showed the greatest interest in the newly proposed charter school. Weeks prior to the event, materials were distributed to the Mount Vernon Library, Dole Center, Boys/Girls Club, local businesses, supermarkets, laundry centers, worship houses, parents at Saturday activity programs, community residents, posted at the Mount Vernon West and Mount Vernon East metro-north train stations and post-offices. FTCSE outreach team engaged the community in conversations to gather feedback and further their understanding of their thoughts about having a charter school in Mount Vernon. Also on Saturday, April 27, 2015, at the recommendation of parents, an impromptu overview about the proposed charter school was presented to two groups of parents (about 5 to 7 parents per group) with their children at their Saturday morning activity program. Parents witnessed a model STEM classroom setting. Afterwards, they were given a flyer and information for themselves as well as to share with their friends/family. Feedback was informative and engaging. Some of the comments we received are as follows: "*How soon will the school open;*" "*My child is in the 3<sup>rd</sup> grade, will she be able to go 4<sup>th</sup> grade at your school;*" "*How long will the school day be;*" "*Will the kids have to wear uniforms;*" "*What kind of class work will be taught;*" "*How does my child qualify to go to your school;*" "*Thank you for having a brochure;*" "*Do you have a website;*" "*What made you decide to do a charter school;*" "*When does the enrollment process begin;*" "*Do I have to live in Mount Vernon*" etc. The meeting was covered by The Mount Vernon Inquirer "The people's Newspaper" and the meeting was published in the June issue.

During the summer 2015 (FTCSE) continued its outreach efforts through social media outlooks (Facebook, email blasts, flyers) and small group meetings updating interested parents regarding the progress of resubmission. We employed the methods used throughout this process to continue our community awareness of educational choice.

#### ❖ *Initial Assessment of Sufficient Interest*

Feedback received as a result of the group's community outreach effort encouraged FTCSE's founding group to adjust the original proposal by increasing the number of children to be served, including STEM as an innovative approach to learning, and placing a greater emphasis on math and ELA proficiency to ensure that the New York Common Core Learning Standards are met. The community residents were concerned about the students' behavioral issues that affect the learning environments of fellow students. Based upon several conversations with residents, the

founding group was influenced to add a fifth key design element TECH (Teaching Each Child Holistically), that would provide peer mediation, increased parent participation, and community involvement. Our scholars will receive character education and instruction in conflict resolution, to prepare them emotionally, socially, and physically to deal with conflicts and cultural differences. The founding group explored various curricula that would address the residents' concerns. The founding group decided that infusion of the Resolving Conflict Creatively Program (RCCP), a proven tool for urban school children, like those of Mount Vernon, would create a positive safe learning environment further preparing our scholars as future leaders for college and career readiness. We will integrate Conscious Discipline with (RCCP) that provides an additional the parental component.

The community expressed concern regarding ways in which a rigorous STEM program would be implemented in the early grades. In addition, community stakeholders were interested in our plans for meeting New York State Common Core Standards. This feedback led the founding group to reconsider originally proposed curricula and STEM integration, and as a result, secured a STEM specialist who demonstrated to the group how a strong literacy foundation may be interwoven into STEM learning thereby reinforcing and developing children's knowledge and skills across all disciplines. We reconsidered the technological and curricular tools necessary to accomplish our mission and adopted the research-based elementary STEM teaching and learning lab model of interdisciplinary instruction in place at Hofstra University's School of Education. In turn, we created *MakerSpace* stations within each classroom setting. In addition, the founding board increased school-wide practices relating to college and career awareness, including assemblies, events, field trips and integration into Math, ELA, and STEM lessons.

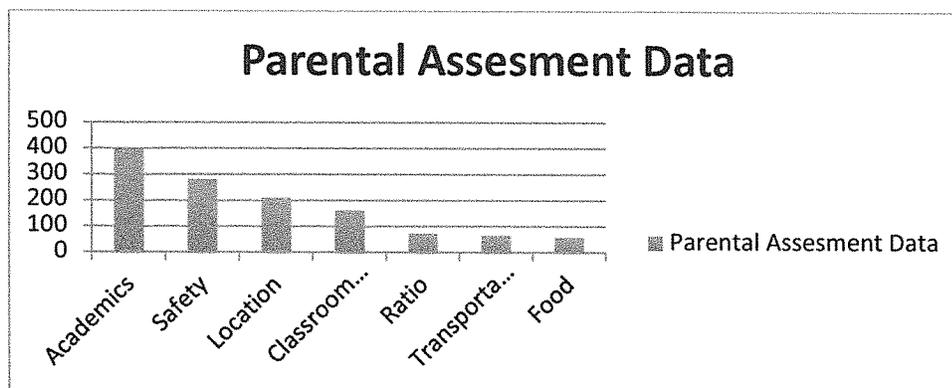
Because of the low New York State ELA and math standardized test scores, stakeholders also inquired about the types of assessment tools to be used in the lower grades to track student achievement. The founding group developed an authentic formative assessment program that will utilize one or more of the following methods: benchmarks, IEPs, Pearson, i-Ready and the New York State ELA, Math, and Science tests to create and deliver individualized and small group instruction based on individual student performance. The Danielson Rubric assessment will become the benchmark for evaluating our teachers' effectiveness.

#### *Initial assessment of parent interest*

Friendship TECH Charter School of Excellence public outreach committee have engaged the community in various media outlooks, conversations and forums to assess parental interest of our new proposed school. This formal process of collecting data has occurred over the past 3 years. The data was collected from parents who have enrolled their children in the local childcare centers in the city, public forums, community surveys and support letters from parents. A direct feeder for the proposed school would be Friendship For Tots Early Learning Center (FFT) that has established itself within the Mount Vernon community as a viable, successful, developmentally appropriate early childhood program. FFT is a partnered with the Mount Vernon School District and over the past three years has been a provider for the district's Universal Pre-K program. Many of the parents have requested and encouraged FTCSE to continue their efforts to establish a small elementary school that will build upon the learning their children received at FFT. Parents of other childcare centers offered their support in the

formation of FTCSE. Parents were happy to learn of an alternative that would improve their child(rens) learning. Parents were pleased at the prospect of longer schools days, afterschool programs and a new parental academy that would offer the parents the skillset to assist in their understanding of STEM. Many of the parents weren't aware of what STEM consisted of and welcome this new innovated approach of preparing their child to become college and career ready.

Three different surveys were distributed and we gathered over 1200 responses not including the countless number of conversations with parents who were in support of improving and providing a better quality of education for our children in Mount Vernon. Several parents provided letters of support and a commitment to enroll or recruit prospective students to ensure we reach maximum enrollment. The assessment of parents who understood the charter concept is based on the success of the one and only charter school in Mount Vernon. The location of the proposed school was a high concern with the parents. Our survey indicated that academics were the strongest concern, safety and location ranked second, classroom size and student teacher ratio were also a major concerns. Their measure of consideration regarding enrollment of the children in FTCSE program is that those concerns were met.



**F. Programmatic and Fiscal Impact**

❖ *Programmatic Impact*

We believe FTCSE will have a positive programmatic impact on the entire school system in the Mount Vernon community. Our school will open with just over 111 students and our anticipated full enrollment of 315 students in 2020 would constitute 5.05% of the district enrollment of approximately 6,250 students housed in 16 schools. Since the public elementary schools in Mount Vernon are not performing at acceptable levels according to the 2012 New York State School Report Card, FTCSE as an alternative school would provide a stimulus toward innovation as well as cultivate collaborative relationships toward increased student learning.

Currently, there are no elementary charter schools in the Mount Vernon community. Since student test scores are below NY State standards based on the recent New York State School Report Card for elementary schools in the area, FTCSE would be a viable educational alternative that would impact local schools by modeling innovative programs and sharing effective pedagogical practices. As we intend to work with the same types of students as the other elementary schools in the Mount Vernon community, our success will hopefully draw other educators to learn from our methods and explore opportunities to collaborate in areas such as

professional development, parent involvement, extra-curricular activities, and community building.

❖ *Fiscal Impact:*

The FY12-13 Mount Vernon School District budget was 224,000,000. In Year 1 FTCSE expects to enroll 111 students (1.68% of the district enrollment) and anticipates per pupil revenue of 1,763,370, which is .87% of the district budget.

In Year 5 we expect to enroll 315 students (5.07% of district enrollment) and anticipate per-pupil revenue of \$5,038,200, which is 2.25% of the district budget. When considered as a proportion of the overall Mount Vernon education budget of 224,740,413, FTCSE will account for only a fraction of a percent.

## II. EDUCATIONAL PLAN

### A. Achievement Goals

FTCSE has rigorous academic standards. We will enable students to meet the proficiency levels of the NYS ELA and math assessments by the end of the fourth grade. Students will be assessed regularly across all academic areas using formative assessments, teacher observations, technology-based embedded assessments, portfolio assessment, and running records. Formative and summative assessments will be used to monitor individual progress, inform planning, guide and differentiate instruction, and modify intervention plans. This will create the foundation for curriculum mapping, professional development, efficacy of the school's curriculum and pedagogical practices.

Test results from the following assessments will be analyzed to affirm FTCSE's extent to which it provides an unparalleled education for all of its students, including kindergarten through grade 4 benchmarks; grades 3 and 4 NYS ELA and math; and grade 4 NYS science.

➤ Goal 1: ELA Common Core Proficiency

FTCSE students will develop proficiency in reading, writing, listening and speaking by the end of the fourth grade. These goals will be measured in the following ways:

- 1) *Individual Benchmark Gains.* Students in grades k through 2 will demonstrate at least 3% growth per year on Terra Nova Complete Battery: Reading and Math benchmark assessment. Students in grades 3 and 4 will demonstrate at least 3% growth per year on Terra Nova Common Core: Reading and Terra Nova Common Core: ELA benchmark assessments.
- 2) *Grade-Level Comparative Performance.* The percent of students in grades 3 and 4 achieving proficiency on the NYS ELA assessments will exceed the Mount Vernon public schools' average for the same grade.
- 3) *Individual Performance Based Assessment.* At the end of the 4th grade, all students will create a STEM research project and present it to their classmates, teachers, parents, and community members during a school-wide science fair. A rubric will be designed by the faculty aligned to the NYS Common Core ELA 4<sup>th</sup> grade reading, writing, listening, and speaking standards. Fourth grade students will be able to speak, write, listen, and/or

speak for information and understanding; literary response and expression, and critical analysis and evaluation.

➤ Goal 2: Math Common Core Proficiency

FTCSE students will demonstrate proficiency in mathematical critical thinking and problem solving. These goals will be measured in the following ways:

- 1) *Individual Benchmark Gains*. Students in grades k through 2 will demonstrate at least 3% growth per year on Terra Nova Complete Battery: Reading and Math benchmark assessment. Students in grades 3 and 4 will demonstrate at least 3% growth per year on Terra Nova Common Core: Math benchmark assessment.
- 2) *Grade-Level Comparative Performance*. The percent of students in grades 3 and 4 achieving proficiency on the NYS Math assessments will exceed the Mount Vernon public schools' average for the same grade.
- 3) *Individual Performance Based Assessment*. These goals will be measured daily through the blended rotation model, which will utilize Houghton Mifflin Harcourt's *GoMath* adaptive learning software to provide student performance data that will inform differentiation of instruction, instructional support services, and professional development, thus ensuring that students will function on or exceed grade level proficiency in math.

➤ Goal 3: Science Proficiency

FTCSE students will demonstrate proficiency in science content knowledge and inquiry ability. This goal will be measured in the following ways:

- 1) *Individual Benchmark Gains*. Students in grades k through 2 will demonstrate at least 3% growth per year on Terra Nova Complete Battery: Science and Social Studies benchmark assessment. Students in grades 3 and 4 will demonstrate at least 3% growth per year on Terra Nova Common Core: Science benchmark assessment.
- 2) *Grade-Level Comparative Performance*. The percent of students in grades 4 achieving proficiency on the NYS Science assessment will exceed the Mount Vernon public schools' average for the same grade.
- 3) *Individual Performance Based Assessment*. These goals will be measured *daily* by: grades k through 4 students' ability to continually demonstrate their development of the Next Generation Science Standards (NGSS) Science and Engineering Practices<sup>26</sup> through inquiry-based and problem-based lessons and projects as well as creating presentations that will be evaluated by teachers trained in using a rubric created by a STEM expert.
- 4) *Individual Performance Based Assessment*. At the end of the 4th grade, all students will create a STEM research project and present it to their classmates, teachers, parents, and community members during a school-wide STEM fair. The Judge's Rubric from the

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<sup>26</sup> Achieve, Inc. (2013). *Next Generation Science Standards*. In print. Retrieved online <http://www.nextgenscience.org/>

Brookhaven National Laboratory (BNL) Elementary School Science Fair<sup>27</sup> will be used to assess students' performance.

➤ Goal 4: Technology Literacy

FTCSE students will develop technology literacy as measured by a standards-based rubric developed by the faculty. By the end of the fourth grade, all students will be able to use technology to:

- 1) Create and solve math problems;
- 2) Access ELA related programs and readings and create ELA based projects;
- 3) Research and create STEM projects and report results from their experiments;
- 4) Communicate with other classrooms and share their work with the greater community;
- 5) Work independently and with a parent/guardian to monitor their personal academic progress.

➤ Goal 5: Social Studies Proficiency

FTCSE students will demonstrate proficient Social Studies content knowledge and inquiry ability. This goal will be measured in the following ways:

- 1) *Individual Benchmark Gains.* Students in grades k through 2 will demonstrate at least 3% growth per year on Terra Nova Complete Battery: Science and Social Studies benchmark assessment. Students in grades 3 and 4 will demonstrate at least 3% growth per year on Terra Nova Common Core: Social Studies benchmark assessment.
- 2) *Individual Performance Based Assessment.* These goals will be measured *daily* by: grades k through 4 students' ability to continually demonstrate their development of knowledge in social studies and current events through community based projects and presentations that will be evaluated by teachers trained in using a teacher-generated rubric.

➤ Goal 6: Interdisciplinary Proficiency

The ELA, science, math, social studies, and technology goals will be measured daily through teacher-generated rubrics and observations. The integration of STEM content across all disciplines will require students to:

- 1) *Individual Benchmark Gains.* Apply relevant math skills to collect, organize, and represent data appropriately, such as in the form of diagrams, tables, and graphs;
- 2) Recognize appropriate texts to use in research and building content knowledge;
- 3) Write clearly and concisely to report findings and share information;
- 4) Use multiple forms of technology to design, build, and communicate STEM experiments and findings.

## **B. School Schedule and Calendars**

The 2016- 2017 FTSCE school year will consist of 196 instructional days compared to the Mount Vernon public schools' 180 – 6 hour and 55 minute days. Our school day will operate for 8 and a half hours Mondays through Fridays from 7:30 a.m. to 4:00 p.m. each week with the

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<sup>27</sup>Brookhaven National Laboratory, accessed February 2015, <http://www.bnl.gov/education/static/scienceFair/linkableFiles/pdf/JudgingRubric2010.pdf>

option of an additional two hours of enrichment from 4:00 to 6:00 p.m. There will be two early dismissal days per month to allot for professional development during which instructional time will begin at 8:00 a.m. and end at 1:30 p.m. The longer FTCSE school day and additional 16 instructional days per year will provide our students with more than 400 student-teacher contact hours than their Mount Vernon public school peers. Our extended school day will provide our students with increased instructional time, which maximizes time on task to master the skills and content knowledge in the core subjects. The extended day also affords special needs students and ELL learners increased academic coaching and technological support by the specialists.

The weekly schedules reflect the elements described in our mission statement and school overview, which focuses on student-centered instruction, character development, college and career readiness, blended learning, and provides teachers time for collaboration, planning, and professional development. Table 2 provides a brief overview of the student and teacher daily schedule. Detailed weekly schedule samples for students and teachers for K-1 and 2-4 are provided in Attachment 3a.

Table 2: Student-Teacher School Day Example

Time	K-1 Students	K-1 Teachers	Time	2-4 Students	2-4 Teachers
7:20 a.m.	Doors Open		7:20 a.m.	Doors Open	
7:30 – 8:00	Breakfast	Teachers arrive	7:30 – 8:00	Breakfast	Teachers arrive
8:05 – 8:30	Morning Meeting		8:05 – 8:30	Morning Meeting	
8:30 – 9:45	STEM Block		8:30 – 10:00	STEM Block	
9:45 – 10:30	Elective/AIS	Preparation/ Collaboration	10:00 – 10:20	Recess	Communicate with Parents
10:30 – 10:50	Recess	Communicate with Parents	10:20 – 11:40	Math Block	
10:50-12:30pm	Math Block		11:40-12:30 pm	Lunch	
12:30 – 1:20	Lunch		12:30 – 1:15	Elective/AIS	Preparation/ Collaboration
1:20 – 2:50	ELA/Social Studies Block		1:15 – 2:45	STEM Block	
2:50 – 3:35	Elective/AIS	Preparation/ Collaboration	2:45 – 3:30	Elective/AIS	Preparation/ Collaboration
3:35 – 3:50	Pack up & dismissal		3:30 – 3:50	Independent Reading/AIS	
			3:50 – 4:00	Pack up & dismissal	

*Student Schedule*

The 2016-2017 academic year for the students will commence August 22, 2016 and conclude June 28, 2017. A four-week Monday through Thursday summer school session is scheduled for July 10, 2017 through August 4, 2017 for students not meeting benchmark assessment proficiency.

The school day will begin with a half hour breakfast, a 20 minute restroom/snack break, and a 50 minute lunch, which includes a half hour indoor/outdoor recess, weather dependent. Students in grades k and 1 will be dismissed beginning at 3:50, while students in grades 2 through 4 will be dismissed at 4:00.

*Teacher Schedule:*

Each day, teachers will have a duty free lunch and an additional 20 minutes to communicate with parents via email or by phone. Additionally, teachers will receive a total of one hour and fifty minutes of preparation time, where they will collaborate and lesson-plan with their co-teachers and content specialists, meet with the directors, and analyze student data to inform upcoming instruction. Each month, all teachers will have approximately 6 hours of early release time for grade level planning meetings, individualized professional development sessions, and/or school wide meetings. Quarterly evening parent-teacher conferences will be scheduled at the school to discuss student progress, show case student projects, and recruit parents as partners in the academic and social development of their children.

### C. Curriculum and Instruction

The lack of interest, competency, and participation in STEM (science, technology, engineering, and mathematics) related subject areas among American students is, in part, a result of how these subjects have been traditionally taught whereby the teacher transmits information to his/her students through lecture, textbook reading, and vocabulary memorization. Traditional science teaching, which dominates American classrooms, contradicts the nature of genuine science learning as being a dynamic, complex process that relies on a variety of skills in order for children to *construct meaning*. In recent years, however, evidence collected from brain research and studies on how children learn supports the learner-centered, or constructivist, theory that learning occurs through constructing or building on prior knowledge. This theory, therefore, is not a teaching theory, but rather a theory of learning and meaning making<sup>28,29,30</sup>. This challenges traditional teaching as it recognizes that “a school is something more than curriculum and teaching”<sup>31</sup>. FTCSE philosophy is grounded in research and the constructivist theory. Children must be viewed as individuals who learn at different rates and interpret information differently such that curriculum and instruction should be guided by the notion that “the student is infinitely more important than the subject”<sup>32</sup>. The learning environment, therefore, must focus on the whole child, whereby the child is actively engaged in tasks that require exploration, discovery, and construction of new knowledge through meaning making<sup>33</sup>. This mirrors FTCSE’s mission to teach each child holistically.

In keeping with FTCSE’s curriculum design and instructional practices will focus on student-centered learning practices, specifically blended learning and problem-based learning (PBL), while integrating ELA into STEM throughout the school day. Instructional materials will be research-based, appropriate for high needs students, and aligned to NYS Common Core Learning

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<sup>28</sup>Brooks, M.G. & Brooks, J.G. (1999). The courage to be constructivist. *Educational Leadership*, 57(3), 18-24.

<sup>29</sup>Bruner, J. (1966). *Toward a theory of instruction*. Cambridge, MA: The Belknap Press of Harvard University.

<sup>30</sup>Hattie, J. (2009). *Visible learning: a synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.

<sup>31</sup>Aiken, W.M. (1942). *Adventure in American education, volume 1: the story of the eight year study*. New York: Harper and Brothers, pp. 3, 29.

<sup>32</sup>Noddings, N. (2003). *Caring: a feminine approach to ethics and moral education*. California: University of California Press, p. 20.

<sup>33</sup>Schiro, M.S. (2008). *Curriculum theory: conflicting visions and enduring concerns*. Thousand Oaks, California: Sage Publications.

Standards. However, selected materials may need to be reviewed by administration, faculty, and professional developers to determine their suitability for our student population.

One may consider Confucius' words from 2,500 years ago when reflecting upon how our children need to be prepared for college and careers:

“I hear and I forget. I see and I remember. I do and I understand.”<sup>34</sup>

*Teacher Centered: I hear and I forget.*

A student-centered learning environment challenges traditional teaching that views children as blank slates<sup>35</sup> and promotes the role of students as passive receptors of information, which deprives the learning experiences necessary for every child's normal development. Teacher-centered classrooms are also organized in isolation rather than socially, which promotes lecture-based instruction. Science teachers especially fall prey to direct instruction, as there are many terms to learn and as a result teaching facts is often equated with gaining knowledge. Therefore, opportunities for developing deep understandings is lost as discussions focus on teacher dominated question-answer sessions and factual recall. Students are also given written assignments intended reinforcement, but Vygotsky<sup>36</sup> warns these activities do not provide opportunities for students to develop the skills necessary to think, reason, process, and build on what they have learned. Student-centered learning opportunities, on the other hand, allow children to transform facts into concepts through inquiry and become critical thinkers and problem solvers. Bruner reminds educators that “knowledge is a process, not a product”<sup>37</sup>.

Vygotsky<sup>38</sup> also blames lectures for not providing the cultural, or social, component necessary to aid in a child's social, emotional, and concept development. Lecture, he believes, prevents interaction between children, thereby limiting their ability to learn through language. He calls this direct approach useless, as the teacher “only accomplishes nothing but empty verbalism” and results in “a parrot-like repetition of words by the child.” Dewey had warned educators that more harm would be done to a child if he/she is subjected to learning that is irrelevant to his/her life and is made to sit quietly and follow rules.<sup>38</sup>

Research supports the positive impact of the social atmosphere and movement that takes place in the Montessori classroom on memory and recall. Movement also controls a child's mood and facial expressions, which directly affects memory and deep processing of information. Those who smile and interact with others process information more effectively, whereas those who sit motionless and emotionless may process nothing at all.<sup>39</sup> FTCSE, therefore, will provide our children with “Movement and Music” electives. The research-based physical education program,

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<sup>34</sup>Confucius, accessed online February 2015, <http://www.quotationspage.com/quote/25848.html>

<sup>35</sup>Lillard, A.S. (2007). *Montessori: the science behind the genius*. New York: Oxford University Press.

<sup>36</sup>Vygotsky, L.M. (1962). *Thought and language*. Cambridge, MA: The Massachusetts Institute of Technology, p. 83.

<sup>37</sup>Bruner, J. (1966). *Toward a theory of instruction*. Cambridge, MA: The Belknap Press of Harvard University, p. 72.

<sup>38</sup>Dewey, J. (2001). *The school and society and the child and the curriculum*. New York: Dover Publications.

<sup>39</sup>Lillard, A.S. (2007). *Montessori: the science behind the genius*. New York: Oxford University Press.

SPARK, will allow FTCSE k-4 students to participate in daily play<sup>40</sup> consisting of games and activities that provide opportunities for physical, social, emotional, and cognitive development. Brain research also suggests that listening to music and playing instruments at an early age stimulates the areas within the brain associated with improvements in cognitive, emotional and social development, and increases in mathematical and spatial reasoning.<sup>41</sup> Our kindergarten through first grade students will sing songs from different cultures and grades 2, 3, and 4 students will have the opportunity to participate in chorus and learn instruments. Providing a social environment where students communicate with one another also promotes learning across all disciplines, especially in STEM.

*Blueprint Curriculum: I see and I remember.*

There is a great deal of emphasis on *what students must know* in curriculum design. Contrary to Vygotsky's belief that science learning cannot be separated from everyday learning experiences, standards-based science curriculum focuses on topics important to scientists, rather than what is meaningful to the students<sup>42</sup>. Decades ago, Aiken recommended the need for "practical applications" in science classrooms and criticized curriculum for lacking in creativity because of its "blueprint" of meaningless activities<sup>43</sup>. Curriculum, therefore, needs to consider the individual learner and the learning process<sup>44</sup>.

The popularity and push toward hands-on science instruction science has led to the over-use of activities and ignores the need for students to construct knowledge. Hence, doing science is often mistaken for learning science<sup>45</sup>. Since simple observations are not sufficient, activities must provide students with the total experience of a concept or process. Many activities, however, are still flawed despite these efforts as they focus largely on observational skills, which are seeing science through demonstrations.

Almost seventy-five years ago, Aiken recognized the value of integrating technology into classroom instruction and encouraged educators to "use radio recordings" because the "great possibilities...on learning"<sup>46</sup>. Recent research has indicated that computer animation applications have a positive effect on student learning and retention of abstract scientific concepts<sup>47</sup>. For

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<sup>40</sup>D. Fromberg & D. Bergen, Eds. (2006). *Play from Birth to Twelve: Contexts, Perspectives, and Meanings*. New York: Routledge.

<sup>41</sup>Miller-Kase, L. (2013). *Using Music to Close the Academic Gap*. Accessed February 2015, [www.theatlantic.com](http://www.theatlantic.com).

<sup>42</sup>Howe, A.C. (1996). Development of science concepts within a Vygotskian framework. *Science Education*, 80(1), 35-51.

<sup>43</sup>Aiken, W.M. (1942). *Adventure in American education, volume 1: the story of the eight year study*. New York: Harper and Brothers, pp. 17, 46.

<sup>44</sup>Bruner, J. (1966). *Toward a theory of instruction*. Cambridge, MA: The Belknap Press of Harvard University, p. 72.

<sup>45</sup>Yore, L.D. & Treagust, D.F. (2006). Current realities and future possibilities: language and science literacy-empowering research and informing instruction. *International Journal of Science Education*, 28(2-3), 291-314.

<sup>46</sup>Aiken, W.M. (1942). *Adventure in American education, volume 1: the story of the eight year study*. New York: Harper and Brothers, p. 80.

<sup>47</sup>Dalacosta, K., Paparrigopoulou, M.K., Palyvos, J.A. & Spyrellis, N. (2009). Multimedia application with animated cartoons for teaching science in elementary education. *Computers and Education*, 52(4), 741-748.

example, using an iPad or SMART Board to show bacterial replication as an example of asexual reproduction may aid in recall. Based on this research, FTCSE will incorporate the blended learning instructional model across all core content areas to maximize student-centered instructional practices. Blended learning will enable our students to become “active and interactive learners,” while increasing the “interaction between student-instructor, student-student, student-content, and student-outside resources” and providing “formative and summative assessment mechanisms for students and instructor”<sup>48</sup>.

*Problem-Based Learning: I do and I understand.*

Montessori stresses that learning occurs through all of the senses, therefore watching and listening is insufficient. As a result, in addition to a blended learning, elementary-school science curriculum, FTCSE will create a PBL curriculum modeled after the inter-disciplinary, STEM PBL curriculum offered at Hofstra University to visiting elementary students from local high needs districts.

Problem-based learning is a student centered approach which places students in the role of scientists who are actively involved in their learning<sup>49, 50</sup>. These PBL activities require students to observe, think, reason, and process what they are learning, which increases motivation, makes the experience more meaningful, and increases retention<sup>51</sup>. During these activities, students are given the “big idea” in the form of a problem they have to solve through various applications of science and/or engineering practices, such as experimentation and manipulation. The tasks are written to encourage the practices of scientists and engineers as outlined in the Next Generation Science Standards (Figure 2).

**Figure 2: NGSS Science and Engineering Practices<sup>52</sup>**

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

*Learning for All: Special Needs Students and ELL's*

<sup>48</sup>Dziuban, C.D., Hartman, J.L., & Moskal, P.D. (2004). Blended learning. *Center for Applied Research, Research Bulletin, 2004(7)*. Accessed online February 2015, <http://net.educause.edu/ir/library/pdf/ERB0407.pdf>.

<sup>49</sup>Perrin, M. (2004). Inquiry-based pre-engineering activities for K-4 students. *Journal of STEM Education, 5(3-4)*, 29-34.

<sup>50</sup>Minner, D.D., Levy, A.J., & Century, J. (2010). Inquiry-based science instruction: what is it and does it matter? Results from research synthesis years 1984-2002. *Journal of Research in Science Teaching, 47(4)*, 474-496.

<sup>51</sup>Mastrioperi, M.A. & Scruggs, T.E. (1994). Text versus hands-on science curriculum: implications for students with disabilities. *Remedial and special Education 15(2)*, 72-85.

<sup>52</sup>From The National Academy of Sciences. (2012). *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Washington, DC: The National Academies Press, p. 42.

Vygotsky stresses the need for lessons to focus on students’ strengths, not weaknesses, so each PBL task is designed so that students of varying levels of ability may accomplish it. The teacher’s role, then, is to support each learner through guiding questions, such as “What is your evidence to support your claim?” or “Can you prove to me how you came to that conclusion?” For example, in a traditional classroom, a visually-impaired or blind student may be excluded from many activities, as they are often print-based or visual. This PBL curriculum would enable the learner to use all of his/her senses, as Montessori stresses; the student is provided with opportunities to touch, smell, or even taste objects and describe their textures, scents, and tastes thereby developing the child’s verbal communication skills. An ELL may not have the English vocabulary to describe pulley systems or friction, but the lessons would allow him/her to understand, learn, and internalize the concept as he/she works through the problem and develops science vocabulary as his/her English-speaking skills improve. The learning opportunities, being social in nature, also allow for the non-English speaking students to communicate with their bilingual pairs, thus creating a community of learners. Successful science learning in this setting will increase students’ motivation and self-esteem.

Next, is classroom organization. In keeping with Dewey and Vygotsky’s call for a social setting, Montessori’s need for movement, Bruner’s need for choice, and Aiken’s curriculum across the disciplines, several stations will be set up, each containing many different types of materials necessary for children to solve the problem-based task presented in a variety of ways. There will be trade and reference books to incorporate literacy, careers, multiculturalism, and history; manipulatives, scales, and rulers will support math learning and abstract concepts; iPads, SMART Boards and computers will provide learners with the opportunity to become researchers as they use these technological devices for learning support and/or further investigation of the topic. Students will be able to move freely from station to station as they are given the opportunity to learn at their own pace. They are also able to interact with one another – the room is alive with active participants as they discover, share, and discuss their findings with each other.

*The FTCSE Curriculum*

The following curricular components will be integrated into daily instruction at FTCSE:

Class	Grades K-1	Grades 2-4
<b>Science</b>	<p><u>Science Start K-2</u>                      Science/Literacy Integration.                      Research: In a study of preschoolers from low and middle-income families, results from language and literacy measures showed gains were statistically significant. Students also demonstrated knowledge in science content and vocabulary, in addition to developing their scientific reasoning and communication skills.</p>	<p><u>Pearson, Interactive Science</u>                      Print and Digital Interactive resources for Blended Learning;                      ELL support.                      Research: Pearson Interactive Science students being outperformed their peers on the Developed Science test and the TerraNova science test.</p>
<p>The first half of each science class will focus on the curriculum as presented in the selected texts, <i>Science Start</i> and <i>Interactive Science</i>, for grades K-2 and 3-4, respectively. The second half of the class will utilize a PBL hands-on</p>		

	<p>curriculum that will have been written to be aligned to content within the text, New York State Elementary Core Curriculum in Science and the NGSS to ensure students develop critical thinking and problem-solving skills. Some weeks will be dedicated to entire design and research projects that will be show cased at the next parent-teacher meeting.</p> <p>All students will participate in annual science fairs where grades K-3 will produce a class project and 4<sup>th</sup> graders will produce their own project. In keeping with an interdisciplinary STEM curriculum, 4<sup>th</sup> graders will also design their own research project on any topic of their choice. Topics may be related to science, the community, the school; in any case, they are scientists who will need to collect data based on their research question and analyze that data. They will then prepare a written report, perhaps to present at an upcoming conference, or a breaking news report for the local newspaper. Students will also be required to prepare an oral presentation of their research project with visuals, such as a poster or a PowerPoint. This presentation will require them to share their findings with their peers, teacher, and parents.</p>
<b>Technology</b>	<p>Technology will be incorporated throughout the day, each day, by the blended learning instructional model. Most curricula selected have a computer-based component to afford the FTCSE students opportunities to work independently through these programs. In addition, the curricula include interactive White Board activities. In the <i>MakerSpace</i> and <i>STEM Lab</i> and field trips, students will be introduced to various forms of technologies, their uses and the careers associated with them. Over the years from k to 4, students will learn how to use email and Twitter to share their findings, experiments, and projects; they will learn Microsoft Word and PowerPoint for producing reports and projects.</p>
<b>Engineering</b>	<p>The <i>MakerSpace</i> and <i>STEM Lab</i> will provide students with PBL tasks that focus on NGSS engineering design and practices aligned to their science curriculum. They will be given challenges to design new or improve old technologies and then develop their ELA skills to write an advertisement for their new product that they will record a commercial. Additional materials will be provided to develop gross and fine motor skills while building and designing various structures. Lego, CitiBlocks, LittleBits, scissors, tape, rulers, to name a few, will provide opportunities for young children to develop these skills.</p>
<b>Math</b>	<p><u>Houghton Mifflin Harcourt's <i>GoMath</i>;</u>  <u>Pearson's <i>Investigations in Numbers, Data, &amp; Space</i></u>          This math curriculum supports the blended learning instruction model, and provides supplemental materials for ELLs. This interactive math curriculum:</p> <ol style="list-style-type: none"> <li>1. Supports students to think mathematically and develop number sense;</li> <li>2. Develop students' computational fluency;</li> <li>3. Develop skills in and connections among basic mathematical areas, such as measurement and data, necessary for success during PBL activities in the STEM lab.</li> <li>4. Focus on mathematical reasoning;</li> <li>5. Developing literacy skills, and the ability to communicate math content;</li> <li>6. Differentiated for a variety of learners.</li> </ol>

	<p>In addition, the hands-on materials available for use with this curriculum will not only concretize young learners’ ideas about math, but will support students with disabilities and ELLs. Their math skills and reasoning will be further developed as they must apply these new skills to solve the PBL science and engineering tasks in the <i>Maker Space</i> and <i>STEM Lab</i>.</p>	
<b>ELA</b>	<p><u>Lucy Calkins: Common Core Reading and Writing Workshop Curriculum</u>                  This curriculum will teach students opinion/argument, information, and narrative reading and writing with increasing complexity and sophistication. The lessons foster high-level thinking, including regular chances to synthesize, analyze, and critique, while developing and refining strategies for writing across the curriculum. Students will be supported in gaining greater independence and fluency through intensive reading and writing opportunities. Strategic performance assessments are included to help teachers monitor students’ mastery and differentiate instruction.</p>	
	<table border="0"> <tr> <td> <p><u>FOSS Science Stories</u>                      Colorful and engaging pictures, directly related to the text, require students to examine and analyze pictures to make connections and think critically.</p> </td> <td> <p><u>Seeds of Science/Roots of Reading</u>                      This program integrates science and literacy to develop science knowledge and vocabulary, while building science and ELA skills and strategies.</p> </td> </tr> </table>	<p><u>FOSS Science Stories</u>                      Colorful and engaging pictures, directly related to the text, require students to examine and analyze pictures to make connections and think critically.</p>
<p><u>FOSS Science Stories</u>                      Colorful and engaging pictures, directly related to the text, require students to examine and analyze pictures to make connections and think critically.</p>	<p><u>Seeds of Science/Roots of Reading</u>                      This program integrates science and literacy to develop science knowledge and vocabulary, while building science and ELA skills and strategies.</p>	
	<p><u>Sally Ride’s Cool Careers</u>                  These leveled readers prepare students for college and career readiness while integrating STEM. These readers are ideal for independent and group reading.</p>	
	<p>Additional leveled trade and picture books for each classroom library will be organized by genre and subject in labeled baskets. These will be available to students during independent reading times or D.E.A.R.                  Writing and reading centers will be also available for students to journal, work on projects, and so forth.                  The interdisciplinary nature of the literacy class will further develop students’ knowledge in science, math, and social studies, that they will apply to their building of new knowledge during the activities they encounter in those classes.</p>	
<b>Social Studies</b>	<p><u>Pearson’s myWorld</u>                  This curriculum teaches social studies content through ELA reinforcement. Since it is community based, it will be used in conjunction with Sally Ride’s <i>Cool Careers</i>.                  In addition, the classrooms will be decorated with maps, flags, charts and other resources to promote social studies/literacy learning.                  Again, this integration of different disciplines fosters children’s ability to see the interconnected themes of the different subject areas.</p>	
<b>Physical Education</b>	<p>SPARK program and equipment.                  This research based physical education program is linked to increased participation in games during gym class, improved physical fitness, development of gross motor skills and hand-eye coordination (throwing, catching, kicking), and improved overall academic achievement. Students will engage in these activities during gym class and recess after lunch, weather</p>	

	permitting.	
<b>TECH (Teaching Each Child Holistically)</b>	<p>Part of the mission of FTSCE focuses on character development and College and Career Readiness. The following programs will be integrated during student-teacher morning meetings and into core disciplines:</p> <p><u><i>Resolving Conflicts Creatively Program (RCCP)</i></u> This introduces a value system by teaching individuals how to solve conflicts peacefully.</p> <p><u><i>Lessons in Character</i></u> This character education curriculum that enables children to understand good character and conflict resolution through literature, which will further support ELA development. The curriculum is designed to extend beyond the school walls and into the child’s home and community.</p> <p>This will foster a safe, and healthy learning community where children will not be afraid to take risks associated with PBL environments.</p>	
<b>Music</b>	Children will learn and sing songs from different cultures during this time, thereby increasing social awareness, respect and tolerance while increasing literacy skills.	Children will receive instruction in musical instruments and join the upper elementary chorus that will perform at the 4 <sup>th</sup> grade moving up ceremony.
All students will design their own musical instruments in the <i>MakerSpace</i> and explore the science of sound. They will create advertisements describing how their instrument works, its cultural origins, and its uses.		

**D. Assessment System**

The following normed assessments will be used for students K-4 and administered in the fall and spring of each school year:

Assessment	Grades	Subject(s)
Terra Nova: Complete Battery	K-2	Reading & Math
Terra Nova: Complete Battery	K-2	Science & Social Studies
Terra Nova: Common Core	3-4	Reading
Terra Nova: Common Core	3-4	ELA
Terra Nova: Common Core	3-4	Math
Terra Nova: Common Core	3-4	Science
Terra Nova: Common Core	3-4	Social Studies

The Director of Pupil Services and teachers will use the assessment instruments to establish student performance baselines, which will be used throughout the year to measure academic growth. In addition, the formative and summative assessments embedded within the chosen curricula will be used to measure student growth and achievement and compare FTCSE student data to national norms. These assessments, which will take place throughout the academic year, will be used to guide instruction, analyze the appropriateness of the chosen curricula, and assess teacher effectiveness. Teachers will be responsible for creating a student portfolio which will contain formative and all summative assessments. Teachers will also collect, analyze, and report assessment data to the Director of Curriculum and the Director of Pupil Services. Students’ portfolios will become an on-going record of their performance from kindergarten through the

fourth grade, which will be used to inform their future teachers. Assessment results will be shared with parents/guardians throughout the school year to support them in working with their children at home.

The planned assessment calendar is as follows:

	Terra Nova						New York State Assessments			GMADE/ GRADE
	Complete Battery		Common Core				ELA	Math	Science	
	Reading & Math	Science & Social Studies	Reading	Math	Science	Social Studies				
August	K-2	K-2	3-4	3-4	3-4	3-4				
September										K
October										
November										
December										
January	K-2	K-2	3-4	3-4	3-4	3-4				
February										
March										
April							3-4	3-4		
May									4	K
June	K-2	K-2	3-4	3-4	3-4	3-4			4	

**E. Performance, Promotion, and Graduation Standards**

*Promotion Criteria*

Grade promotion will be based upon the students' meeting the appropriate New York State Common Core grade level standards. Students demonstrating significant achievement gaps across any or all content areas will continue remediation and undergo further cognitive and emotional evaluations. The Director of Pupil Services will oversee this process and ensure appropriate services are provided to the child. In addition, the school leadership team, including the Director of Curriculum and Instruction, Director of Pupil Services, and the teacher(s), will analyze the portfolio data to ascertain the possibility of retention. They will meet with the parents/ guardians no later than January 1 of that school year to create an alternate academic plan to prevent retention. Retention, therefore, will be decided on an individual basis.

At the end of the third grade, students who do not meet the grade standard for ELA and mathematics will be retained only when alternate interventions are unsuccessful. Their next year's placement, therefore, will serve as a transitional grade three-four class, thus fostering students' further academic growth, and emotional and social development. This additional year intends to prepare these students to meet the rigors of the grade four NYS Assessments and the challenges of fifth grade. The transition grade three classroom teacher will meet with the school leadership team to discuss each student's needs and will be provided with professional development in the pedagogical strategies necessary to support these students.

*Special Student Population:*

Students with IEP's and those in the process of evaluation will be advanced to the next grade based on individualized promotion criteria and the assessment data contained within the portfolio.

*Exit Standards:*

FTCSE students will exit the program proficient in math, science, literacy, and social studies content knowledge. They will have acquired the problem-solving and critical thinking skills necessary to be successful academically in the fifth grade. They will have gained self-esteem and confidence leading to respect for themselves and their community. STEM skills will equip them with the knowledge and skills necessary to compete in the global marketplace. The application of technology in the classroom will introduce them to the world of research and communication. They will have gained exposure to various careers and colleges, thus providing them with long-term goals and a hope for the future. Our students will leave us with self-regulating skills that serve to establish appropriate social and emotional attitudes.

The tables below highlight specific areas of student academic growth and achievement from the first grade to the exit standards at the end of the fourth grade based upon the Common Core Learning Standard in ELA and math, and technology.

ELA	
1 <sup>st</sup> Grade	4 <sup>th</sup> Grade
Ask and answer questions about key details in a text.	Refer to specific details to describe a character, setting, or event in a story/text.
Refer to key ideas to describe characters, settings, and major events in a story.	Refer to details to describe the meaning of the text and to make inferences.
Identify words and phrases in stories or poems referring to feelings or senses.	Determine the meaning of words and phrases in context.
Read prose and poetry of appropriate complexity with prompting and support.	Explain differences in genre, such as poems, drama, and prose; refer to their structural elements (i.e. verse, rhythm, and meter for poetry) when writing or discussing the text.
Identify the narrator of the story.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person.
Use illustrations in a story to describe the characters, setting, or major events.	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

**As appropriate, students in the 1<sup>st</sup> through 4<sup>th</sup> grade in math will be able to...**

Make sense of problems and persevere in solving them.
Reason abstractly and quantitatively.
Construct viable arguments and critique the reasoning of others.
Model with mathematics.
Use appropriate tools strategically.
Use appropriate tools strategically.
Attend to precision.
Look for and make use of structure.
Look for and express regularity in repeated reasoning.

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As appropriate, students in the 1<sup>st</sup> through 4<sup>th</sup> grade in technology will be able to...

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Students will know what technology is.

Students will know how technology is used.

Students will know how technology is integrated into their daily lives.

Students will apply their technology knowledge and skills to address real-life problems and make informed decisions.

Students will employ technology to enhance their reading, writing, speaking, and listening.

Students will know how to access, generate, process, and transfer information using appropriate technologies.

Students will know how to apply technological knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.

Students will know and understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

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### **F. School Culture/Climate**

FTCSE strives to create a learning family where faculty, staff, and parents create a partnership to teach students the ways in which one learns, forms relationships, communicates, show empathy, and cooperates with others. Students, parents, staff and administration share the responsibility of providing a culture of discipline for the educational enrichment, safety, and holistic well-being of our school. The Conscious Discipline program will support the students' development of the seven skills of self-discipline, which are: composure, encouragement, assertiveness, choices, empathy, and consequences.

Our discipline policy, administered by the administration, faculty, and parents, will be aligned with the *Responsive Classroom*<sup>53</sup> philosophy. Visual and verbal cues and increased teacher proximity will be in place if a disruption to FTCSE's Conduct Standards occurs. Additional methods, such as using a "take-a-break" spot, a "fix-it plan," or a "team meeting."<sup>54</sup> will be used to maintain a safe and productive learning environment. "Take-a-break" will be a place where a child goes to reflect on their behavior before returning to the group, which will provide the child an opportunity to decompress. If the child continues to misbehave, a "Fix-it-plan" will be competed with an adult prior to returning to the classroom. If the poor conduct continues a behavioral plan will be developed during a "Team Meeting." The teacher will assess the immediate needs of the child, taking time to discuss the issue, and contact the parents/guardians.

All FTCSE administration and staff must uphold the philosophy of the discipline policy. We believe that successful leadership and teaching emerges from a systemic culture where examples are set by those who are given authority to govern, lead, and teach. We will support one another thus creating a learning team.

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<sup>53</sup>Responsive Classrooms: Educators Creating Safe, Challenging and Joyful Elementary Schools, "About Responsive Classroom," accessed June 6, 2014, <https://www.responsiveclassroom.org/about-responsive-classroom>.

<sup>54</sup>Responsive Classrooms: Educators Creating Safe, Challenging and Joyful Elementary Schools, "Positive Time Out," accessed June 6, 2014, <https://www.responsiveclassroom.org/article/positive-time-out>.

FTCSE will engage parents and the community by directly involving them in the life of our campus. For example, parents will be encouraged to serve on school committees and assist in concretizing the learning tenants as outlined in our school's objectives and key design elements. Community involvement will be fostered through our outreach team and school website. We will encourage local vendors to advertise, provide premiums for fundraising, and support the STEM based programs.

### **G. Special Student Populations and Related Services**

FTCSE will provide an opportunity for students with disabilities to learn in the least restrictive environment. All students, including students with disabilities, ELLs, and gifted and talented, will be placed in a general education classroom. In addition, all students will receive the appropriate services based on their special needs. For example, ELLs will receive specialized or modified instruction in their academic courses to ensure the Common Core Standards are met.

FTCSE classrooms are all-inclusive, safe learning spaces where students share their ideas. Students will have access to technology such as Smart Boards, laptops, and iPads, which will support students' learning at their level. All students will be supported by a general education teacher and teacher assistant in their classrooms. The Special Education Coordinator, ELL/ESL Coordinator, and certified special education/ELL/gifted and talented teachers will provide additional targeted support and intervention to meet the needs of students with disabilities. Students with IEPs and limited English proficiency may be placed into small group instruction where they will work with appropriate service providers, such as the occupational therapist, speech therapist, school counselors, and all other specialized staff.

The blended-learning program at FTCSE will allow the teacher to closely monitor student growth and progression through collecting summative and formative assessment data. This data will inform teachers of their students' individual learning needs so that they may focus planning around these identified strengths and weaknesses. Students at risk for academic failure who test into Tiers two or three of FTCSE's RTI model will be referred to our special education coordinator who will then refer the student to the CSE. In addition, this approach will allow teachers to provide targeted small group instruction to all students.

#### *Special Education Training*

The Special Education Coordinator, ELL/ESL Coordinator, and certified special education/ELL/gifted and talented teachers will oversee the special education program in collaboration with the school's leadership team. The Special Education Coordinator will work closely with classroom teachers to assess and monitor student growth in addition to providing ongoing professional development focusing on appropriate teaching strategies for students with disabilities, ELLs, students at risk for academic failure, and the gifted and talented. The Special Education Coordinator and FTCSE's leadership team will communicate with parents/guardians on a regular basis their student's progress and any IEP modification needed to provide opportunities for student success.

Our Special Education Coordinator will be responsible for:

- Attending all CSE meetings;
- Ensuring teachers are following all students' IEPs;

- Contacting the CSE for all reevaluations or revisions to students' IEPs;
- Identifying students requiring CSE referrals;
- Providing training/instruction for all staff on strategies for identifying students with special needs and providing appropriate instruction materials and support;
- Ensuring that FTCSE is in compliance with federal and state regulations;
- Monitoring student progress;
- Managing IEP records.

For new students with IEPs, FTCSE, with support from families and the Mount Vernon School District, will ensure that they receive all entitled services. FTCSE will:

- Secure all new students' IEPs;
- Collaborate with the CSE to suggest modifications to any pre existing IEPs;
- Provide all services that are identified in the student's IEP;
- Provide students with comparable services, if necessary, until parents/guardians can meet with the Special Education Coordinator who will then start the referral process to the CSE;
- Work with the CSE to determine if special education services provided by FTCSE meets the student's educational goals;
- Contract with external parties, such as the Mount Vernon School District, for services such as a speech therapist, occupational therapist, physical therapist, and counseling.

### *ESL Staff Training*

FTCSE will hire a full-time certified English as a Second Language (ESL) bilingual teacher who will provide ESL support and implement the English Immersion model. All baseline assessments will be give in the students' native languages. FTCSE will provide an onsite ESL resource center for students, their families, and school staff to share literature in diverse languages and provide strategies for English language acquisition at home. The resource center will be open during and after school hours and in the summer. FTCSE will:

- Identify students who may have Limited English Proficiency (LEP) utilizing a baseline assessment, Imagine Learning;
- Providing training/instruction for all staff on best strategies for identifying and supporting LEP;
- Ensure that FTCSE is in compliance with federal and state regulations;
- Provide individual/group ESL remedial services for ELLs through Imagine Learning assessment data.

### *Gifted and Talented*

At FTCSE, our target population is students at risk for academic failure. However, we are prepared for students who will not fit into that demographic, specifically, the gifted and talented. As a result, teachers will receive professional development on gifted and talented instructional strategies. Teachers will administer the baseline assessments, Pearson G Made and GRADE, to identify gifted and talented students. Assessment data in conjunction with SmartBoards iPads, laptops, and complementary software will be used to differentiate instruction. These students will remain in their respective classrooms and will receive supplemental support at their increased level of inquiry and learning.

*RTI Tier One Core Instruction*

FTCSE will provide students with high quality classroom instruction coupled with small group and differentiated instruction. Instruction will be implemented utilizing the blended rotational model, differentiated staff model, and curricula that have demonstrated to be raise RTI scores. RTI time is scheduled for 20 minutes each day, 5 days per week during the individual and small group intervention. Unit tests, administered by the classroom teacher, will determine whether a student may move from one RTI level to the next. Based on results, the student will remain, transfer to the next tier, or revert to the former tier.

FTCSE curriculum includes Common Core aligned assessments, which will be administered three times per year. Students who have not yet demonstrated proficiency or mastery will receive additional support from the general education classroom teacher. Strategies will include re-teaching through the differentiated staffing model, small group instruction, and learning stations. Additionally, FTCSE will provide after school enrichment three days per week to further instruction for tier one students.

*RTI Tier Two Strategic Intervention*

Students who do not show adequate progress toward proficiency or mastery level in content areas will receive intense pullout intervention. Students will be ability matched in groups of six students or less during selected times to work on skill development with specialized staff.

*RTI Tier Three Highly Intensive Instruction*

If instruction and interventions fail to advance students' learning, the Special Education Coordinator and classroom teachers will refer students to tier three RTI intervention, which is scheduled for 20 minutes each day every day. Intervention at this level will only be given to groups of less than four students by the Special Education Coordinator, the ESL Coordinator, and the Director of Pupil services. Intervention at this level will be concentrated in specific areas of need, such as foundational literacy skills and basic numeracy. Specialized staff will record students' progress and response to teaching strategies daily. In the event that the student does not show increased growth, the Special Education Coordinator will refer the student to the Committee on Special Education (CSE) after consultation with the student's parent/guardians and consent is granted.

For students without IEPs performing below grade level who are suspected of having a learning disability based on assessment results and teacher observations, FTCSE will:

- Implement strategies to address academic difficulties;
- Provide remediation services, such as Tier II and Tier III interventions;
- Utilize internal special education staff to provide a push in/pull out instruction;
- Refer students to CSE who do not demonstrate progression following Tier II and Tier III RTI;
- Work with the CSE to write IEPs .

**III. Organizational and Fiscal Plan****A. Applicant Group Capacity**

*Summary of the Founding group Capacity*

Applicant Group Member Name & Email Address	Current Employment	Relevant Experience, Skills & Role in Applicant Group (Key Words)	Proposed Role(s), if any	Proposed Position on the Board	Length of Initial Term	Voting Member Y/N
<b>Dr. C. Nathan Edwers</b> bishopnedwers@aol.com	CEO/Pastor	Leadership and organization	Trustee	Chairperson	3	Y
<b>Paula Scarlett-Brown</b> PScarlettbrown@	Educational Consultant	Principal Administration Reading	Executive Director Employee		None	N
<b>Michael A. Campbell</b> michael.campbell71@verizon.net	Engineer	Budgets analysis strategy	Trustee		3	Y
<b>Michael A. Valentine Esq.</b> mavalentinelawyer@hotmail.com	Attorney	Law, litigation Real estate	Trustee	Attorney	2	Y
<b>Samuel N. Wilson Jr. CPA</b> samuel_wilson_cpa@sbeglobal.net	CPA	Accounting Budgeting Cash Flow	Trustee	Treasurer	2	Y
<b>Dorothea Muccigrosso</b> accit4243@gmail.com	Assistant Superintendent	Curriculum Teaching Research	Trustee		2	Y
<b>Sherri Edwers</b> sedwers@yahoo.com	NYS Teacher	Curriculum Teaching Special Ed	Trustee	Assistant Secretary	3	Y
<b>Felicia Leary</b> felicia.leary@gmail.com	NYS Administrator Children Services	Children Svcs. Outreach	Trustee	Community outreach Liaison	2	Y
<b>Charles J. Ray</b> cjray3@aol.com	Adjunct Prof. Mathematics	Charter school experience	Trustee	Trustee	2	Y
<b>Julia Caliendo, Ed.D</b> julia.e.caliendo@hofstra.edu	Admin., Hofstra Univ.	STEM Specialist, Science Lab Instruction	Trustee	Vice Chair	3	Y

In January 2013, a team of concerned parents, educators, professionals, and community activists were assembled to discuss the feasibility of starting the first Elementary Public Charter School in the City of Mount Vernon. By November 2013, a founding board was formed from persons with a wealth of experience in public and corporate life, and with administrative and educational experiences. Two-Thirds of the founding group members are educators and currently serve or have served in the New York Public and Private schools. The remaining members bring significant leadership and community connections to the group. Decisions at the board level give first priority to the educational advancement of FTCSE students through a process of deliberation, observing best practices and building consensus.

*Project Progression*

The first meeting held on November 2013, brought together the initial founding group, Dr. C. Nathan Edwers, Dorothea Muccigrosso, Madeline Holtzman, Nycolle Woodard, Sherri Edwers, Cheryl Corn, Karen K. Senior, and Samuel N. Wilson, Jr. These persons expressed a compelling desire to improve the educational quality of students in the Mount Vernon District. At this meeting, the concept for the school was developed, the name was chosen, and the mission statement began to emerge. The founding group decided on the best strategies to inform the public of FTCSE’s intention to form a public charter school. An outreach committee was formed to develop a strategic plan for reaching the community stakeholders, residents and parents of student who would be eligible to enroll in our new charter school.

From December 2013 to the present, five public forums, small groups meetings, surveys and a petition drive was conducted throughout the city of Mount Vernon which resulted in 1000 signatures in support of a new charter school in the Mount Vernon School District. During this period and as a result of suggestions from the general public, the founding board identified the key design elements, suggested potential locations, and identified resources to support this process. The founding board secured the assistance of consultants and hired the Charter School Business Management Company to oversee the fiscal drafting of the application. Currently none of the founding board members plan to seek employment with FTCSE.

August of 2014 the founding group submitted their first full application for our proposed charter school NYSED charter school authorizers. We were afforded a full review and invited to capacity interview October 2014. Upon the feedback from the State authorizers the founding board decided in November 2014 to withdraw its application for further consideration. The founding group decided to examine carefully the NYSED authorizers comments and make improvement to the application narrative. The decision from the majority of the founding group was to revamp and resubmit the proposal in the 2015 first round. The board invited new potential members to strength it capacity and identified an educational leader for the position of Executive Director. The board secured a STEM specialist who would guide the board in the creation of the interdisciplinary STEM academic program. The board continued its outreach by conducting several additional group meetings, distributing fliers, and the publishing of two articles from the Westchester County Journal News. February 2015 the LOI was submitted for consideration and we were denied to submit a full application. The founding group decided to re-submit in the second round June 2015 LOI and we were denied to submit a Full application. Founding met and decided to participate in October 2015 third round in the submission of a full application.

**B. Board of Trustees and Governance**

*Proposed Founding Board of Trustees*

Trustee Name	Voting	Position	Length of Initial Term
Dr. C. Nathan Edwers	Y	Member	3
Dr. Julia C. Caliendo	Y	Member	3
Michael Campbell	Y	Member	3
Sherri Edwers	Y	Member	3
Michael A. Valentine	Y	Member	2
Felica Leary	Y	Member	2

Samuel Wilson	Y	Member	3
Dorothea Muccigrosso	Y	Member	2
Charles J. Ray, III	Y	Member	2

See section 3A for Board Member background information.

Provided a charter is approved after the first five years of operation, the board of directors will practice a system of rolling terms of office to ensure consistency of leadership while attracting fresh educational leaders to continue to vision and adopt best practices and principles to continue the forward progress of student educational advancement. In the event a board member leaves before their term has expired, replacement board members will be elected in accordance with the Constitution and By-Laws of FTCSE. The current configuration of the board members has made a commitment to stay with FTCSE for the first full term.

#### *Open Meeting Law*

FTCSE will adhere to the Open Meeting Law of the State of New York. Article 7 section 103 states, "Every meeting of a public body shall be open to the general public, except that an executive session of such body may be called and business transacted thereat in accordance with section one hundred five of this article. Public bodies shall make or cause to be made all reasonable efforts to ensure that meetings are held in facilities that permit barrier-free physical access to the physically handicapped, as defined in subdivision five of section fifty of the public buildings law. A public body that uses videoconferencing to conduct its meetings shall provide an opportunity to attend, listen and observe at any site at which a member participates. Public bodies shall make or cause to be made all reasonable efforts to ensure that meetings are held in an appropriate facility which can adequately accommodate members of the public who wish to attend such meetings."<sup>55</sup>

#### *FTCSE Trustee Duty of Care*

FTCSE trustee board members must act in good faith and exercise the degree of diligence, care, and skill that an ordinary prudent individual would use under similar circumstances in a like position. To conform to this standard, trustee board members should:

- a) Regularly attend and participate in board meetings and committee meetings where applicable;
- b) Read, review, and inquire about materials that involve the institution, especially board minutes, annual reports, other reports, plans, policies, and any literature that involves the institution;
- c) Have fiduciary responsibility for the assets, finances, and investments of the institution and exercise due diligence, care, and caution as if handling one's own personal finances; and responsibilities to ensure that financial resources are being used efficiently and effectively toward meeting the institution's goals, in compliance with applicable laws and regulations, and that its assets are properly safeguarded.
- d) Use one's own judgment in analyzing matters that have an impact on the institution.

#### *Conflicts of Interest*

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<sup>55</sup>Committee on Open Government, accessed August 3, 2014, <http://www.dos.ny.gov/coog/openmeetlaw.html>.

Trustee board members owe allegiance to the institution and must act in good faith with the best interest of the institution in mind. The conduct of a trustee board member must, at all times, further the institution's goals and not the member's personal or business interests. Consequently, trustees board members should not have any personal or business interest that may conflict with their responsibilities to the institution. A trustee board member should avoid even the appearance of impropriety when conducting the institution's business. Acts of self-dealing constitute a breach of fiduciary responsibility that could result in personal liability and removal from the board.

The board of trustees have a written conflict of interest policy that clearly sets forth the procedures to be followed in instances where a board member's personal or business interests may be advanced by an action of the board, including a provision that the trustee/board member may not participate in any decision to approve any transaction where such conflicting interests may be advanced. The policy also includes a requirement that each trustee board member provide full, ongoing disclosure to the institution of any interest the trustee board member and/or his or her family has in any entity that the board transacts business with. The policy should be reviewed and discussed with the institution's attorneys and auditors prior to its adoption.

In addition, there are specific provisions concerning conflicts of interest in section 715 of the Not-for-Profit Corporation Law (applicable to education corporations chartered by the Board of Regents).

*Friendship TECH Charter School Trustee Governance Practices and Procedures:*

Our founding board understands full well the responsibility of governing a public charter school. The board will have a performance contract with the Board of Regents that provides the school with the autonomy to design and operate its programs in exchange for accountability for results, namely academic performance, organizational viability and fiscal soundness. The board's roles and responsibilities include:

- Establishing the school's mission and school design.
- Ensuring adequate resources for implementation of the school program.
- Recruiting, hiring and evaluating the Executive Director.
- Approving major policies and regularly reviewing and revising them as necessary.
- Preparing for and attending board and committee meetings.
- Making informed decisions to support the success of the school
- Monitoring program implementation and compliance with the charter agreement and relevant laws and regulations
- Facilitating long term strategic planning.
- Recruiting and orienting new board members and assessing board performance.
- Participating as appropriate in the grievance process.
- Enhancing the school's public standing.

The qualifications to serve on the Friendship Tech Public Charter School board of trustees will include:

- Belief in and support of the mission and design of the school. Possessing the attitude that all children and especially those at risk can and will achieve academic excellence.
- Demonstrated understanding of board duties.
- Willingness to attend board and committee meetings and volunteer for board work.

- Experience and expertise in a relevant field, such as: education, business, management, finance/accounting, law, government, personnel, marketing/public relations, fundraising, and/or community relations or organizing.
- The capacity to examine performance data, financial documents and management reports and make informed decisions in the best interest of the school.
- Be at least 18 years of age and USA citizen.
- Complying with the background check of New York State Children and Family services.

### *Board Governance*

The by-laws of FTCSE dictate that the Trustee Board will have at least five members and include the following positions: President/CEO, Secretary, Treasurer and Parent Representative and not to exceed nine member as prescribed by FTCSE Constitution and Bylaws. Board members will serve staggered three-year terms. The board will meet monthly at the school location; the agenda will be developed by the President/CEO in consultation with the Executive Director and will include a written report by the Executive Director, a financial report and opportunity for public comments. A package of action items will be distributed to board members prior to all board meetings in a timely fashion. A quorum of three must be present to constitute a legal meeting. Minutes will be taken at all board and committee meetings; copies of which will be posted on our website and archived in the school office. The board shall establish a finance, education, and executive committee as standing committees to oversee the work of the Executive Director. Committees will have a job description that clearly describes their duties.

The Board will delegate authority for the day-to-day operations of the school to the Executive Director, who will oversee all operations of the school and report directly to the full Board during a regular meeting or a special called meeting, members being duly notified. The board will establish measurable annual performance goals, conduct mid-year and end-of-year evaluations of the Executive Director, and ultimately hold him or her accountable for implementation of Board policies and procedures. The Board will clearly communicate its reporting requirements to the Executive Director, including content, format and frequency of data. At a minimum, the Executive Director will present a dashboard at each board meeting, including enrollment, attendance, financial, compliance and student performance data.

### *Parent and Staff Involvement*

The board will encourage parent and staff input into the governance of the school. To ensure the participation of parent in the process of board decisions a parent representative will be selected by the school's leadership team and the PTSA to serve on the board for one academic year. Annually, a new parent will be afforded this opportunity through the process outlined. The parent representative shall have no voting rights and will recuse themselves from any issues concern their child or relative enrolled in school. FTCSE will adhere to the Open Meeting Law excluding executive sessions that deal with personnel issues. The public will be given the opportunity for public comment, and surveys of parents and staff will be used as part of the school's oversight and the Executive Director's evaluation. The board will enact and publicize a grievance policy that contains a clear process for bringing issues to the attention of the board and for the board to respond in a timely fashion. Board members will also regularly visit the school and attend school community events.

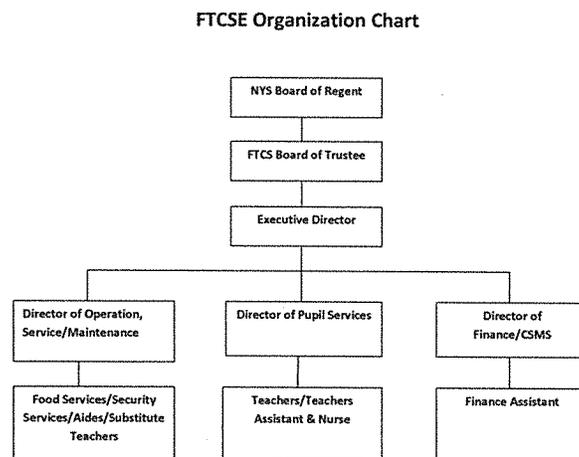
*Recruitment, Orientation and Training*

As needed the board will recruit and vote on the appointment of new members who demonstrate adequate qualifications and commitment as described in the Constitution and By-Laws. The board shall solicit recommendations from the larger community, business and education communities for suitable board candidates. All new trustees will receive orientation materials, including a copy of the charter, board member job description and committee descriptions, previous board meeting minutes and dashboards, school email and major polices. The board will undertake ongoing governance training to ensure all members have a common vision of the board’s roles and responsibilities and best practices.

**C. Management and Staffing**

FTCSE will not contract with a CMO or partner organization. The New York Board of Regents oversees the FTCSE board through the NYSED Charter Schools Office. The autonomy of FTCSE shall be preserved and the board shall act in concert with the New York Board of Regents to fulfill the intent of Article 56 of the New York Charter Law Act 1998. Our organizational chart is designed to separate operational duties from academic responsibilities and allow instructional leaders to focus a significant portion of their time to supporting instruction. See attachment 8a for a detail description of our hiring and personnel policies and procedures for how positions will be filled and governed. The Board of Trustees is responsible for maintaining the laws, rules, policies and guidelines as required by New York State Board of Regents. They ensure that the academic/programmatic plan of FTCSE is fully adhered to.

**Friendship TECH Charter School of Excellence Organization Chart (See Attachment 1)**



*Executive Director*

The Executive Director reports directly to the Board of Trustee and is responsible for the day-to-day management of FTCSE. The Executive Director is the administrative and policy leader of the school, responsible for maintaining the vision, high ideals, and academic goals set forth by the Board of Trustee as outlined in the charter authorized by the New York State Board of Regents charter.

The Executive Director will ensure the school is properly staffed and funded. Executive Director must keeps the Board of Trustees fully informed of school progress concerning student

assessment and school operations. The executive director is the public face of the school and is responsible for outreach to community organizations and for recruitment.

The Executive Director that the school is receiving applications from families with special needs children and from families where English is their secondary language at home.

The Executive Director ensures that the school is receiving applications from families with special needs children and from families where English is not spoken at home.

**Duties Statement: Executive Director (See Attachment 2 Proposed Resume for Position)**

FTCSE the Executive Director will provide leadership and administration, which will motivate instructional and support personnel to strive for superior performance so as to provide the best possible opportunities for student growth and development, both educationally and personally.

**LINE OF AUTHORITY:** The Executive Director shall be directly responsible to Friendship TECH Charter School of Excellence board of Trustee for the daily operation of the school and furnish timely updates at board meetings or upon request. Direct supervision over: 1. Licensed Staff 2. Director of Operations 4. Secretarial/clerical staff 5. All regular instructional and other professional staff members assigned to the school. In addition to the primary function, the executive director shall be responsible for:

1. Developing and administering the general school routine, and coordinate all activities within the school building.
2. Hiring all new teachers and staff.
3. Observing, counseling, and motivating professional staff toward performances to attain the educational goals of the FTCSE.
4. Utilizing to the fullest extent possible, all available school facilities, materials, and staff service personnel.
5. Continually evaluating existing programs and practices, curriculum content, and pilot or experimental programs.
6. Maintaining an educational philosophy and school climate, which encourages a cooperative and participating attitude on the part of all teachers and students.
7. Maintaining a standard of student behavior designed to command respect and minimize school and classroom interruptions.
8. Resolving student behavioral problems on buses.
9. Encouraging and initiating continued improvement in curriculum and teaching methods, subject area specialists, and faculty.
10. Identifying intellectual, physical, social and emotional needs affecting students' success in school, and taking steps to direct and coordinate the efforts of teachers and parents with staff services and special education personnel.
11. Planning and submitting annual budget needs for the building to the TRUSTEE BOARD Finance committee prior to April 1 of each year.
12. Maintaining effective communication to keep the staff, students, and parents properly informed.
13. Orienting new personnel assigned to the school.
14. Having school records available and up to date for ready reference and reporting.
15. Planning and conducting faculty meetings.
16. Interpreting and clarifying relationships between teachers, subject area specialized personnel in accordance with school policy.
17. Affecting or recommending changes, which will lead to, improved administration, supervision and opportunity for student development.
18. Making recommendations to Board of Trustees on any matter which will improve the excellence of the school.
19. Actively participating and encouraging staff participation in parent-teacher and other community groups, as a means of developing understanding, cooperation, and respect for school objectives and endeavors.
20. Review, authorize, or disapprove authorizing all professional staff requests for instructional materials and equipment within the approved budget.
21. Authorizing all requests for special pupil transportation needs of the professional staff. Attending professional conferences,

seminars, and workshops in education and/or educational administration. 23. Performing all other acts reasonable and necessary to accomplish his/her primary function as requested by the board of Trustee. The Executive Director responsibilities shall include, but not be limited to the following: Administer to the requirements of No Child Left Behind and Education Yes School Improvement efforts. Assist in Grant Applications Scheduling Testing – MEAP Student Demographics/Attendance/Grades (Computerized) Teacher Evaluations/IDPs Student Supervision/Discipline K-4 Special Education K-4 Curriculum

### *Requirements*

- Superior grasp of effective instructional and behavioral methods and strategies for educating urban youth
- Strong process, people, and project management skills with the proven ability to train, supervise and coach professional staff in order to foster a cooperative team environment
- Intellectual agility, a commitment to maintaining rigorous standards, and a demonstrated ability to think strategically and execute on multiple priorities simultaneously
- Ability to thrive in a fast-paced, dynamic, and rapidly-changing environment
- Ability to leverage computer software programs and other technology that will support the learning environment
- Understanding of public education and charter schools is desirable

### *Education Required*

- Master's Degree or Doctorate in Education Administration, School Building Leadership Certification and working towards School Administration/Supervisor
- 4-7 years of demonstrating classroom experience, preferably within an urban school setting
- 2+ years of demonstrated success supervising or leading a team of educators
- Prior experience working within a corporate, entrepreneurial or start-up environment also a plus

### *The Director of Operations*

The Director of Operations will maintain the day-to-day flow of the school and will be directly responsible for Food Service and Custodial Services.

Responsible and oversees the daily operation of the facility, food department, and custodians janitorial duties”

1. Daily morning and evening inspection of entire property. 2. Ensure the proper operation of heating, electrical and air-conditioning systems. 3. Ensure all computers use surge protectors 4. Ensure electrical wiring for data office is separate from the major building power feed. 5. Ensure burglar/fire alarm system is working properly and set daily. 6. Monitor daily maintenance of offices, classrooms, and parking lot.(replacing light bulbs, fixing water leaks, moving equipment, touch up work as required, snow removal, maintain hedges) 7. Order and purchase supplies for offices, bathrooms, kitchen, and lunchroom 8. Coordinate deliveries for the school, building supplies, and food services 9. Ensure timely responses, and completion of

task for the facility and management requests 10. Meet with administration weekly to discuss budgets and needs of the facility 11. Ensure the building is a physically safe environment which meets all compliances set forth by the city and state of New York building codes 12. Monitor and direct the custodians 13. Establish and conduct the lottery of students systems 14. Responsible for the marketing and recruitment strategies of students. This position requires 24/7 on call coverage, and in the event of an emergency, the director of operations must be available or ensure coverage for the facility. Supervise and coordinate food service and transportation and assist in the staffing of breakfast, lunch and snacks in the cafeteria.

#### *The Director of Pupil Services*

The Director of Pupil Services is responsible for the emotional and physical health of every student under our care. The he/she will attend to the ongoing needs and concerns of students outside of their academic coursework. The Director of Pupil Services will be responsible for communicating with parents any concerns that arise with their children in a timely manner as well as coordinate services with the school Nurse as required. This person will function as the Assistant Principal who will coordinate all students activities including lunch period monitoring and staffing, afterschool activities, field trips, parent-teachers night, school discipline, and including but not limited to assisting the Executive Director. This position will be filled at the starting the third year of operation. The Executive Director along with the director of operation will assume these responsibilities the first two years of operation.

#### *Social Workers*

Teachers with social worker backgrounds are expected to provide students with supports to counter negative behavior from children who have frustration with their learning disabilities. FTCSE's blended learning model is designed to address a student's educational needs in conjunction with his or her educational barriers the psychological and psychosocial behavior issues—so all the students can focus on learning.

#### *Teachers/Teacher Social Workers/Special Education Coordinator*

These positions will be hired by and report to the Director of Curriculum in consultation with the Executive Director. Teachers primary responsibilities are to execute the curriculum, observe and maintain student behavior and ensure students receive the level of support needed to meet or exceed the NYS Common Core Standards. Active participation in and mastery of FTCSE's sponsored professional development training is a prerequisite for all teachers and teacher social workers. Each year, teachers, including teacher social workers, will be evaluated based on their ability to accomplish significant student achievement gains (more than one year's progress), demonstrated mastery of classroom management, planning, assessment, and instructional practice. In addition, teachers must show a strong ability to work with and mentor their peers.

#### *Director of Finance, Financial Consultants and Finance & Operations Assistant*

The School will contract with Charter School Business Management (CSBM) to fulfill the financial management related tasks until the Director of Finance is hired in Year 3. CSBM/Director of Finance is responsible for the daily accounting, preparation of the budget, financial reports as well as advising the Executive Director on matters of funding and cost.

The Finance & Operations Assistant will work with CSBM/Director of Finance and the Director of Finance to ensure that transactions are managed and recorded properly and that the school's financial policies and procedures are adhered to.

### *Staffing in Future Years*

#### Administrative Staff

FTCSE will hire one administrative position in Year one and a second position in Year two. Continuing through the duration of the contract, additional educators will be hired to meet the anticipated demand of student enrollment. Job descriptions will be determined as additional staffing is acquired.

### *Retaining Effective Teachers*

FTCSE will provide incentive for Teachers such as teacher recognition, career advancement and significantly greater compensation. Upon initial hire, teachers will receive base salary commensurate with that of the competitive salary of other charter school. In addition a 3% cost of living adjustment will be given annually. Teacher pay and the criteria for considering teacher advancement will include the following:

- Achievement of significant gains for students directly instructed
- Parent and principal satisfaction with their teaching
- Peer and principal satisfaction with their mentoring and instructional leadership

FTCSE recognizes a teacher's ability to make gains in students achievement with increased pay and responsibilities. Teacher social workers and licensed teaching assistant may be promoted to lead teacher based on their classroom success and leadership. Lead teachers may graduate to higher positions as the school grows. Additional career advancement opportunities replete with salary stipends include serving as Summer Workshop instructor, Afterschool and Saturday Technology Lab Academy instructors. Additional position as reviewer assessor and learning specialists will provide opportunity for additional stipends.

The Executive Director will focus on developing our teachers' abilities and managing our academic program. FTCSE will spend 70% of its salary budget on compensation for instructional staff, not including professional development. FTCSE believe that our initial staffing plans will be sufficient to provide support for the achievement of our mission, but we will be sure to be responsive to any particular trends in population over the years. The Executive Director, Director of *Director of Pupil Services* and the Director of Operations will meet annually to review the success of the current year's staffing and determine the need for growth in the coming year. This discussion will consider FTCSE's existing and potential population. Analysis of student data will also serve as one of the major factors in determining the need for changes to the staff. Special attention will be given to data analysis related to the performance of students with disabilities, ESL, and other at-risk students in order to allow for the addition of support staff. The new staffing plan will be integrated into the annual budget.

**D. Evaluation**

*Board Evaluations*

The board will develop a self-evaluation instrument and use it annually to check its performance. Domains will include member attendance and participation, communication and stakeholders, regular review and revision of key policies and procedures, financial oversight, evaluation of school leadership, handling of grievances, and adherences to the mission of the school. The board will use the results of these evaluations to inform the development of strategic goals and action plans. The board will also monitor its composition to maintain adequate skill sets with which to govern the school as well as diversity to ensure a variety of perspectives.

	FTCSE Budgeted Staff Growth Table				
	Year 1	Year 2	Year 3	Year 4	Year 5
	2016-17	2017-18	2018-19	2020-21	2021-22
<b>Grades Served:</b>	K-1	K-2	K-3	K-4	K-4
<b>Enrollment:</b>	111	174	237	300	315
<b>Position</b>					
Executive Director	1	1	1	1	1
Director of Operations	1	1	1	1	1
Director of Pupil Services	--		1	1	1
Assistant Finance	1	1	1	1	1
Finance Director			1	1	1
Administrative Staff	1	2	2	2	2
Kindergarten	3	3	3	3	3
1st Grade	2	3	3	3	3
2nd Grade	--	2	3	3	3
3rd Grade	--	--	2	3	3
4th Grade	--	--	--	2	3
Teachers - SPED	1	3	3	3	4
Teaching Assistants	5	7	10	13	13
Physical Ed Teacher	1	1	1	1	1
Music Teacher	0.5	1	1	1	1
Science and Tech Specialist	1	1	1	1	1
Aides	2	4	6	8	8
Social Worker	1	1	1	1	1
Therapists & Counselors	1	1	1	1	1
Nurse	1	1	1	1	1
Librarian	--	--	--	--	--
Custodian	1	1	2	2	2
Security	1	1	2	2	2

*Programmatic Audits*

Programmatic audits will focus on two things: quality of implementation and results. The Executive Director, Director of Pupil Services and the Director of Operation through planning meetings and direct observation will monitor implementation of technology, software, curriculum programs, interventions and assessments. Teachers will be expected to annotate

lessons after the lessons have been taught. The information will be used at the end of the year to evaluate implementation of curriculum and pedagogy. Once we have ascertained that our programs have been implemented with fidelity, analysis of student performance data will be the primary method for evaluating efficacy. We will disaggregate data and look for trends in sub-groups. FTCSE will submit an Annual Report to its authorizer detailing its performance and progress towards its accountability goals. We will also seek to participate in inter-visitation with other high performing “no excuses” schools that result in critical feedback. Finally, we expect to have regular oversight visits by our authorizer and will use any constructive feedback to make necessary changes to the academic program.

#### *Executive Director Evaluation*

The board of Trustees will conduct an annual evaluation of the Executive Director focused heavily on academic achievement and financial stability. At the beginning of the year the board and executive Director will establish measurable process and outcome goals for the year. A mid-year review will be conducted of the progress of the goals set forth at the start of the academic year. The end of the year a written performance appraisal will be issued. The evaluation will seek input from the Executive Director, teachers, staff, families, students and the board. Data sources will include assessment results, enrollment and attendance, student retention, parent satisfaction surveys, grievance records, and budget information and audit results.

The FTCSE board shall examine the effectiveness of the school leader position (Executive Director) using a rubric rating scale tailored to mission of FTCSE. The evaluation rubrics shall consist of Core Components of School Performance, High Standards for Student Learning, Rigorous Curriculum (content), Quality Instruction (pedagogy), Culture of Learning & Professional Behavior, Connections to External Communities and Performance Accountability. The rubric rating scale shall provide information to board to assess areas of strengths and weaknesses of the Executive Director. These rubrics are organized around seven domains areas covering all aspects of the Executive Director job performance: The Diagnosis and Planning, Priority Management and Communication, Curriculum and Data Supervision, Evaluation, and Professional Development, Discipline and Parent Involvement, fiscal management and Management and External Relations. The board will use outside sources to effectively evaluate and implement any recommendations for the professional growth of the Executive Director. The rubrics are designed to give the Executive Director an end-of-the-year assessment detailing where the Executive Director stands in all performance areas with action guidance plan for performance improvements.

#### *Evaluation of Teachers*

Evaluation of teachers will include explicit performance standards administered by the Executive Director in collaboration with FTCSE staff. A teacher performance rubric with five levels of practice—ineffective, developing, proficient, effective, and highly effective will address issues of planning, instructional delivery, assessment, and classroom management. Teacher performance rubrics will set clear expectations for instructional rigor and classroom management, and they will also cover the blended rotational model of teaching, collaboration and implementation of inquiry based science pedagogy. Assessment Systems, and student progress toward objectives will count the most in teacher evaluations, and teachers must be adept using the assessment systems. The Danielson Rubric by Charlotte Danielson will be used to

evaluate our teachers. This evaluative tool reflects the style of teaching in alignment with the Common Core standards, and, they envision, for literacy and mathematics initially, deep engagement by students with important concepts, skills, and perspectives. They emphasize active, rather than passive learning by students, and in all areas they place a premium on deep conceptual understanding, thinking and reasoning, and the skill of argumentation (students taking a position and supporting it with logic and evidence).

#### *Evaluation of Financial Operations*

The Board will set up policies for procurement and reporting that will ensure fiscal accountability. The board will review FTCSE's actual to budgeted spending patterns and monthly cash flow projection, quarterly financial reports, and its academic interim assessment data every six to eight weeks. Data pertaining to school culture compiled by the Executive Director will be reviewed monthly to maximize the effectiveness of FTCSE's learning environment. Yearly, Friendship Charter School of Excellence will be audited by an independent auditor.

#### *Evaluation Of School Program By Families & Students*

Each May we will administer annual surveys to assess parent and student satisfaction in areas such as instruction, school culture, and communication. Results will be disseminated by Christmas Break. We will also infer satisfaction based on our enrollment numbers and retention of students from year to year. We believe our attention to parents through regular communication, the involvement in student activities and their academic progress will increase their participation and satisfaction in our school. A complaint process will be developed for parents to register issues and concerns that come up from time to time to build upon the relationship of trust and mutual concern for the students achievement.

#### **D. Professional Development**

The tools that will be used during professional development will be educational conferences, lectures, and presentations of update current software. The formal and informal classroom observations of teachers using content and skills learned during professional development opportunities will be ensure that the continued mission of FTCSE is met. The development of the teacher will lead to greater professional understanding and growth which will reflect in planning and classroom instruction. The professional development will focus on strengthening the knowledge and professional skills of the resident teacher. The focus of the professional development is to enhance the usage of STEM interdisciplinary curriculums.

FTCSE will provide teachers with frequent and ongoing formal and informal professional development opportunities. In August of each year, four days will be set aside for professional staff development and orientation. During the school year, bimonthly staff development meetings will take place. Teachers will participate in numerous activities such as formal training sessions, collaborative planning periods, curriculum development, structured observations, peer coaching, and mentoring. The main goal of professional development will be increased teacher satisfaction and effectiveness, and improved student learning outcomes.

As part of its professional development program, FTCSE will provide frequent training sessions offered by both in-house and outside experts in areas of particular importance. Among those training sessions will be those specifically targeted to meeting the needs of students with

disabilities, ESL students, and other at-risk learners. Within the school, the Director of Pupil Services and SPED Coordinator will be responsible for presentations aimed at working with these groups of students. Improved student learning outcomes will be the most significant measure of the effectiveness of professional development.

The Director of Pupil Services will also be responsible for providing members with training. These sessions may focus on assisting teachers in tailoring teaching techniques to meet the needs and learning styles of students on how best to work with parents and community members. Student and parent satisfaction will be one means of determining the effectiveness of this training.

FTCSE will ascertain the effectiveness of its professional development program in a variety of ways. Participants' satisfaction with various types of professional development will be studied through the use of questionnaires and interviews. An examination of the participants' learning will also be measured and may be carried out by means of participant demonstrations, participants reflections, and the completion of targeted assignments. The participants' use of the knowledge and skills they have attained will be determined above all, by improved student learning outcomes. Outcomes may be in the area of academic performance or achievement, or may include changes in attitudes, skills, and behavior. Among the regularly scheduled training session that will be offered are:

*Pre-Service* – A central focus of the pre-service two-week training will be communicating FTCSE's goal of providing students with intensive ELA and STEM instruction and the means by which this will be carried out. We will place particular emphasis on best practices related to providing at-risk students with the highest quality literacy instruction possible. The Director of Curriculum and Sped Coordinators will be responsible for this portion of the training and they will ensure that teachers are familiar with the special needs presented by at-risk students and the teaching methods and practices that may be used to provide the most effective instruction.

A portion of the pre-service training will also be devoted to presentations by the Director of Pupil Services who will apprise the teachers and staff of the particular needs of the community and the ways in which we may be culturally sensitive to the students, their parents, and our neighbors.

The summer pre-service will also include team building, team communication, setting clear school-wide expectations for classroom rules and regulations, designing the classroom space, creating lesson plans for the first weeks of school, and laying the groundwork for the year's curriculum.

*Grade Level Meeting* - Two times each week teachers will meet together in their grade level teams. During these meetings, teachers will work on planning and will discuss the successes and failures experiences during lessons. They will strategizes how the educational team can best support each other in problem areas of learning. Teachers will also use this time to analyze data. The analysis will be used to inform their teaching in subsequent lessons. Differences in results among grade level teachers will also be analyzed. Throughout the year, teachers will participate in constant peer observation and provide each other with critical feedback during the grade level

meetings. The Director of Pupil Services will participate in these meetings on occasion in order to observe and to offer support. The Executive Directors' participation will be announced prior to the meetings.

*Staff Meetings* – On Friday afternoons each week following the dismissal of the students, teachers will meet together to discuss pertinent topics. In accordance with its use of Charlotte Danielson's Framework for Teaching, staff meetings will include a focus on observation—peer, administration, and self-reflection—and feedback on critical aspects of instruction, including planning, delivery, classroom environment and professional responsibilities. At least once a month, staff meetings will include presentations by members of the support teaching staff—special education, ESL, and reading intervention—in order to support their peers in developing their skills in working with students with special needs. In accordance with good teaching practice, data analysis will be another focus of staff meetings, with reports from both grade level teams, Executive Director and the Director of Pupil Services. Finally, staff meetings may, from time-to-time, be staff driven with topics determined by specific concerns or interests.

*Professional Development Days* – Four times each year, students will be dismissed at noon in order to provide teachers with the opportunity for extended professional development. The day will be broken into a variety of activities supporting the topics discussed during the weekly faculty meetings. Meetings may be whole faculty, grade level, and cross grade level. The day will also offer the opportunity to meet with outside, professional staff development.

Faculty members will be solicited for suggestions for meeting topics several weeks. They will offer discussion and training topics targeted to specific needs and interests. Faculty members with particular experience or abilities may present at these meetings.

*Mentor Meetings* – Following the first year of operation, the school will identify new teacher mentors. These mentors will be experienced teachers who have demonstrated an understanding of and commitment to FTCSE's mission, vision, goals, educational philosophy and programs, as described in the school's charter. Mentors will be provided to offer new teachers someone who can supplement the other forms of professional development and who can respond, in an informal manner, to questions and concerns. The mentor will observe the new teacher in the classroom and will also assist the teacher in creating professional development goals. Mentors and mentees will work together to develop a portfolio over the course of the year that will be used in determining the effectiveness of the program.

## **F. Facilities**

After thorough research and a feasibility study of possible sites for the housing of FTCSE, it was determined that two possible locations that have been approved for educational usages that would be considered for the future home of FTCSE.

1. 261 Lincoln Avenue Mount Vernon, New York approximately 20,000 square feet of space has been approved by the New York State Department of Education for educational use. The recent occupants were BOCES and Amani Public Charter Schools. The building is a multi-level facility that has stairs throughout for easy access to each floor. The building contains the following spaces.

- Ground Floor: 11 air conditioned classrooms (1 handicapped and 2 private lavatories); nurses office, Administrative office and boardroom.
- Main Floor: Assembly Hall/Multiple-purpose room classrooms (1 with private lavatory)
- 3<sup>rd</sup> Floor: 3 air conditioned classrooms (1 with private lavatory)
- Handicapped accessible
- Teachers Lounge

In the first year of operation, FTCSE will need 6 classrooms. Each year thereafter, three additional classrooms will be added until we reach capacity of 15 classrooms. Under the current configuration, FTCSE's space is more than adequate to meet the needs of its growth plan. Additionally, FTCSE has presently a verbal commitment with the First United Methodist of Mount Vernon, which is directly adjacent to FTCSE's facility for the use of its gymnasium during the school hours.

2. 214 E. Lincoln Ave approximately 12,500 square feet of space formerly used as an educational extension for Lincoln Elementary School City of Mount Vernon School District and Amani Public Charter School.

- Three floors
- 8 classrooms
- The first two floors have 4 standard size classrooms
- Third floor have mix usages of rooms. Small breakout rooms, small dine area and offices. Those rooms could be renovated to 4 standard classrooms.
- Handicapped accessible on the first floor
- Lavatories on each floor
- Elevator to access all floors
- Cafeteria
- Gymnasium
- Administrative offices

In the first year of operation, FTCSE will need 6 classrooms. Each year thereafter, three additional classrooms will be added until we reach capacity of 15 classrooms. This location provides some challenges of renovations but it does allow for full growth of FTCSE academic program.

If FTCSE is granted a charter the board will enter into formal negotiations with both groups to determine the best fix and the most cost affect facility.

### **G. Insurance**

Based on the insurance policies obtained by other similar charter schools, here is the approximate coverage we expect to secure:

- General Aggregate: \$2 million aggregate and \$1 million for each occurrence
- Umbrella Liability: \$5 million limit of coverage
- School Leaders Errors & Omissions: \$1 million in coverage
- Student Accident: \$500,000 aggregate per accident
- Student Accident Medical: \$25,000 per accident
- Student Catastrophic Accident: \$1 million limit
- Auto: for non-owned vehicles used in school business
- Property: \$250,000 in coverage for school furnishings, equipment, and leased space betterments

- Workers' Compensation: rate determined by state of New York

Quotes and best rates were obtained from Baylis & Geist, Inc., Philadelphia Insurance Company, Church Mutual Insurance Company, Brotherhood Mutual and Guide One Insurance. It was determined that Baylis & Geist, Inc. would represent the school's interest best. FTCSE will arrange with Baylis & Geist, Inc., insurance agency during the pre based primarily on coverage and cost. Based upon our conversation with insurance providers we were given a verbal commitments that FTCSE is insurable. The school's budget uses a quote of \$25,000 for insurance premiums, rising \$5,000 annually through year 5.

## **H. Health, Food, and Transportation Services**

### *Health Services Staffing*

The school will work with the Department of Education and the Department of Health to provide a nurse to maintain students' records and supervise the disbursement of medication and the treatment of students who are ill or injured. The nurse will be responsible for all record keeping and correspondence related to these responsibilities. When the nurse is not on-site, those responsibilities will be assigned to the Director of Operations. At least four staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) equipment. Vision and hearing screenings will be coordinated with the Department of Health and Mental Hygiene.

### *Health Records*

Cumulative health records will be stored in locked filing cabinets accessible only by authorized staff members. These records will include proof of immunization and authorization for administration of medication. All visits to the nurse, including reason and treatment, will be documented in each child's file. Parents will be expected to provide at least three emergency contacts in the event their child becomes ill or is injured.

### *Immunizations*

The school will ensure that all new students adhere to New York State requirements for immunization before they attend. Parents or guardians must provide documentation that their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Required immunizations include: Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses); Polio (IPV, OPV: 3 doses; measles /Mumps/ Rubella (MMR: 2 doses of measles containing vaccine and 1 dose each of mumps and rubella); Hepatitis B (3 doses); Varicella (1 dose). Parents or guardians may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs contrary to such immunizations.

### *Medications*

FTCSE will implement strict policies and procedures regarding the safe and secure administration of medication, which will be communicated clearly to parents and staff. FTCSE will only administer medication that is necessary to maintain students in school and which must be given during school hours. Prescribed medication that requires administration through a subcutaneous, intramuscular, or rectal route; or prescribed medication being administered

through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given only by the nurse or licensed practical nurses under the direction of the nurse. The nurse may designate other staff to assist self-directed students taking their own oral, topical, and inhalant medication and will provide the training and supervision necessary to perform these tasks in a safe and effective manner.

FTCSE will require in writing both orders from a licensed prescriber and permission from parents/guardians to administer medication. All medications, including nonprescription over the counter (OTC) drugs, must be prescribed by a licensed prescriber on an individual basis. Written orders for prescription and nonprescription OTC medications shall include: student's name and date of birth; name of medication; dosage and route of administration; frequency and time of administration; conditions under which medication should be administered; date written; prescriber's name, title, and signature; and prescriber's phone number. The school may request additional information, such as self-administration orders or potential adverse reactions. Medication orders must be renewed annually or when there is a change in medication or dosage.

Prescription medication must be delivered to the school in the original container with an appropriate label including student name; name and phone number of pharmacy; licensed prescriber's name; date and number of refills; name of medication/dosage; frequency of administration; and route of administration. Similarly, OTC medication and drug samples must be in the original manufacturer's container/package. Medications will not be transported daily to and from school; parents will be expected to provide an adequate supply to remain at the school, which will provide locked storage, including refrigeration if required, within a secure health office. The school nurse will maintain medical records insuring each child receives proper medications prescribed by the doctor. The licensed prescriber will be also informed so that the medication protocol can be reviewed and possible adjustments made, e.g., home administration, extended release medication. Students may carry and self-administer prescribed medication under circumstances meeting the following conditions: demonstrated need, particularly as it relates to asthma or allergies; written prescriber's orders and request by parents/guardians; and student receives effective instruction and demonstrates adequate level of responsibility.

### *Food Services*

Eating healthy is a primary concern for FTCSE, especially in a culture and climate where children are economically at risk as well as at risk educationally. Across various indicators of diet quality, an association with academic performance was observed. Students with decreased overall diet quality were significantly more likely to perform poorly on the assessment. Girls performed better than boys as did children from socioeconomically advantaged families. Children attending better schools and living in wealthy neighborhoods also performed better.<sup>56</sup> These findings demonstrate an association between diet quality and academic performance and identify specific dietary factors that contribute to this association. Additionally, this research supports the broader implementation and investment in effective school nutrition programs that have the potential to improve student access to healthy food choices, diet quality, academic performance, and, over the long term, health.

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<sup>56</sup>Diet Quality and Academic Performance, accessed February 21, 2014, <http://www.ncbi.nlm.nih.gov/pubmed/18336680>.

Because we are concerned about the whole person, FTCSE is committed to the student from a holistic perspective. Rich's Food Service, Red Rabbit or Resolution Foods Service will be used on an ongoing basis based competitive bid process to provide daily breakfast, lunch and snack. The criteria to select a food services provider will include: cost, menu options, nutrition, logistics and capacity. We will hire staff with appropriate food handlers permits to serve meals. Students will not be required to participate in our meal program and can elect to bring their own food to school. We intend to participate in the federal School Breakfast Program and the National School Lunch Program, administered by the United States Department of Agriculture (USDA); our meals will meet all nutritional requirements. Prior to the start of school, the school will work with families to complete the online School Meals Application form at [www.applyforlunch.com](http://www.applyforlunch.com). The school will make computers available and provide assistance to ensure every student's free and reduced price lunch eligibility is documented. Each month the school will estimate meal participation and bill in advance families of full-paying or reduced lunch eligible students; differences between estimated and actual participation will roll over to the next pay cycle. Per federal regulations, students with a disability that restricts their diet will be served meals at no extra charge. The school will discretely track all meals eaten at the school; students' free and reduced lunch status will remain private. We will never turn away a student whose parent has not paid and have budgeted funds to cover such costs. The school will complete the Meals Served Report Form on a weekly basis to submit to the Office of School Food and Nutrition Services. If warranted by a sufficiently high proportion of low-income students, we will explore participation in the universal lunch program, which allows all students to eat free of charge.

### *Transportation*

FTCSE students will receive transportation services for which they are statutorily eligible (section 2853(4)(b) and 3635 of the Education Law), including students in temporary housing, students with disabilities and students whose IEP's or 504 plan require provision for transportation. The school will contract with L & T Transportation and MRG Bus Service for bus transportation and will abide by their distance policies in transporting children to school. FTCSE students who live under .7 miles from FTCSE will walk to school. Students who live .7 miles or farther from FTCSE will be offered bus transportation. The Director of Operation will coordinate with the Executive Director the first 2 years of operation to assist parent with information regarding the scheduling, pick up and drop off of students who qualify for transportation services. Third year of operation the Director of Pupil will assume the total responsibility in the coordination of FTCSE transportation services. FTCSE will ensure that its students will be provided the necessary transportation requirement as prescribed New York Education Law. FTCSE will attempt to offer transportation to all students. FTCSE is committed that no child will be left behind because of transportation concerns. The largest pool of low performance students is concentrated on the south-side of the proposed school location. FTCSE has designed a progressive plan to recruit heavily in this area of the city. Transportation is one of the incentives the FTCSE will market. The cost is reflected in the projected operation budget.

### **I. Family and Community Involvement**

FTCSE seeks to create a school culture that embraces and encourages family and community involvement. Parenting coaching, communicating, volunteering, learning at home, decision-making, and collaborating with the community will define the complete work of FTCSE. FTCSE

will offer a broad range of school, family, and community activities that can engage all parties and help meet student needs.

Successful school-parent- community partnerships are not stand-alone projects or add-on programs but are integrated with the school's overall mission and goals. Our research and field-work show that parent-school-partnerships improve schools, strengthen families, build community support, and increase student achievement and success. We believe that parent, family, and community involvement in education correlates with higher academic performance and school improvement increases the chance of students becoming life-long learners.

Parents will participate in ongoing workshops, and learn Conscious Discipline to use with students at home. They support the mission of the school by completing at least 15 hours of service to the school annually. We encourage all parents to schedule their service hours with our Parent Coordinator who will be managing this process. This service can be accomplished in several ways including but not limited to:

- Helping the office staff with administrative tasks
- Attending PTA meetings
- Chaperoning student activities
- Assisting with student and parent outreach for school wide events
- Assisting in the development and implementation of the school's Annual Community

Events such as:

- Summer Bridge Program Celebration Night
- Family Picnic
- School Thanksgiving Dinner
- Fall Credit Night: Celebration of Student Achievement
- Spring Credit Night: Celebration of Student Achievement
- Spring Performance Day
- Second Cup (coffee/beverage) with the Executive Director
- Summer Credit Night & Awards Ceremony: Celebration of Student Achievement

Parent engagement programs are administered and monitored by the Parent Coordinator who, in conjunction with the Principal and the Parent-Teacher Association, develops additional service opportunities for parents. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher-level programs. FTCSE will develop a collaboration with parents that involves establishing an infrastructure for working together to implement the school's mission and achieve its goals

One hallmark of authentic collaboration is a *formal agreement* among participants to establish mechanisms and processes to accomplish mutually desired results—usually outcomes that would be difficult to achieve by any of the stakeholders alone. FTCSE will reach out to local community groups, Boy & Girl Clubs, Amani Public Charter School, Friendship for Tots, Inc., local early educational childcare programs, the Mount Vernon Library, Police and Fire departments, the Mount Vernon Public school district, Family Ties, Faith-Based organizations and companies that have demonstrated their desire to assist in the vocational awareness of life integration of practicum and theory. The above organizations have expressed a desire to assist

and partner with FTCSE in the areas of mentoring, and STEM awareness and life experiences. Each of these organizations has an ongoing relationship in providing their services to schools.

FTCSE has collaborated with those groups during the establishment of our Charter school. Westchester Family Ties has offered a wide range of support groups, advocacy services, parent coaching, and connection to community resources, as well as respite and youth development opportunities. FTCSE recognize the caregiver, as a full partner in planning for family's success based on your family's unique strengths and culture. Thus, while participants may have a primary affiliation elsewhere, they commit to working together under specified conditions to pursue a shared vision and common set of goals.

### **J. Financial Management**

The Financial Management Team consisting of the Board of Trustees, Executive Director, Operations Director, Finance Director and Financial Consultants (CSBM) is responsible for the financial management and fiscal oversight of the school. The Board of Trustess will establish policies and procedures to ensure that the school's assets are safeguarded and that complete and accurate financial records are maintained. On a daily basis, the Executive Director, Directors of Operations and Finance Director (Year 3) as well as the Financial Consultants are responsible for the day- to- day finance and operations of the school.

#### **Financial Systems**

The initial budgets and five-year projections were prepared with the assistance of Charter School Business Management Inc., (CSBM) which has extensive experience with creating and reviewing multi-year budgets based on their firsthand knowledge from working with charter schools in and outside of New York City. CSBM will work with the school during the start-up phase to establish its financial policies and procedures manual, set up its accounting system, train its Board and staff members regarding charter school finance and serve as a consultant to the Executive Director. CSBM will also professionally develop the school's staff on the set up and maintenance of systems for accounting, student and staff records, payroll, tracking of student meals, enrollment and attendance, eligibility for free and reduced priced lunch, and special education and ELL services in preparation for staff to fully take on those responsibilities.

In Years 1 and 2, the school will contract with CSBM to work with staff to handle the daily financial responsibilities. CSBM will directly handle the daily accounting, financial budgeting and reporting functions until Year 3 when the Director of Finance is hired. In Years 3 and 4, CSBM will provide professional development and support as needed to the Director of Finance.

In its role, CSBM will also work closely with the School's Operations and Finance Team to ensure that the school is consistently adhering to its Financial Policies and Procedures, recording transactions in accordance with Generally Accepted Accounting Procedures (GAAP) and conducting its finances in alignment with authorizer, local, state and federal regulations.

#### **Financial Controls**

The School will develop and maintain fiscal policies and procedures to ensure strong internal controls as well as an accurate and timely financial information in accordance with Generally Accepted Accounting Principals and all required rules and regulations. These policies will be documented in the School's Financial Policies and Procedures Manual (FPPM), which will include the school's internal control structure as well as procedures for processes such as cash receipts, procurement, cash disbursements, and

payroll. The manual will be reviewed and approved by the Board of Trustees as well as an independent auditor who will formally report on their review findings.

### **Budget**

The Executive Director will prepare annual Budgets with the assistance of the Director of Operations and the Financial Consultants/Director of Finance. The proposed budget will be presented to the Board of Trustees for approval by June 30<sup>th</sup> of each year. The school will also maintain a five-year budget projection and revise it each year based on current information and the long-term strategic plans.

The School's budget will be monitored and reported on monthly to the Board of Trustee. CSBM/Director of Finance will provide school leadership with regular reports, including budget to actuals, cash flow projections and balance sheet; any significant variances will be reviewed and discussed with school leadership and the board. Any major modifications to the budget will require Board approval.

### *Fiscal Audit*

The Board of Trustees will select an independent certified public accountant (CPA) to conduct an annual financial audit pursuant to Education Law 2854(1)(c). The audit will be conducted in accordance with auditing standards generally accepted in the United States of America (GAAS). All audit findings will be reported directly to the Board of Trustees who will then work with school leadership to create and implement a corrective action plan. A copy of the audit report, management letter and corrective action plan will be submitted to the state and authorizer by the November 1<sup>st</sup> deadline.

### **K. Budget and Cash Flow**

The financial plans presented by FTCSE are sound as evidenced by the following conservative revenue assumptions and comprehensive expenditure assumptions:

- The primary source of revenue is from school district Per Pupil Revenue following each student attending the charter school and is budgeted at the 2015-16 rate of \$17,144
- Title I funding is included based on demographics of our current student population in Mount Vernon at 80% of the students being eligible. The rate per student of \$500 is forecasted for the term of the charter.
- The CSP grant will provide a school creation grant of \$500,000 to FTCSE. \$210,000 will be available for the start-up period with the remaining \$290,000 in year 1. FTCSE will be permitted to carryover any unspent grant funds throughout the first charter term.
- Spending categories in personnel and other than personnel are comprehensive, wide- ranging, and are tailored to student enrollment. Salary increases are set at a standard COLA increase of 3% per year.
- During the start-up period, FTCSE will provide the planning team office space, equipment, supplies, and any needed training facilities..

The line items included in the budget support the educational program of FTCSE. The budget assumptions includes staffing, consultants, curriculum, technology, and supplies which are the key to the fulfillment of the mission set forth in this document. All assumptions are consistent with other charter schools of similar type and size in the greater New York area. See Appendix 9 for the detailed budget projections, cash flow and staffing assumptions for the first five years.

### *Pre-Opening Revenue*

The School will operate on \$210,000 from the Charter School Planning grant (CSP) to cover the expense discussed below.

*Pre-Opening Expenditures*

Expenditures in the pre-opening period will be made to establish operating systems, procure supplies, recruit staff and students and to compensate the Executive Director, Director of Operations and Administrative Assistant.

*Year-One Budget Revenues*

The majority of revenues in Year 1 will come from per-pupil funding for general and special education students. Additional revenues will come from federal grant sources and local areas sources.

*Year-One Budget Expenditures*

The largest portion of the budget is based on salary and personnel cost such as taxes and related benefits comprising over 60% of expenditures. The remaining costs are allocated to school operations and facilities maintenance.

*Five-Year Budget Revenue*

As with year one, the majority of the school’s revenue over the remaining years presented will come from Per-pupil revenue. No significant changes will occur from other revenue sources

*Five-Year Budget Expenses*

Salaries are expected to increase by 3% each year. Additional staff will be hired each year to accommodate the growth of student enrollment. In the event of dissolution, an escrow account has been set aside in the amount of \$75,000.

*Positive Cash Balance*

The Cash flow section of the budget will show that the School is solvent throughout the five years shown and will have a healthy cash surplus at the end of Year 5.

*Contingency Plan*

The School will consider cutting costs or securing a line of credit in the event of a budget or cash flow shortfall. School Leadership is prepared to work with the Board in order to aggressively seek any needed funds through fundraising. The Board Chairperson is an experienced fundraiser who aggressively seeks alternative plans to secure financial resources.

**L. Pre-Opening Plan**

The FTCSSE developed a detailed pre-opening plan that breaks out individual tasks for the following major categories of work.

Category	Task Description	Time Frame	Task Owner
Accountability	Develop Assessment Plan aligned with application	November 2015	Board Of Trustee/ Consultant
	Performance Framework	January 2016	Board of Trustees
Attendance	Develop Attendance Policy	January 2016	Executive Director
Curriculum & Instruction	Order needed instructional materials and supplies	March - August 2016	Executive Director, Director of Operations

	Create a detailed, specific course scope and sequence for all grade levels offered in Year 1	January 2015 - August 2016	Executive Director
Enrollment and Admissions	Plan and document recruitment and school marketing efforts	February 2016	Director of Operations
	Conduct lottery for school admissions	April 2016	Director of Operations
	Register students from seating offering and waitlist	April 2016 - July 2016	Director of Operations
Facility Preparation	Purchase classroom and office furniture	June 2016 - August 2016	Director of Operations
	Acquire location and facility	January 2015 - April 2015	Trustees & Executive Director
	Create Facility Completion Schedule	March 2016 – June 2016	Director of Operations
	Obtain Certificates of Occupancy	June 2016	Director of Operations
	Americans with Disabilities Act Compliance	April 2016- June 2016	Executive Director, Director of Operations
	Develop School Safety Plan	February 2016	Executive Director, Director of Operations
Financial Management	Establish bank accounts	December 2015	Trustee/CSBM
	Revenue planning (per pupil funds, SPED, IDEA, Titles I-V)	Jan 2015 - April 2016	Director of Operations, CSBM
	Fiscal policies and procedures established	January 2016	Board of Trustees & CSBM
	Audit procedures / GAAP and FASB No. 117 compliance	April 2016	Trustees
	Apply for a Federal Employer Identification Number (EIN)	December 2015	Trustees
	Cash flow projection for first year of operation	December 2015	Director of Operations & CSBM
Food Services	Develop plan for collecting free and reduced-price lunch forms	March 2016	Director of Operations

Performance Evaluation	Develop performance evaluation system	April 2016 - July 2016	CSBM
	Determine performance goals	April 2016 - July 2015	Executive Director & Trustees
Policy Development & Implementation	Create and approve FOIL Policy	December 2015	Board of Trustees & Legal
	Create and approve Student Disciplinary Code	August 2015	Board of Trustees & CSBM
	Create and approve Complaint/Grievance Policies for staff	August 2015	Board of Trustees & Legal
	Create and approve Complaint Policies for parents	August 2015	Board of Trustees & Legal
	Create and approve FERPA policy	August 2015	Board of Trustees & legal

			CSBM
	Develop Student and Family Handbook	August 2015	Executive Director & legal
School Health Plan	Obtain services of physician	August 2015	Director of Operations
	Create a Health and Safety Plan	March 2015	Director of Operations
	Create Medications Administration Plan	March 2015	Director of Operations
	Create School Wellness Policy	March 2015	Director of Operations
	Obtain training and certification for first responders	April 2015	Executive Director

**M. Friendship Tech Charter School of Excellence Dissolution Plan**

In the event of closure or dissolution of the FTCSE, the Board shall create a closure committee and delegate to the closure committee, the Executive Director and the Director of Operations the responsibility to manage the dissolution process in accordance with Education Law § 2851(2)(t). This process shall include prompt notification to parents of children enrolled in the School. A list of FTCSE students will be sent to the local district where the School is located and the School shall transfer student records to the student’s school district of residence, and the parents of enrolled students shall be notified of the transfer of records. After satisfaction of any outstanding debts pursuant to Education § 220, we would prefer to transfer any additional assets to another charter school within the Community School District in which the school is located or to the Mount Vernon School District. The proposed budget includes an escrow fund of \$75,000 to be used for legal and audit expenses in the event of its dissolution.

The dissolution process would begin with a meeting of the leadership team of the school (Executive Director, Director of Operations and the Director of Pupil Services) in addition to the Board Chair, the Board Treasurer, the Board Secretary and its legal counsel. The purpose of this meeting would be to confirm a plan and timeline that will be used to guide the dissolution process based on guidance from the New York State Education Department. Upon approval of the plan and timeline, the Principal, the Board Secretary and the Board Chair would meet with representatives of the NYSED Officer of Charter Schools or other appropriate staff to review and discuss the dissolution plan and timeline. The outcome of this meeting would be a final dissolution plan and timeline that would be used to manage the dissolution process of the School.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name Friendship Tech Charter School of Excellence  
Proposed School Location (District) MOUNT VERNON (CSD 17)  
Name of Existing Education Corporation (for replication) \_\_\_\_\_

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

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."<sup>12</sup>

The applicant group also make(s) the following assurances pursuant to Section 5203(b)(3) of Elementary and Secondary Education Act (ESEA) and the Consolidated Appropriations Act, which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be

<sup>12</sup> N.Y. Education Law § 2854(2)(a)

required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;<sup>13</sup>

- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;<sup>14</sup> and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.<sup>15</sup>

*Existing Education Corporation (if seeking to replicate):* I hereby certify that for the above named model school (upon which the new school will be replicated) meets each of the following eligibility requirements.

- Has been in operation for a minimum of five years and is currently open;
- Has received a full 5 year renewal from its charter entity;
- Has provided a program of instruction for the same grade levels intended to be served in the replicated school;
- Has exceeded district averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded State averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded the 4- and 5-year State average graduation rate in the aggregate (if applicable);
- Has met or exceeded the State cohort graduation rate of 80% (if applicable);
- Has achieved a State Accountability Designation of at least a school in "Good Standing" for each year of its charter term; and
- Has been in compliance with local, state, and federal laws and its charter contract.

I, Colleen N. Edwards, hereby certify that the information submitted in this Full Application to establish Enter Friendship Tech School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair: Friendship Tech Charter School of Excellence

Date: 10/5/15

<sup>13</sup> ESEA § 5203(b)(3)(J)  
<sup>14</sup> ESEA § 5203(b)(3)(K)  
<sup>15</sup> ESEA § 5203(b)(3)(N)



#### **Attachment 4: Admissions Policies and Procedures**

The Friendship Tech Charter School of Excellence (FTCSE) is a secular, tuition-free Kindergarten through Grade 4 public school authorized by the New York State Board of Regents to operate as an independent corporation. Any elementary school-aged child who is legally qualified to attend public school in Mount Vernon is also qualified to attend FTCSE. FTCSE will not discriminate in its admission policies on any basis, including income level, race, gender, intellectual ability, measures of achievement or aptitude, disability, national origin, religion, or ancestry.

FTCSE will admit 63 children in Kindergarten and 48 children in Grade 1 in its first year of operation. In each succeeding year, a grade level will be added; children remaining in the program will graduate into the next grade leaving 63 new spaces available for children entering Kindergarten each year. This document explains how children will be initially recruited and admitted to FTCSE, how we will fill seats that are vacated by enrolled students, the process we will use each year to enroll new students, and how we will ensure that we meet recruitment targets.

#### **Initial Recruitment**

FTCSE will engage in a rigorous recruitment process to attract students in Mount Vernon who reflect the same demographics as students in the Mount Vernon Public Schools. The demographics for Mount Vernon are 76% African-American, 5% white, 17% Hispanic/Latino, and 1% Asian. Fifty-six percent (56%) of Mount Vernon children are eligible for free and reduced lunch. Nine percent (9%) of children are Limited English Proficient and 20% are children with disabilities.

Once the school is authorized, FTCSE will schedule a press conference to make a formal announcement informing the public about the fact that the new school is opening. After the public announcement, recruitment will begin. During the recruitment process, FTCSE will inform parents about the school, its key design elements, answer any questions they have about the school and its operations, and inform them about how to enroll. Information about the school and how to contact FTCSE will be included. A variety of strategies will be used to inform parents about FTCSE's educational program. To meet or exceed enrollment and retention of targeted requirements for subpopulations of students as required by charter school law, FTCSE will attract students and families utilizing aggressive marketing campaigns via various mediums such as radio, local newspapers, social media venues, our webpage, flyers, daycares, preschools, community centers, libraries, apartment complexes, churches, supermarkets, community outreach house meetings and secure a recruiter who will reach out to many different Mount Vernon community outlets. Our marketing campaign and outreach efforts will speak to our approach to onset intervention of ELA and targeted instruction using an interval data measuring

process. Our retention efforts will include recruiting students with disabilities, English language learners, students who are eligible applicants for the free and reduced priced lunch programs,

## **Procedure for First Year Enrollment**

### **Applications**

During the recruitment process, FTCSE will inform parents who are interested in enrolling their children that they must complete an application. Copies of the application, along with a brochure about the school, will be left in all of the recruitment locations. The application will also be available on the FTCSE web site and at the school office once it is opened. A phone number and email address will be provided for parents who have questions. The application form will be as simple as possible, only requesting contact information, and information required to determine if the student is eligible to attend (residence and date of birth of the child) and sibling preference. The application will be printed in English and Spanish. FTCSE will seek interpreters for parents who speak other languages.

Children applying for Kindergarten must be five years old by December 31 of the year they are applying. All applications must be received at the Friendship Tech Charter School of Excellence by 5:00 pm on Monday, \_\_\_\_\_ in the first year of operation, and the first Monday of \_\_\_\_\_ in each succeeding year. Applications may be hand delivered, completed online, or sent via mail or email. Parents will be notified either by mail or email, depending on how the application was submitted, that their application has been received. If FTCSE does not receive as many applications as vacant seats, all students who applied will be admitted. However, in the event that there are more applications than vacant seats, FTCSE will hold a public lottery within two weeks of the application due date. The lottery will be publicized as a public event, and will be overseen by a neutral third party to ensure that it is just and fair. All students' names will go into the lottery pool and will be chosen one at a time to fill each vacant seat until capacity is reached for each grade. Applicants who have siblings enrolled in the school will be given preference in the lottery process. All other applicants will be drawn randomly one at a time. Children who were not among those selected will be given the opportunity to be placed on a waitlist in the order in which they were drawn and will be notified in order if seats become available. The waitlist is only valid for the current school year and students who are not admitted must reapply for the following school year.

### **Notification**

Within three days of the public lottery, FTCSE will notify all applicants of their selection via email and mailed letter. Parents will be informed of whether their child was chosen in the lottery or placed on the waitlist. Parents of children placed on the waitlist will be notified of their position on the waitlist. When a seat becomes available FTCSE will contact the families on the wait list in the order they appear on the original list. Parents will be contacted via phone call and will have 24 hours to enroll their child at FTCSE. If a parent does not return the phone call or chooses not to enroll their child, FTCSE will proceed to the following child on the waitlist until all available seats are filled.

### **Required Documents**

The email and mailed letter to parents of students who are admitted to FTCSE will inform them of the documents they will need to provide in order to enroll their child. They will need to bring an original birth certificate to verify the age of their child, proof of address, social security card,

and immunization records. Students who are admitted to FTCSE are guaranteed enrollment for all grade levels offered. Each spring, FTCSE will ask families to inform the school of their plans for the following school year and whether they choose to re-enroll their child. This information will be used to plan for the recruitment of students in grades one through four as needed.

#### Backfilling seats

Anticipating that there will be times when enrolled students move or leave the school either during the school year or at the end of the school year, FTCSE will backfill their vacant seats by notifying parents of children who are on the waitlist in the order they are listed. If a person on the waitlist is no longer interested, the next name on the list will be selected. Once the student(s) are selected from the waitlist, they will be invited to visit the school to meet the Executive Director, the faculty, staff, their new teacher and children in their class.

#### Orientation and Preparation to Include Child into FTCSE Community

The Executive Director will have an orientation for the parents and newly-enrolled child to cover topics such as start/end times of the school day, bus transportation, meals served, the culture of the school, and answer any questions that either the parents or the child have. The new student will visit the school nurse to get a general health assessment, including eye, hearing and scoliosis exams, and to make sure the child's immunization records are in compliance. FTCSE will also administer screening assessments to determine the child's academic needs in order to provide differentiated instruction from the beginning of their time at FTCSE.

#### Meeting Recruitment Goals

If our recruitment efforts do not yield a student population reflective of our demographic goals, FTCSE will revise its recruitment efforts to address inequities.



**Friendship  
Tech Charter**  
SCHOOL OF EXCELLENCE

## **2015 proposed Friendship TECH Charter School of Excellence -- Community Outreach Report -**

**- April 2015 to December 2015**

FTCSE continues its community outreach efforts with scheduling of ongoing monthly community forums/meet & greets, parent work groups, flyer announcements/distributions, community canvassing, *speaking with community residents and local business owners.*

There's follow through using email e-blasts, website, local newspapers, and alike. In addition, during the April 27 forum, it was suggested that FTCSE look to expand to other forms of communication use, via different forms of social media, such as Facebook, Instagram to further promote the information and importance of the need for a proposed charter school to communicate with the community.

### **Outreach Materials and Feedback –**

Beginning with the April 27, 2015 Community Forum, FTCSE produced - 500 each - invite letters and brochure were posted, handouts and distributed.

- ✓ Letter
- ✓ Brochure 3-panel (*new*)

April 27, 2015 – Community Forum Presentation:

- ✓ Agenda
- ✓ Registration
- ✓ Questionnaire/Survey (*revised*)

Weeks prior to the event materials were distributed to the MV library, Dole Center, Boys/Girls Club, local, supermarkets, laundry centers, send to e-blasts, distributed to worship houses, and hand delivered to parents at Saturday activity programs, community residents, posted at the Mount Vernon West and Mt. Vernon East metro-north train stations, as well at the post-offices, etc...

FTCSE outreach team engaged the public community in conversation to gather feedback and further understanding of their thoughts about having a charter school in MV. The Saturday prior to April 27, 2015, at the recommendation of a parent I met on the street, I provided an impromptu overview about the proposed charter school to two groups of parents (about 5 to 7 parents per group) with their children at their Saturday morning activity program. Afterwards, they were given the flyer and brochure information for themselves as well as to share with their friends/family.

Additional feedback has been informative and engaging - here's some of the comments and questions included such responses as, *"how soon will the school open"*, *"my child is in the 3<sup>rd</sup> grade, will she be able to go 4<sup>th</sup> grade at your school"*, *"how long will the school day be"*, *"will the kids have to wear uniforms"*, *"what kind of class work will be taught"* *"how does my child qualify to go to our school"*, *"thank you for having a brochure"*, *"do you have a website"*, *"what made you decide to do a charter school"*, *"When does the enrollment process begin"*, *"Do I have to live in Mount Vernon" etc...*

### **Community Forums & Parent Work Groups –**

Previous FTCSE community forums were scheduled; Monday evenings produced very limited registration turnout prompted consideration to change the weekday to host the forum. And so, in attempt to improve outcomes, below is proposed schedule of new day (Thursday) for community forums; however, parent work group meetings will remain on Saturdays:

- Community Forums (Meet & Greets):
  - 4<sup>th</sup> Thursday of the month
  - 6:30 pm to 8:00 pm
    - April 27, 2015 (**completed**)
    - May 22, 2015 or May 29, 2015
    - June 25, 2015
    - July 23, 2015 or July 30, 2015
    - August 28, 2015
    - September 25, 2015
    - October 23, 2015
    - November 20, 2015\*
    - December 18, 2015\*

Note: \* These community forums was held every 3<sup>rd</sup> Thursday of the month

- Parent Work Group Meetings:
  - 4<sup>th</sup> Saturday of the month
  - 1:30 pm to 3:00 pm
    - May 30, 2015 – Parent Work Group
    - June 27, 2015 – Parent Work Group
    - July 25, 2015

- August 22, 2015
- September 26, 2015
- October 24, 2015
- November 21, 2015\*
- December 19, 2015\*

Note: \* These parent work group meetings was will held every 3<sup>rd</sup> Saturday of the month. The community was very receptive of our efforts and wishes us well.

Thank you.

Respectfully yours,

Felicia Leary

DRAFT



**Friendship  
Tech Charter**  
SCHOOL OF EXCELLENCE

Friendship Tech Charter School of Excellence (*Proposed*)  
261 East Lincoln Avenue  
Mount Vernon, NY 10552  
Phone: (914) 668-1210  
Fax: (914) 668-0574  
Email: [FriendshipTech2015@gmail.com](mailto:FriendshipTech2015@gmail.com)

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## FTCES Community Information Forum

**June 25, 2015**

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### AGENDA

**6:15pm—6:45pm**

- **REGISTRATION / MEET & GREET**
  - Register (Sign-in)
  - Meet and Greet (Network)
  - Light Refreshments

**7:00pm—8:00pm**

- **Friendship Tech Charter School of Excellence  
PROGRAM PRESENTATION** (begins promptly at 6:50pm)
  - Welcome
  - Introductions
    - Community Outreach Chair/Co-Chair
    - FTCSE Panel Speakers
      - Definition of NYS Charter School
- **Friendship Tech Charter School of Excellence**
  - Curriculum Presentation
- **Q & A**  
(FTCSE panel will address all questions, concerns and needed clarifications during this discussion period).
- **Closing Remarks**

**7:50pm—8:20pm**

- All are welcome to remain for further discussion, demonstrations and refreshments.
- **Next Community Forum date ~ July 2015 (TBD)**

**THANK YOU!**



*April 1, 2015*

*Founding Group  
Friendship Tech Charter School of Excellence (proposed)  
261 East Lincoln Avenue  
Mount Vernon, NY 10552  
Email: [FriendshipTech2015@gmail.com](mailto:FriendshipTech2015@gmail.com)  
(914) 668-1210*

*Dear Fellow Educational Professionals, Parents and Community Residents,*

*The Founding Group of the Friendship Tech Charter School of Excellence (FTCSE) would like to extend an invitation to all the Mount Vernon district preschool programs and community-wide children education providers, parents and community residents to attend a very important Charter School Education Information Forum ~ Monday, April 27, 2015 at 6:30 pm ~ regarding a proposal for a high quality charter school from Kindergarten to 4<sup>th</sup> Grade in Mount Vernon, NY.*

*Our work includes conducting ongoing community outreach, gaining support from the key community stakeholders, as well as building a strong founding group of local parents and professionals.*

*We feel confident in the work that we have completed thus far; and so it is our hope that you will join us on April 27, 2015 at Friendship Worship Center, located at 261 East Lincoln Avenue, Mount Vernon, NY, where we will present detailed highlights of the charter school academic program. Light refreshments will be provided. Come "Meet & Greet" the founding group members of FTCSE!*

*Should you have any further questions or concerns, please don't hesitate to call Dr. C. Nathan Edwers at 914-668-1210 or send email to [bishopcnedwers@aol.com](mailto:bishopcnedwers@aol.com) or call Felicia Leary 347-369-9397 or email: [felicia.leary@gmail.com](mailto:felicia.leary@gmail.com).*

*Respectfully yours,*

*Dr. C. Nathan Edwers  
Friendship Tech Charter School of Excellence*

*Felicia Leary, MBA  
Friendship Tech Charter School of Excellence  
Public Outreach and Community Support*



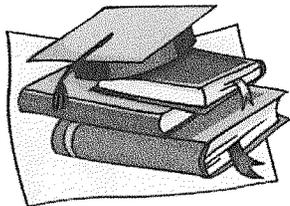
**Friendship  
Tech Charter**  
SCHOOL OF EXCELLENCE

## What You Need To Know About Charter Schools

### FACTS:

- Public charter schools are generally required to take all students who want to attend.
- As defined in federal and state law, charter schools are public schools.
- Charter schools can be started by a Teacher, Parent, Community Resident, or School Administrator.
- Public school funding is sent to the public school that a student attends.
- Charter leaders aim to hire talented, passionate and qualified teachers who will boost student achievement and contribute to a thriving school culture.

“A mind is a beautiful thing to fill!”

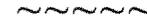


261 East Lincoln Avenue  
Mount Vernon, NY 10552

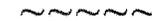


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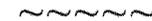
Proposed



**Friendship  
Tech Charter**  
SCHOOL OF EXCELLENCE



## Kindergarten to 4th Grade



## Community Information Brochure

**Friendship Tech Charter School  
of Excellence**  
261 East Lincoln Avenue  
Mount Vernon, NY 10552  
Phone: (914) 668-1210  
Fax: (914) 668-0574  
Email: FriendshipTech2015@gmail.com



**Friendship  
Tech Charter**  
SCHOOL OF EXCELLENCE

*Kindergarten  
to 4th Grade*

~~~

*Warm welcome school  
where all students  
will excel*

~~~

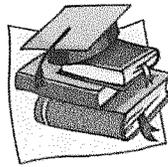
*Challenging hands-on  
Curriculum*

~~~

*“Making Change Happen”*



*Mission:*



The Friendship Tech Charter School of Excellence (FTCSE) will empower students to become aspiring leaders by creating life-long learners, critical thinkers, and problem-solvers through a rigorous interdisciplinary STEM (Science, Technology, Engineering and Math) academic program.

*Vision:*

The FTCSE curriculum is designed to provide children in kindergarten through 4th grade, with a holistic education designed to develop fundamental and higher level thinking skills necessary to launch a strong and successful academic journey.

By providing this educational model during the key formative years in a child's development, we will stop the emerging and widening achievement gap of Mount Vernon children and provide a strong academic head-start and deeper learning experiences that will be reflected of the New York State Common Core Learning Standards.

Our graduates will be proficient in ELA, mathematics and science, while we work to make Mount Vernon children better and stronger.

*Objectives:*

1. Friendship Tech Charter School of Excellence (FTCSE) will afford the residents of Mount Vernon a choice in their children's educational journey by creating an alternative to the public elementary education options currently in place to meet the needs of its under-educated students by providing a challenging hands-on curriculum.



2. Our rigorous interdisciplinary STEM academic program, which will exceed the NYS Common Core learning standards, will create college and career ready students who are critical thinkers and problem-solvers.



3. The curriculum will be supported by high quality individualized instruction and multiple forms of assessment, thereby allowing our students to surpass their Mount Vernon public school counterparts in academic achievement, technology literacy, the Arts, conscious discipline, and community involvement.



Friendship TECH Charter School of Excellence 2015  
Community Outreach Questionnaire

*(Your responses from this questionnaire will be used for data purposes only.)*

DATE: \_\_\_\_\_

**GENERAL INFORMATION:**

a) Are you a Mount Vernon resident; how long? \_\_\_\_\_

b) City of residence: \_\_\_\_\_

c) Please check all that apply to you:       Resident       Parent       Educator

d) Gender:     Male       Female

e) Age Group:       21-30       31-40       41-50       51-60       60+

f) Status:     Single       Married       Separated       Divorced       Partners

g) How did you find out about this Community Forum?

- Word of mouth
- Flyer
- Received flyer in mail
- Social media (*i.e. Facebook, Instagram, Twitter, etc*)
- Other \_\_\_\_\_

**EDUCATION DEMOGRAPHICS INFORMATION:**

1. How many school-age children do you have? (K-4)

- None
- 1
- 2
- 3
- 4
- 5+

2. How many school-age children do you have between the ages of 2 and to 10 years old? \_\_\_\_\_

3. Do you presently have a child/ren in the Mount Vernon School District? If so, please list the school(s) and their location(s):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4. What is your relationship to your child?

- Mother
- Father
- Step-mother
- Step-father
- Grandmother
- Grandfather
- Aunt
- Uncle
- Guardian
- Other

5. What is the primary language you speak with your child currently? (Please choose only one.)

- Chinese
- English
- French
- German
- Italian
- Korean
- Russian
- Spanish
- Tagalog
- Vietnamese
- Other/multiple languages (please specify)

---

6. Do you feel the Mount Vernon school district is meeting the needs of its students?

- Yes       No

Please explain: \_\_\_\_\_

---

7. What questions or concerns do you have about the proposed Friendship TECH Charter School of Excellence? *(Please explain)* \_\_\_\_\_  
\_\_\_\_\_

8. What impact do you believe FTCSE would have in the Mount Vernon community? *(Circle one)*

- No impact       Some impact       A positive impact

Please Explain: \_\_\_\_\_  
\_\_\_\_\_

9. Would you send your child or grandchild to FTCSE? *(Check one)*

- Yes    No    Not sure

Please explain: \_\_\_\_\_  
\_\_\_\_\_

10. What do you know about STEM (Science, Technology, Engineering and Math)? *(Please explain)*

\_\_\_\_\_  
\_\_\_\_\_

11. Do you believe that Mount Vernon will benefit from a Science, Technology, Engineering and Mathematics early childhood learning program?       Yes       No

Explain briefly: \_\_\_\_\_  
\_\_\_\_\_

12. What do you know about blended learning? *(Please explain)*

\_\_\_\_\_  
\_\_\_\_\_

13. If you could help develop the charter school curriculum for science and technology what would you include? Please be specific:

\_\_\_\_\_  
\_\_\_\_\_

14. What do you think are the major qualities of a successful school?

---

---

15. If you are considering placing your child/children in a charter school, why have you made this choice? *(check all that apply)*

- Develop critical thinking skills
- Improved academic skills (e.g. reading, writing, and/or math)
- Lower teacher to student ratio
- Clean, organized, and attractive classrooms
- More enrichment programs (e.g. art, music, and sports)
- Other (please specify):

---

---

16. What is your highest level of education?

- High School
- Some College
- Associate's Degree
- Bachelor's Degree
- Master's Degree
- Doctorate
- Other \_\_\_\_\_

Thank you for your time and feedback!

[Friendshiptech2015@gmail.com](mailto:Friendshiptech2015@gmail.com)



**If you would like to be contacted about Friendship TECH Charter School of Excellence updates, please provide your contact information below:**

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

Zip Code \_\_\_\_\_

Phone Number (     ) \_\_\_\_\_

Email Address \_\_\_\_\_

Thank you for your time and feedback!

[Friendshiptech2015@gmail.com](mailto:Friendshiptech2015@gmail.com)

# Charter schools proposed in East Ramapo, Peekskill, Mount Vernon

 Swapna Venugopal Ramaswamy, svenugop@lohud.com 11:12 p.m. EDT August 17, 2014



(Photo: Tania Savayan/The Journal News)

Three groups in the Lower Hudson Valley will be seeking approval for charter schools — beginning in the 2015-16 school year — from the state Education Department thisweek.

Applicants in East Ramapo, Mount Vernon and Peekskill say their elementary schools will give parents an educational choice geared at improving student performance. All three districts are below the state average on English language arts and math proficiency standards.

There are only two charter schools in the region now: Amani Public Charter School in Mount Vernon, which covers grades five-eight, and the Charter School for Educational Excellence in Yonkers, a kindergarten through eighth-grade program.

Local school districts often oppose charter schools because they view them as a drain on resources. In 2011, when Amani was approved, the Mount Vernon district sued the state Education Department (<http://archive.lohud.com/article/20110929/NEWS02/109290387/Mount-Vernon-lawsuit-against-Amani-charter-school-goes-Albany-Friday>) and Amani and sought to block the school from moving forward. It also refused to turn over state, federal and local aid money to Amani, and the state had to pay the charter directly. Amani was forced to borrow thousands of dollars to meet its payroll.

The two sides reached a settlement in 2013 after Amani filed its own lawsuit. At the end of July, Amani received its first settlement payment, totaling more than \$650,000, from the Mount Vernon school board.

In its application letter, the group pitching The Legacy Charter School of Innovative Thinkers in East Ramapo describes a need for an alternative in a district with the lowest graduation rates and lowest scores (<http://archive.lohud.com/article/20120909/NEWS03/309090059/District-crisis-East-Ramapo-s-public-private-school-families-fight-resources>) on state assessments in Rockland County.

"We felt there is a need for another option for parents," said Sandra Oates, a member of the founding group. "We are going to use the Waldorf method," referring to an art-infused curriculum that fosters critical thinking, strong character, and promotes equity through hands-on learning experiences. There are more than 250 schools that follow the Waldorf curriculum and philosophy in North America, including the Green Meadow Waldorf School in Chestnut Ridge, a private school.

According to the state Education Department, 54 percent of the East Ramapo's public school students during the 2009-10 school years were African-American; about 30 percent were Hispanic.

"The majority of these children continue to live below the poverty line with 56 percent of them receiving free and 11 percent eligible for reduced lunch, a marker for low income families," the application says. "Many of our families are unable to explore costly private schooling options. It is imperative that the students of East Ramapo have access to high quality educational alternatives that will allow them to reach their potential and rise above their life circumstances."

If the state grants a charter, the Guardian Academy Charter School of Peekskill plans to open with two classes each of kindergarten and first grade, adding a grade each year until it reaches eighth grade.

Audrey Warn, the lead applicant on the project, said a unique co-teaching design with two general education teachers, one special education-certified teacher and one English language learner-certified teacher will make up grade-level teams.

This is the second year the school has applied. Last year, after the Roman Catholic Church closed the 105-year-old K-8 Assumption school ([/article/20121127/NEWS02/311260086/](http://article/20121127/NEWS02/311260086/)), which served 200 students, Warn, a parent there, put together the application.

"There is a dearth of choice here," she said.

In Mount Vernon, the proposed Friendship Tech Charter School of Excellence would focus on STEM (science, technology, engineering and math) education, said lead applicant the Rev. Collie Nathan Edwers.

Edwers, pastor of Friendship Unified Freewill Baptist Church and a community activist, said his goal was for the students to exceed the proficiency standards set by the state.

"Mount Vernon has a lot of challenges, and we are trying to provide an alternative," he said. "We are going to have longer, extended school days and a longer school year. We are proposing 190 days instead of (the state-required) 180 days. There will also be a strong parental coaching component."

The school would serve kindergarten through grade four.

Twitter: [@SwapnaVenugopal](https://twitter.com/SwapnaVenugopal) (<https://twitter.com/SwapnaVenugopal>)

**Charter schools**

A charter school is a tuition-free public school overseen by a state educational agency, and receives public funds on a per-pupil basis. In New York, there are two authorizers: the state Board of Regents and the State University of New York board of trustees. Parents, community leaders, school districts and municipalities can submit a charter school proposal to one of the authorizing entities and accept students by random, public lottery.

There are 255 charter schools in the state, according to Andrea Rogers, policy director at the Northeast Charter Schools Network.

"Charter schools exist to ensure all children have access to a great school, particularly in areas where the traditional system is struggling," she said. "The movement in New York continues to grow because families want better options and because charter schools have proven their quality."

Here's a link to the 17 applicants in the state: <http://www.p12.nysed.gov/psc/2014Round2LoI.html> (<http://www.p12.nysed.gov/psc/2014Round2LoI.html>)

Read or Share this story: <http://ohud.us/Vy0T4o>

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## Charter schools halted for Peekskill, Mount Vernon

 Gary Stern, [gstern@lohud.com](mailto:gstern@lohud.com) 10:23 p.m. EST November 12, 2014

*Charter school proposals in Peekskill and Mount Vernon were withdrawn after organizers learned they were heading for denial by the state.*



(Photo: Tania Savayan/The Journal News)

New charter schools proposed for Peekskill and Mount Vernon will not go forward next year.

Organizers have pulled their applications after they were told that state officials were not going to recommend approval of their projects.

State Education Commissioner John King will ask the state Board of Regents on Monday to approve four new charter schools — in Harlem, the Bronx, Staten Island and Rochester. State Education Department officials found shortcomings with 11 other [applications \(/story/news/education/2014/08/17/charter-schools-proposed-east-ramapo-peekskill-mount-vernon/14213987/\)](/story/news/education/2014/08/17/charter-schools-proposed-east-ramapo-peekskill-mount-vernon/14213987/), including the proposed Guardian Academy Charter School in Peekskill and the proposed Friendship Tech Charter School of Excellence in Mount Vernon.

Organizers of the failed applications can resubmit their plans down the line. The next round of applications may be as soon as January, when a group in East Ramapo also plans to submit a proposal to the state.

In Peekskill, organizers wanted to open a charter school at the site of a former Catholic school. The application proposed a K-8 school that would have teams of teachers focus on literacy and character development.

But the proposal was met with strong opposition from the Peekskill school district, local teachers, parents and others who said the charter school promised no original programming and would sap much-needed funding from the school system.

When a student attends a charter school in New York, most of the funding comes from their home school district.

Audrey Warn, the lead applicant for the Peekskill charter, said her board would consider trying again.

A group with many of the same members also failed to get a charter last year.

"I sense that the state wants a charter school in Peekskill, but they want the right charter school and, at this time, it didn't look like we were there yet," she said. "But I sense it will happen. If not my group, then another group. I think it's a good discussion for the community to have."

Several organizers for the proposed Peekskill charter have ties to the Church of the Assumption there. Opponents of the school charged that the proposal aimed to drive tax dollars to the parish, which saw its parochial school closed last year. Warn said this was not the case, as the parish could find other tenants far more easily.

"The proposed charter school would have decimated the local district, resulted in huge property tax hikes, and would have provided no additional service to our students," said opponent Mike Morey, a parent and co-founder of Peekskill Community for Schools. "We urge the organizers to work with parents in this community to support our school district and our children."

In Mount Vernon, the Rev. Collie Nathan Edwers is leading a group that hoped to open a charter school focused on science and technology for grades K-4.

Edwers was frustrated that state officials did not give him specific reasons for denying the application.

Mount Vernon's Hometown Newspaper

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## Public forum held on proposed Friendship Tech Charter School

A proposed new charter school board is at work in resubmitting its application to the NYSED Charter Division in June. Currently, Friendship Tech Charter School of Excellence is busy discussing the outcomes of their outreach efforts in the resubmission process. The proposed board met with citizens on Monday, May 11 and early childcare providers about their interest in supporting a k-4 grade STEM charter school.

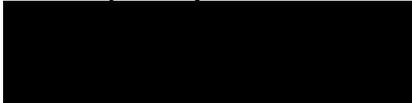
The proposed Friendship Tech Charter School of Excellence (FTCSE) will empower students to become aspiring leaders by creating life-long learners, critical thinkers, and problem-solvers through a rigorous interdisciplinary STEM academic program.

The FTCSE K-4 charter school in the Mount Vernon community will provide a learning alternative for students currently at risk of academic failure. The success will be measured by the performance of Mount Vernon's low-income and minority student population made up of English Language Learners (ELLs) and students with disabilities, whom are currently attending public schools performing well below NYS standards.

A combination of an inquiry-based interdisciplinary STEM curriculum with an emphasis on *developing the whole child* – the physical, emotional, social, and academic child's well being - will provide parents a viable alternative within the public education system.

September 19, 2015

LaTonya Heyward



Re: Micah /Michael Heyward

To whom it may concern,

I am the parent of two former Friendship for Tots students that are now in first grade. I am happy to share my experience as a parent and member of the community.

Friendship for Tots was an absolute blessing for me as a single parent with very attached twins with challenging behavior. I immediately found a home away from home in the staff and leadership of the organization. I always knew that when I dropped my children off that they would be safe, cared for, taught and socialized. The curriculum at Friendship began immediately with rehearsing the alphabet, writing, story time, mat time, walks in the park and field trips. The enrichment my children received put them ahead of their peers in kindergarten. Both my children have tested above average on their I-Ready Assessments and one earned the Principle's Award while having the highest reading level in kindergarten.

I believe that Friendship understood the distinct needs of the children in their program and maximized the child's strengths. During the days of behavioral challenges with one of my children, Friendship always made an effort to adapt and adjust to the needs of my child. They would institute an action plan that

would allow him to take supervised walks to calm down, allowed him to play alone, provided a tension ball and whatever was needed.

Friendship is a program that taught my children about teamwork and caring for others. Their annual holiday plays, and classroom etiquette always demonstrated such. I have also appreciated their willingness to host an annual community day for children and families in the Mt. Vernon area.

As a parent and member of the community I would wholeheartedly support the efforts of Friendship for Tots to grow and expand educational opportunities for our children. Additionally, I am in full support of the Friendship Tech Charter School of Excellence that will serve kindergarten thru the fourth grade. This school is desperately needed in our community.

Thank You,

*LaTonya Heyward, LCSW*

LaTonya Heyward  


# Mount Vernon Heights Congregational Church

(United Church of Christ)

South Columbus and Beekman Avenues  
Mount Vernon, New York, 10553

Rev. Troy P. DeCohen, *Pastor*

Phone: (914) 699-1167

Cell: (917) 412-5804

Rev. Marian P. Buckman, *Assistant Pastor*

Phone: (718) 525-5819

Cell: (917) 453-6952

*Church Office*  
258 South Columbus Avenue  
Mount Vernon, New York 10553  
(914) 668-7987  
[www.mtvhcc.org](http://www.mtvhcc.org)



5/20/15

Dr. C. Nathan Edwers  
Friendship TECH  
Charter School of Excellence

Dear Dr. C. Nathan Edwers,

It is with great pleasure that I write you in support of the Friendship TECH Charter School of Excellence. As noted and documented our Mount Vernon School System is in dire need of assistance as a result of its low graduation rate of forty-seven percent and our third graders reading below the national standards of proficiency.

Also as document our children do not have a daily curriculum, books, supplies, and certified teaches to learn and prosper in our Educational System. They are repeating grades not of the fault of their own and are failing to become great citizens of our community because the system has failed them. This is very disheartening and alarming.

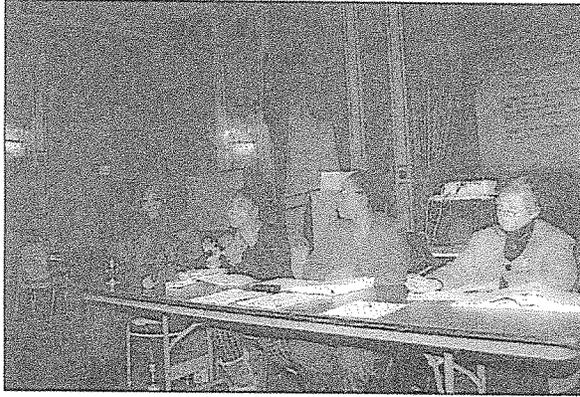
Nonetheless your proposal of a new charter school will meet the needs of our children and will give us the opportunity to invest in the children through an educational structure that is conducive to learning and excelling. For our children need and deserve the opportunity to learn and grow into people of excellence.

I will support your endeavor for this is a community effort we all should participate in. Please note if there is anything I can do to move this process along do not hesitate to ask.

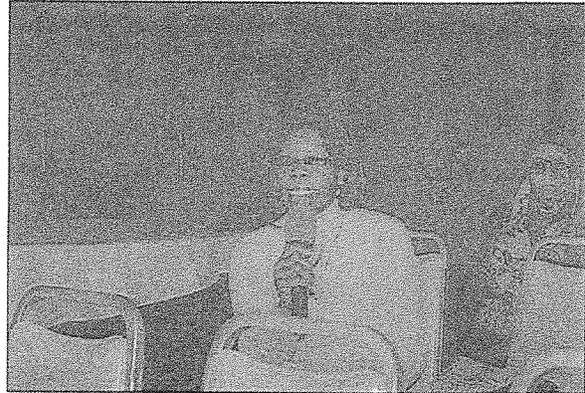
Sincerely,

Reverend Troy P. DeCohen, Senior Pastor

## Second Community Forum on proposed Mount Vernon charter school well attended



Sherri Edwers, one of the founders, addressing the many that attended the Community Forum



Community activist, Bert Littlejohn, speaking in favor of the proposed charter school

Another Mount Vernon charter school is being proposed by a group led by Bishop C. Nathan Edwers, pastor of Friendship Worship Center, located on Lincoln Avenue.

On Monday, January 27th, the founding members held a second Community Forum on the proposed charter school, known as Friendship Tech Public Charter School, and many attended.

When a community hears that a charter school has been proposed, it can incite furious opposition or adamant support. Until now, like the Amani Charter School in Mount Vernon once did, Friendship Tech Public Charter School has received positive support from the neighboring community where it will be located – which is on the grounds of Friendship Worship Center.

The proposed charter school is being created by an impressive group of three educators led by a former school princi-

pal.

The Friendship Tech Public Charter School is proposing grades kindergarten through fourth grade, with a projected enrollment in the fall of 2015. First year enrollment will accommodate 30 kindergarten students, and 30 first grade students – with a total first year enrollment of 60 students. Fifth year enrollment will be 270 students – kindergarten through fourth grade.

All students will be accepted through a public lottery, similar to what they are doing at the Amani Charter School.

The proposed school's model will include: technology enhanced learning; small group instruction; inquiry based curriculum; and social and digital consciousness.

According to the four founding members, the school will have some ambitious goals. They plan to fulfill the common core standards for college and career

readiness in multiple disciplines which will measure academic success through common core aligned curriculum assessments and New York State assessments. In addition, school staff will serve as partners in the educational character building of the students through the Parents Association, and the development of a school leadership team.

During the Q and A session, numerous parents raised their hands to speak and asked some tough questions.

"It is important to properly prepare our kids while they are still young, and a charter school like the one you are proposing for our community will do just that, I am sure," said one parent.

"I am wholeheartedly supporting your proposed charter school since we can use a second charter school in Mount Vernon," said community activist, Bert Littlejohn.

While addressing those in attendance, Bishop Edwers stated, "You can help us

move ahead with our proposed charter school by volunteering and asking others to volunteer. You can also send letters to our elected officials asking that they support our proposed charter school. We are anticipating opposition from the school district and we are prepared to confront the challenge."

Currently, the group is working very hard to prepare a Letter of Intent that must be in the hands of the State Education Department by February 3rd. The actual application must be in their possession by March 14th.

Contact information:  
Friendship Tech Public Charter School  
261 East Lincoln Avenue  
Mount Vernon, NY

Dr. C. Nathan Edwers, founding group leader

Send email to [friendshiptech2015@gmail.com](mailto:friendshiptech2015@gmail.com), or call 914-666-1210.

## Edward Williams Elementary School celebrates the life of Dr. Martin Luther King Jr.



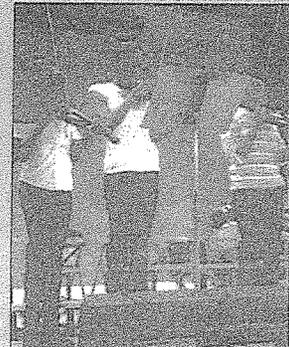
Throughout the morning of Thursday, January 23rd, the students of Edward Williams Elementary School hosted formal assemblies to celebrate the life of Dr. Martin Luther King Jr. These special presentations featured excerpts of Dr. King's immortal speeches and other civil rights literature, as well as original student poetry.

The Edward Williams Chorus (directed by Antonella Delli Carpin), String Ensemble (directed by Mary Lando), and Clarinet and Flute Choir (directed by Ronnie Lesh) performed songs of peace and

brotherhood.

The staff and students of Edward Williams were especially excited about sixth grader Jordan Thompson's original speech. His oration was in honor of the life of Nelson Mandela and the tremendous impact he has had across the globe.

The students of Edward Williams have conveyed a great deal of enthusiasm while studying the lives of these influential men and have been eager to artistically express their appreciation for how they changed the landscape of equal rights history.

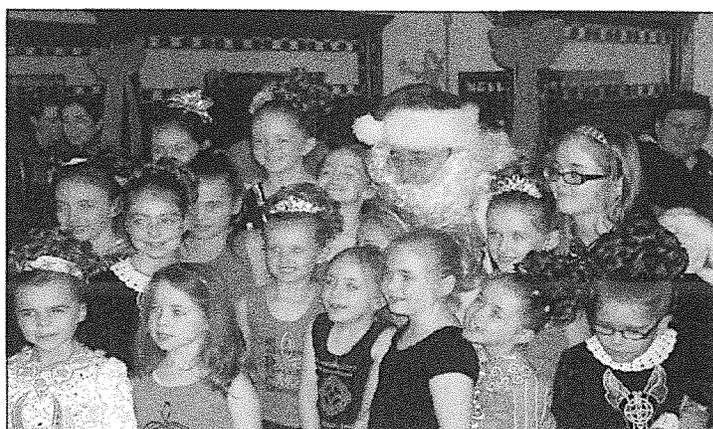


Appendix I: Media Coverage

MV4U and Maggie Spillane's host Toy Drive for community kids



Santa greeting children upon his arrival



Santa posing for a picture with some of the children

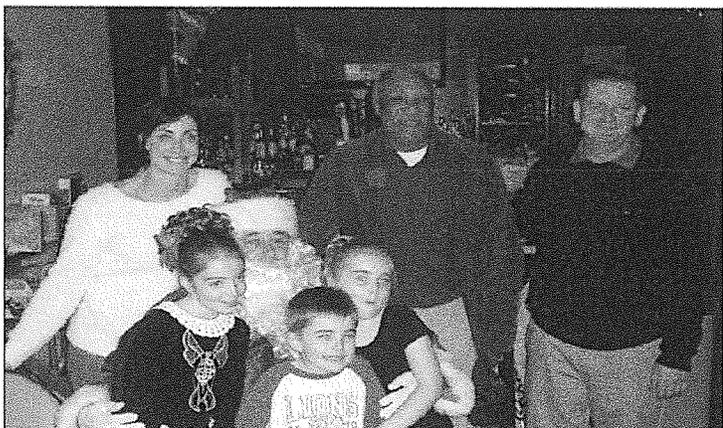
On Saturday, December 14th, a highly successful Toy Drive was hosted by MV4U and Maggie Spillane's at the popular restaurant, located on Gramatan Avenue in the Setwood section of Mount Vernon.

Those in attendance brought gifts and enjoyed plenty of delicious food while waiting for Santa Claus to arrive. They also enjoyed entertainment provided by members of Deirdre O' Mara School of Irish Dance.

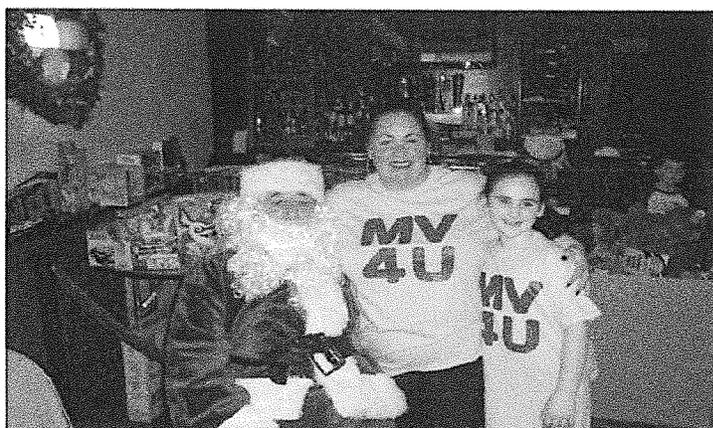
The kids that flocked to Maggie Spillane's with their parents anxiously awaited Santa Claus' arrival, and when he arrived in a siren-blaring fire truck, they all started jumping up and down and clapped feverishly. Soon, a long line of kids was formed

and each child was able to speak to Santa Claus prior to receiving a gift.

Many of the kids also had the opportunity to say hello to Mayor Ernest D. Davis who attended the spirit-lifting holiday event.



Mayor Davis (c) and the owner of Maggie Spillane's, Tony Spillane, posed for a picture with Santa and others



Cathlin G. Boncardo (c), who helped organized the event, poses for a picture with Santa and her daughter

A proposal for a new Mt. Vernon Public Charter School is being submitted to 'SUNY'

Concerned citizens of Mount Vernon will submit an application to the State University of New York (SUNY) Trustees to open a new Kindergarten through 3rd Grade Public Charter School in Mount Vernon, New York. The proposed name of the school is Friendship Tech Public Charter School. The intended location for the proposed school is 261 East Lincoln Avenue, Mount Vernon, New York, 10552. The targeted population is Mount Vernon children between the ages of 5 and 8. The proposed grades are Kindergarten through third

grade with an estimated enrollment of 240 students. The first class would be enrolled in the fall of academic year 2015-16.

The mission of the Friendship Tech Public Charter School is to decrease educational inequalities in science, technology, English language arts and mathematics education among Mount Vernon children. The school will provide Kindergarten through 3rd grade education designed to develop the fundamental critical thinking skills necessary to launch a strong and successful academic journey. The focus of the program is to increase aware-

ness and provide exposure to science and technology during the developmental years. They seek to fulfill the Common Core State Standards for literacy and college and career readiness in multiple disciplines to ensure student's academic success and adaptability.

Public participation and comments are welcome and were offered at a community forum held on Monday, December 30, 2013 at the Friendship Worship Center in Mount Vernon. Highlights of the academic program description were presented at the forum.

The concerned citizens of Mount Vernon submitting this application comprise community activists, educators, parents, and relevant others. The collective experience of this coalition encompasses more than 70 years of community outreach and program development for the advancement of disenfranchised populations.

For more information, please email friendshiptech2015@gmail.com or call 914-668-1210.

From: [REDACTED]  
To: [REDACTED]

Subject: Re: Radio Show

Date: Sat, May 10, 2014 4:23 pm

Ok just read that's good

Sent from my iPad

On May 10, 2014, at 9:48 AM, Felicia <[REDACTED]> wrote:

Awesome! You've got the air time to talk about the charter school.

Yes, I can be available on May 15 for the radio show.

I will be there about hour before. Thanks.

From my Android phone on T-Mobile. The first nationwide 4G network.

----- Original message -----

From: [REDACTED]  
Date: 05/09/2014 5:15 PM (GMT-05:00)  
To: [REDACTED]  
Subject: Fwd: Radio Show

Please if possible can you make yourself available for the show. We will talk about the proposed charter school live on air thanks. let me know thanks

[bishopcnedwers@aol.com](mailto:bishopcnedwers@aol.com) Let this day or night be the best and Trust God, He can empower you to make it happen.

-----Original Message-----

From: Jermin, Crystal <[REDACTED]>  
To: bishopcnedwers <[REDACTED]>  
Sent: Fri, May 9, 2014 10:04 am  
Subject: Radio Show

Good Morning Bishop Edwers,

Please allow this email to serve as confirmation that this coming Thursday May 15<sup>th</sup> at 9:00am you are schedule to appear on Mayor Davis' radio show. The radio station is WVOX located at 1 Broadcast Forum New Rochelle, NY 10801. The number to the station is 914-636-0110. If you have any further questions or concerns, you can contact the office at 914-665-2360.. The show is aired from 9:00am to 10:00am.

Mount Vernon Community  
**PARENT SUPPORT NETWORK**

**Support Group Meeting**

bxlwc.psenetwork@gmail.com

~~~~~  
Mount Vernon Public Library  
28 South 1<sup>st</sup> Avenue - Community Room  
Mount Vernon, NY 10550

**April 26, 2014**  
**11:00am - 1:00pm**

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**AGENDA**

- Registration/Refreshments 11:00am - 11:15am
  - Meet & Greet
- Welcome/Group Activity 11:15am - 11:30am
- Topic of Discussion 11:30am - 12:15pm
- Q & A 12:15pm - 12:30pm
- Questionnaire/Community Petition 12:30pm - 12:45pm
- Next Steps 12:45pm - 12:55pm
- Closing Remarks 12:55pm - 1:00pm

**Thank You!**

*Mark Your Calendar!*

*2014 Monthly Meetings - 3 or 4<sup>th</sup> Saturday of Month - Remaining Dates:*

- *May 24 Spring Time!*
- *June 21 Graduations!*
- *July 19 Summer Time!*
- *August Vacation Time! (NO MEETING!)*
- *September 27 Back to School!*
- *October 25 Happy Halloween!*
- *November 22 Happy Thanksgiving!*
- *December 20 Happy Holidays!*

Mount Vernon Community  
PARENT SUPPORT NETWORK  
Support Group Meeting

@  
Mount Vernon Boys & Girls Club  
350 South 6<sup>th</sup> Avenue  
Mount Vernon, NY 10550

May 31, 2014  
11:00am - 1:00pm

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AGENDA

- ✓ • Registration/Refreshments 11:00am - 11:15am
  - Meet & Greet
- ✓ • Welcome/Group Activity 11:15am - 11:30am
- { • Topic of Discussion 11:30am - 12:15pm
- } • Q & A 12:15pm - 12:30pm
- ✓ • Questionnaire/Community Petition 12:30pm - 12:45pm
- ✓ • Next Steps / Closing Remarks 12:45pm - 1:00pm

Thank You!

Next: Monthly Meeting Dates - 2014 (TBD):

- June \_\_\_\_\_
- July \_\_\_\_\_
- August \_\_\_\_\_
- September \_\_\_\_\_
- October \_\_\_\_\_
- November \_\_\_\_\_
- December \_\_\_\_\_

# PARENT SUPPORT GROUP

Join us for exciting group discussion...

*It's been said that the basic purpose of any parent support group is to help meet the needs of parents so they can meet the needs of family life*



- Date: APRIL 26, 2014 (Saturday)
- Time: 11:00AM - 1:00PM
- Location: Mount Vernon Public Library  
28 South 1<sup>st</sup> Avenue, Mt. Vernon, NY  
Community Room (use 2<sup>nd</sup> Ave. Entrance)

**➔ REGISTRATION REQUIRED!! ➔**

*(seating is limited – register quickly!)*

Email: [bxlwc.psnetwork@gmail.com](mailto:bxlwc.psnetwork@gmail.com)

Call: (347) 369-9397 (leave name & contact #)

*~Refreshments will be served~*

**Community Forum**



261 E. Lincoln Ave Mount Vernon, New York 10552  
914 646-3211

Phone

May 2014

Dear Fellow Community Residents and Professional,

The Founding Group of the Friendship Tech Charter School of Excellence (FTCSE) would like to extend an invitation to all the Mount Vernon district pre-school programs and community-wide children education providers and parents to attend a very important Community Forum-Focus Group on Monday, June 2, 2014 at 6:30pm regarding a proposal for a high quality charter school in Mount Vernon, NY. Our work thus far has included conducting community outreach, gaining support from the community, and building a strong founding group of local parents and professionals.

We feel confident in the work that we have completed and would greatly appreciate your attendance to hear highlights and updates of the academic program description that will be presented at this forum. We encourage everyone to attend this important event where you will also have an opportunity to provide feedback as well.

It is our hope that you will join us on Monday, June 2, 2014 at 6:30pm at Agape Catering Hall – located in the Friendship Worship Center 261 East Lincoln Avenue, Mount Vernon, NY. We will provide detailed conversation and light refreshments

Should you have any questions or concerns, please don't hesitate to email [bishopnedwers@aol.com](mailto:bishopnedwers@aol.com) or call 914-668-1210.

Respectfully yours,

Dr. C. Nathan Edwers  
Friendship Tech Public Charter School of Excellence

11. Do you believe that Mount Vernon will benefit from a science, technology, engineering and mathematics early childhood program? Yes or No  
Why? or Why not?

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12. What impact do you believe Friendship Tech would have in the Mount Vernon Community?  
(circle one)

None      Some      A positive impact

Why? \_\_\_\_\_

13. What concerns do you have about the opening of Friendship Tech in Mount Vernon in September 2015?

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14. Would you send your child or grandchild to Friendship Tech PCS? (circle one)

Yes      No      Not Sure

*Thank you for your time and feedback!*

## Community Outreach Info

### Appendix VI b: Community Outreach Survey

5. What are your major questions and concerns about the proposed Friendship Tech Public Charter School?

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6. Do you feel the Mount Vernon school district is meeting the needs of students? Yes or No  
Please explain \_\_\_\_\_

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7. How long have you been a resident of Mount Vernon (If Applicable)? \_\_\_\_\_

8. Do you presently have a child(ren) in the Mount Vernon School District? If so, please list the school(s) and their locations.

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9. What do you think are the major attributes (qualities) of a successful school?

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10. If you could aid in the development of the charter school curriculum for science and technology what would you include? Please be specific.

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10  
31



# Community Outreach Info

## Appendix III c: Media Coverage

January 14, 2014 9  
Vieques, PR

### US processed foods may be even worse than those in other countries



Many of the food additives that are perfectly legal to use in US foods are banned in other countries. [MORE](#)

January 13, 2014  
White Plains, NY

### Volunteers needed for annual tax credit effort; training provided



Once again, Westchester County will be launching its annual free volunteer income tax preparation program

January 14, 2014 10  
Mt. Vernon, NY

### WCC announces new President/Board of Trustees members



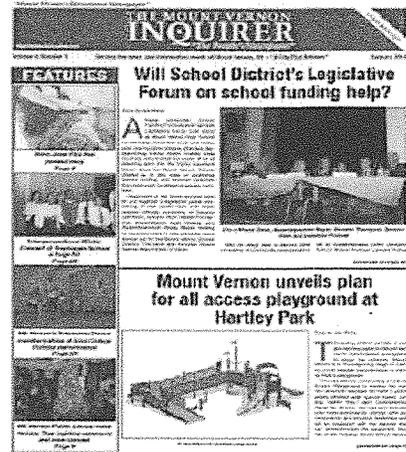
Westchester Community College has named an interim President, and simultaneously, the terms of some of members of our Board of Trustees have expired, so they also named four new members of the Board of Trustees. [MORE](#)

January 13, 2014  
Mt. Vernon, NY

### A second public hearing on proposed Mt. Vernon Charter School



Concerned citizens of Mount Vernon will submit an



[CLICK HERE to view the January 2014 issue of the Mt. Vernon Inquirer](#)

### A second hearing on proposed Friendship Tech Public Charter School

Concerned citizens of Mount Vernon will submit an application to the State University of New York (SUNY) Trustees to open a new Kindergarten through 4th Grade Public Charter School in Mount Vernon, New York. The proposed name of the school is Friendship Tech Public Charter School. The intended location for the proposed school is 261 East Lincoln Avenue, Mount Vernon, New York, 10552. The targeted population is Mount Vernon children between the ages of 5 and 8. The proposed grades are Kindergarten through fourth grade with an estimated enrollment of 300 students. The first class would be enrolled in the fall of academic year 2015-16.

The mission of the Friendship Tech Public Charter School is to provide early awareness and experiential learning in the core academic subjects with a particular emphasis in Science, Technology, Engineering and Mathematics education among Mount Vernon children. The school will provide children in Kindergarten through grade 4 with a holistic education designed to develop fundamental and higher level thinking skills necessary to launch a strong and successful academic journey and transformational social and emotional learning. By providing this educational model we will stem the emerging and widening achievement gap between Mount Vernon children and the more affluent social-economic communities during the key formative years in a child's development. With the strong academic head start and deeper learning experiences reflected in the Common Core academic standards our graduates will be prepared for a range of rigorous learning environments.

Public participation and comments are welcome and can be offered at a community forum to be held on Monday, January 27, 2014 at 6:30PM in the Friendship Worship Center, 261 E. Lincoln Avenue, Mount Vernon, New York, 10552 or by email at [friendshiptech2015@gmail.com](mailto:friendshiptech2015@gmail.com). Highlights of the academic program description will be presented at this forum. Speakers are encouraged to call and register at 914 668-1210 to have an opportunity to comment. All persons will be afforded 2 minutes to comment.

The concerned citizens of Mount Vernon submitting this application comprise community activists, educators, parents, and relevant others. The collective experience of this coalition encompasses more than 70 years of community outreach and program development for the advancement of disenfranchised populations.

For more information, please email [friendshiptech2015@gmail.com](mailto:friendshiptech2015@gmail.com) or call 914-668-1210.

Handwritten marks and numbers at the bottom right of the page.

## Community Outreach Info

### Appendix III: Media Coverage

FOR IMMEDIATE RELEASE

Contact: Rt. Rev. Dr. C. Nathan Edwers

Telephone: 914-668-1210

E-Mail: [cnedwers@gmail.com](mailto:cnedwers@gmail.com)

#### A PROPOSAL FOR THE CREATION OF A NEW KINDERGARTEN THROUGH 3RD GRADE CHARTER SCHOOL IN MT. VERNON, NEW YORK

(Mount Vernon, New York, December 13, 2013) Concerned citizens of Mount Vernon will submit an application to the State University of New York (SUNY) Trustees to open a new Kindergarten through 3rd Grade Public Charter School in Mount Vernon, New York. The proposed name of the school is Friendship Tech Public Charter School. The intended location for the proposed school is 261 East Lincoln Avenue, Mount Vernon, New York, 10552. The targeted population is Mount Vernon children between the ages of 5 and 8. The proposed grades are Kindergarten through third grade with an estimated enrollment of 240 students. The first class would be enrolled in the fall of academic year 2015-16.

The mission of the Friendship Tech Public Charter School is to decrease educational inequalities in science, technology, English language arts and mathematics education among Mount Vernon children. The school will provide Kindergarten through 3rd grade education designed to develop the fundamental critical thinking skills necessary to launch a strong and successful academic journey. The focus of the program is to increase awareness and provide exposure to science and technology during the developmental years. We seek to fulfill the Common Core State Standards for literacy and college and career readiness in multiple disciplines to ensure our student's academic success and adaptability.

Public participation and comments are welcome and can be offered at a community forum to be held on Monday, December 30, 2013 at 6:30PM in the Friendship Worship Center, 261 E. Lincoln Avenue, Mount Vernon, New York, 10552 or by email at [friendshiptech2015@gmail.com](mailto:friendshiptech2015@gmail.com). Highlights of the academic program description will be presented at this forum. Speakers are encouraged to call and register at 914 668-1210 to have an opportunity to comment. All persons will be afforded 2 minutes to comment.

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For more information, please email [friendshiptech2015@gmail.com](mailto:friendshiptech2015@gmail.com) or call 914-668-1210.

**(PUBLISHED ON THE MOUNT VERNON INQUIRER WEBSITE THE 2<sup>ND</sup> WEEK OF DECEMBER 2014 WITH A COMMENT COLLECTOR)**

**Appendix III a: Media Coverage**

**A PROPOSAL FOR THE CREATION OF A NEW KINDERGARTEN THROUGH 4<sup>th</sup>  
GRADE CHARTER SCHOOL IN  
MT. VERNON, NEW YORK**

**SECOND PUBLIC HEARING**

**FRIENDSHIP TECH PUBLIC CHARTER SCHOOL**

Concerned citizens of Mount Vernon will submit an application to the State University of New York (SUNY) Trustees to open a new Kindergarten through 4th Grade Public Charter School in Mount Vernon, New York. The proposed name of the school is Friendship Tech Public Charter School. The intended location for the proposed school is 261 East Lincoln Avenue, Mount Vernon, New York, 10552. The targeted population is Mount Vernon children between the ages of 5 and 8. The proposed grades are Kindergarten through fourth grade with an estimated enrollment of 300 students. The first class would be enrolled in the fall of academic year 2015-16.

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The concerned citizens of Mount Vernon submitting this application comprise community activists, educators, parents, and relevant others. The collective experience of this coalition encompasses more than 70 years of community outreach and program development for the advancement of disenfranchised populations.

For more information, please email [friendshiptech2015@gmail.com](mailto:friendshiptech2015@gmail.com) or call 914-668-1210.

## Community Outreach Info

### Appendix V a: Letters to Community Stakeholders

# Proposal: Friendship Tech Public Charter School

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December 17, 2013

Ms. Judith Johnson  
Interim Superintendent of Schools  
Mount Vernon Education Center  
165 North Columbus Avenue  
Mount Vernon, NY 10553

Dear Ms. Johnson:

You are cordially invited to a community forum, Monday, December 30, 2013 at 6:30PM in the Friendship Worship Center, 261 E. Lincoln Avenue, Mount Vernon, New York, 10552. Concerned citizens of Mount Vernon will discuss an application that will be submitted to the State University of New York (SUNY) Trustees to open a new Kindergarten through 3rd Grade Public Charter School in Mount Vernon, New York. The proposed name of the school is Friendship Tech Public Charter School. The intended location for the proposed school is 261 East Lincoln Avenue, Mount Vernon, New York, 10552. The targeted population is Mount Vernon children between the ages of 5 and 8. The proposed enrollment is 240 students. The first class would be enrolled in the fall of academic year 2015-16.

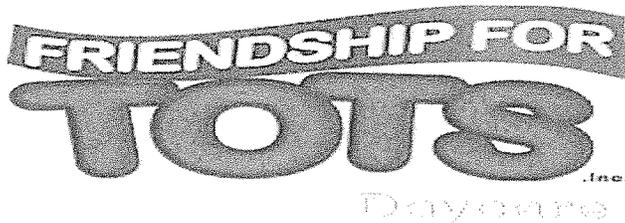
The mission of the Friendship Tech Public Charter School is to decrease educational inequalities in science, technology, English language arts and mathematics education among Mount Vernon children. The school will provide Kindergarten through 3rd grade education designed to develop the fundamental critical thinking skills necessary to launch a strong and successful academic journey. The focus of the program is to increase awareness and provide exposure to science and technology during the developmental years. We seek to fulfill the Common Core State Standards for literacy and college and career readiness in multiple disciplines to ensure our student's academic success and adaptability.

Highlights of the academic program description will be presented at this forum. Public participation and comments are welcome and can be offered at the forum or by email at [friendshiptech2015@gmail.com](mailto:friendshiptech2015@gmail.com). Speakers are encouraged to call and register at 914 668-1210 to have an opportunity to comment. All persons will be afforded 2 minutes to comment.

The concerned citizens of Mount Vernon submitting this application comprise community activists, educators, parents, and relevant others. The collective experience of this coalition encompasses more than 70 years of community outreach, education and program development for the advancement of disenfranchised populations.

Regards,

Rt. Rev. Dr. C. Nathan Edwers  
Team Leader



261 E. Lincoln Ave Mount Vernon, New York 10552  
914 646-3211

Phone

May 2014

Dear Fellow Community Residents and Professional,

The Founding Group of the Friendship Tech Charter School of Excellence (FTCSE) would like to extend an invitation to all the Mount Vernon district pre-school programs and community-wide children education providers and parents to attend a very important Community Forum-Focus Group on **Monday, June 2, 2014 at 6:30pm** regarding a proposal for a high quality charter school in Mount Vernon, NY. Our work thus far has included conducting community outreach, gaining support from the community, and building a strong founding group of local parents and professionals.

We feel confident in the work that we have completed and would greatly appreciate your attendance to hear highlights and updates of the academic program description that will be presented at this forum. We encourage everyone to attend this important event where you will also have an opportunity to provide feedback as well.

It is our hope that you will join us on Monday, June 2, 2014 at 6:30pm at Agape Catering Hall – located in the Friendship Worship Center 261 East Lincoln Avenue, Mount Vernon, NY. We will provide detailed conversation and light refreshments

Should you have any questions or concerns, please don't hesitate to email [bishopenedwers@aol.com](mailto:bishopenedwers@aol.com) or call 914-668-1210.

Respectfully yours,

Dr. C. Nathan Edwers  
Friendship Tech Public Charter School of Excellence

Robert P. Astorino  
County Executive

May 22, 2014

Bishop C. Nathan Edwers  
Friendship Worship Center  
261 E. Lincoln Avenue  
Mount Vernon, New York 10552

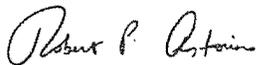
Dear Bishop Edwers,

Thank you for sharing with me the outreach and the plans of the Friendship Tech Public Charter School (FTPCS) for grades K through 4<sup>th</sup>. It is apparent that there is a need for such a Charter School in the City of Mount Vernon. As you noted, the Westchester County Youth Bureau, the Mayor of Mount Vernon, other community leaders as well as hundreds of parents have indicated their support for your effort to establish the FTPCS. As Westchester County Executive I add my name to that list of supporters.

Please let me know if there is anything the County can do to assist the establishment of FTPCS. The county stands ready to assist.

Keep my office informed of your progress in obtaining approval for New York State. I wish you and FTPCS all the best. The County will greatly benefit from this school.

Sincerely,



Robert P. Astorino  
Westchester Count Executive



## CITY COUNCIL

CITY OF MOUNT VERNON  
ONE ROOSEVELT SQUARE  
MOUNT VERNON, NY 10550

### CITY COUNCIL MEMBERS

Roberta L. Apuzzo, *President*  
Richard Thomas, *President Pro Tempore*  
Marcus Griffith, *Acting President Pro Tempore*  
J. Yuhanna Edwards  
Deborah Reynolds

(914) 665-2352 · FAX (914) 668-6044

George W. Brown  
CITY CLERK

Lauren S. Carter  
DEPUTY CITY CLERK

July 30, 2014

### State University of New York

41 State Street #700  
Albany, NY 102207

### Re: Support for Friendship Tech Public Charter School

Dear Sir or Madam:

I am pleased to write this letter of recommendation in support of Friendship Tech Public Charter School's application to create a new educational option for kindergarten to third grade for Mt. Vernon residents.

Many of my constituents, especially young families, have reached out to me conveying their strong support for this endeavor as they are concerned with the quality of educational services currently available, or not available to them through the Mt. Vernon City School District. Unfortunately, the overall performance and perception of the city school district chases families and investments away from city. This includes businesses seeking to relocate to the area, bringing with them jobs and much needed tax revenues.

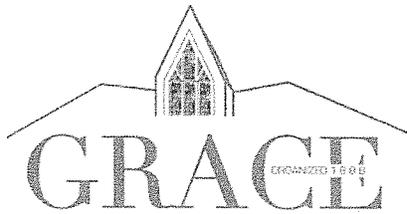
We have an opportunity to reverse this trend by building on the positive results from the Amani Public Charter School, of which I am a founding board member, and further increase "school choice" in an underserved, overtaxed area. Concentrating on technology and science at young age will enable young scholars to immediately develop life skills applicable to the modern economy. It will position aspiring students to strengthen their foundational knowledge of math and science and expand opportunities for cross-cultural and cross-border learning via the internet.

It is my hope that you approve the application of the Friendship Tech Public Charter School without delay and continue to diversify parent choice for educational opportunities in Mt. Vernon.

Should you have any questions, please contact me directly at 917-703-4564.

Sincerely,

  
Richard Thomas  
President Pro Tempore



August 7, 2014

Dr. Collie Nathan Edwers  
Friendship Worship Center  
261 East Lincoln Avenue  
Mount Vernon, NY 10552

Dear Dr. C. Nathan Edwers,

Since coming to Mount Vernon forty years ago as the pastor of Grace Baptist church, I have been committed to the education of the children of the city. As an advocate of quality education I have been at the forefront of our community's struggle to impact the educational landscape of our school district. As alternative education modalities have evolved, today more than ever before parents have myriad options for their children's education. One such alternative is Charter Schools, our district is one of the lowest performing districts in the state; to that end any entity that can fill the educational gap in the district, would be an asset to our community.

It is in response to the disparaging educational statistics of the district, and the need for alternative education resources, that I without any reservations support the Friendship Tech Public Charter School and welcome them to the educational community of Mount Vernon.

Sincerely,

W. Franklyn Richardson

LEGISLATIVE OFFICE BUILDING 304  
ALBANY, NEW YORK 12247  
PHONE (518) 455-3959  
FAX (518) 426-6887  
[HTTP://KLEIN.NYSENATE.GOV/](http://klein.nysenate.gov/)

THE SENATE  
STATE OF NEW YORK



**JEFFREY D. KLEIN**  
NEW YORK STATE SENATOR  
34<sup>TH</sup> DISTRICT

1250 WATERS PLACE  
BRONX, NEW YORK 10461  
PHONE (718) 822-2049  
FAX (718) 822-2321  
[JOKLEIN@NYSENATE.GOV](mailto:JOKLEIN@NYSENATE.GOV)

March 14, 2014

Bishop C. Nathan Edwers  
Friendship Tech Charter School of Excellence  
2661 East Lincoln Avenue  
Mount Vernon, NY 10552

Dear Bishop Edwers:

I am writing to express my enthusiastic support for the Friendship Tech Charter School of Excellence, which would be a new charter school located in Mount Vernon.

As you know, providing choices for parents with school-aged children has been an issue of great importance throughout our State. The planned charter will offer a rigorous curriculum for students in grades Kindergarten to 4<sup>th</sup> and I commend your efforts to make this school a reality.

I am pleased to support this project and look forward to continue working with you to make sure that each and every student receives the first rate education they deserve.

Sincerely,

Hon. Jeffrey D. Klein  
New York State Senator  
34<sup>th</sup> District (Bronx- Westchester)

JDK/kpe



CITY OF MOUNT VERNON, NEW YORK

OFFICE OF THE MAYOR  
CITY HALL - ROOSEVELT SQUARE  
MOUNT VERNON, NEW YORK 10550  
(914) 665-2300  
WWW.CMVNY.COM

ERNEST D. DAVIS  
MAYOR

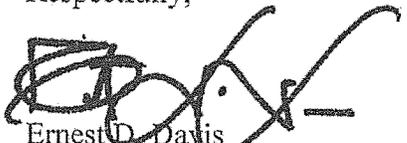
April 15, 2014

Dear Dr. C. Nathan Edwers,

As Mayor of the City of Mount Vernon I am always delighted to learn of citizens of this community who desire to improve the quality of life in our community. Education is an essential component in building a great community. Many years ago in 1998 the New York State Legislators' enacted the Public Charter School Law Article 56. This provided our fellow citizens the right of choice in educating our children. Over the course of time I have watched the evolution of this movement and consider this a vital component in preserving democracy. I support the rights of parents to choose the educational plan for their child or children. The path of beginning the Friendship Tech Public Charter School here in Mount Vernon is a concept I can lend my support.

I wish you well as your founding group moves forward with this proposal. The City of Mount Vernon can be better served with your group proposed Friendship Tech Public Charter School grades K through 4th. I believe the citizens of this community will get behind this effort.

Respectfully,



Ernest D. Davis  
Mayor, City of Mount Vernon

From: Dorothea Muccigrosso <[REDACTED]>

To: [REDACTED]

Subject: Minutes: Friendship Tech Charter School Information Meeting

Date: Thu, Jan 2, 2014 3:14 pm

---

Friendship Worship Center, Monday, December 30, 2013, Mount Vernon, NY

Meeting called to order 6:45 pm by Rev. Doctor C. Nathan Edwers

Present: Bishop Edwers, Friendship Tech Charter School Committee, Community Leaders, Parishioners of Friendship Free Will Baptist Church, Amani Public Charter School Founders and Administrators, Parents and Grandparents of students in the Mount Vernon School District

Introduction of Committee Members ,Rev. Doctor C. Collie Edwers,  
Dorothea Muccigrosso, Cheryl Corn, Sherri Edwers

Opening Remarks: Rev. Edwers acknowledged the presence of Dr. Iris T. Pagan ,Executive Director of the Westchester County Youth Bureau and Charles & Debra Stern, Executive Directors of the Amani Public Charter School.

Comments from those in attendance:

Queenie Moore expressed her interest in the children of Mount Vernon. She believes that Mount Vernon needs excellent charter schools.

Nora Tyndall expressed her concerns about things that are happening in the Mount Vernon Schools at present. She was concerned that the children were "disobedient" and that it was necessary to have police in the schools to keep order. She hoped that Friendship Charter School would teach children how to act and give them the ability to compete

Anne Patterson (grandmother and great grandmother) remarked that she has observed that the Charter School seems to have "no problems."

Charles Stern from Amani Charter School remarked that he came to learn more about Friendship Tech Charter School and to offer support for this endeavor.

Sherri Edwers explained the value of quality early childhood education and the rigorous, developmentally appropriate kindergarten through grade three curriculum that Friendship Tech Charter School would offer.

Cheryl Corn discussed the need for science education for all students and the need to address the "broken home" syndrome through a parent education program at Friendship Tech Charter School.

Closing remarks: Bishop Edwers addressed those present and stated that charter schools give parents a choice. We want to save 300+ children and be sure that they will be productive members of society. We will focus on the "left overs" that come from families unable to give their children the basics for academic and emotional success.

Minutes submitted by Dorothea Muccigrosso, MS,PD, January 2, 2014

# **Our Goals For Friendship Tech CSE**

***Our Mission*** for the Friendship Tech Charter School of Excellence (FTCSE) will provide early awareness and experiential learning in the core academic subjects building a strong foundation in ELA with a particular emphasis in science, technology, engineering and mathematics education for Mount Vernon children.

***Our Vision*** for FTCSE is to provide children in kindergarten through grade 4 with a holistic education designed to develop fundamental and higher level thinking skills necessary to launch a strong and successful academic journey. By providing this educational model during the key formative years in a child's development, we will stop the emerging and widening achievement gap between Mount Vernon children and the more affluent socio-economic communities. With a strong academic head start and deeper learning experiences reflected in the Common Core Learning Standards, our graduates will be proficient in ELA, mathematics and science.

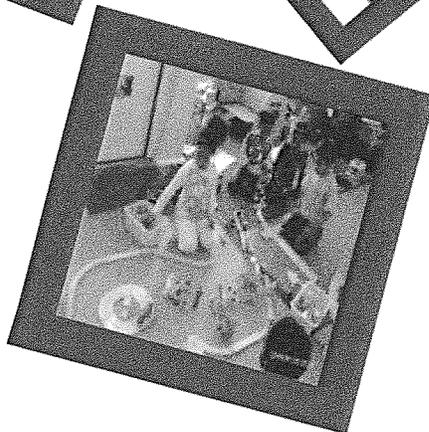
*"A mind is a wonderful thing to fill!"*

**PROPOSED  
FRIENDSHIP TECH  
CHARTER  
SCHOOL  
OF EXCELLENCE**

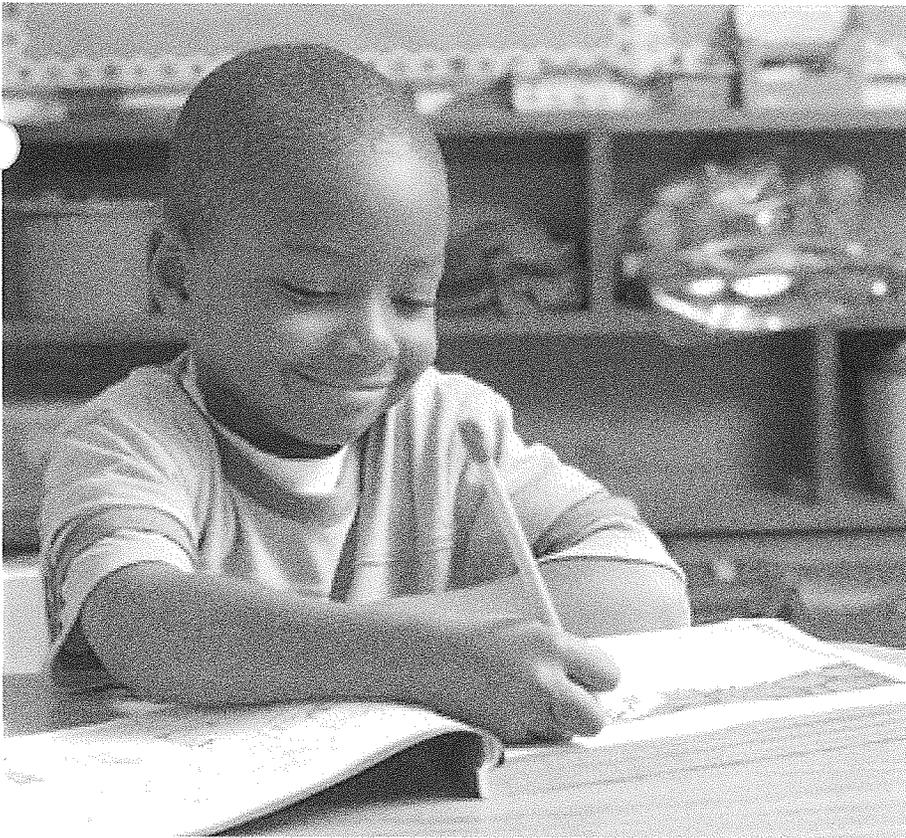
A Warm  
School where  
all students  
will excel

Grades  
K - 4th

Making  
Change  
Happen



**Friendship Tech CSE  
261 East Lincoln Avenue  
Mount Vernon, NY 10550  
Phone: 914.668.1210 Fax: 914.668.0574**



“A mind is a wonderful thing to fill!”

# 4TH COMMUNITY FORUM

**MONDAY, JUNE 23, 2014**  
**261 E. LINCOLN AVENUE**  
**MOUNT VERNON, NY**  
**6:30 P.M.**

Highlights of the academic program description will be presented at this forum. Speakers are encouraged to call and register at 914.668.1210 to have an opportunity to comment.

All persons will be afforded 2 minutes to speak.

*We encourage everyone to attend this important event.*

## COMMUNITY FORUM

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### Proposed Friendship Tech Public Charter School

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Grades K – 4th

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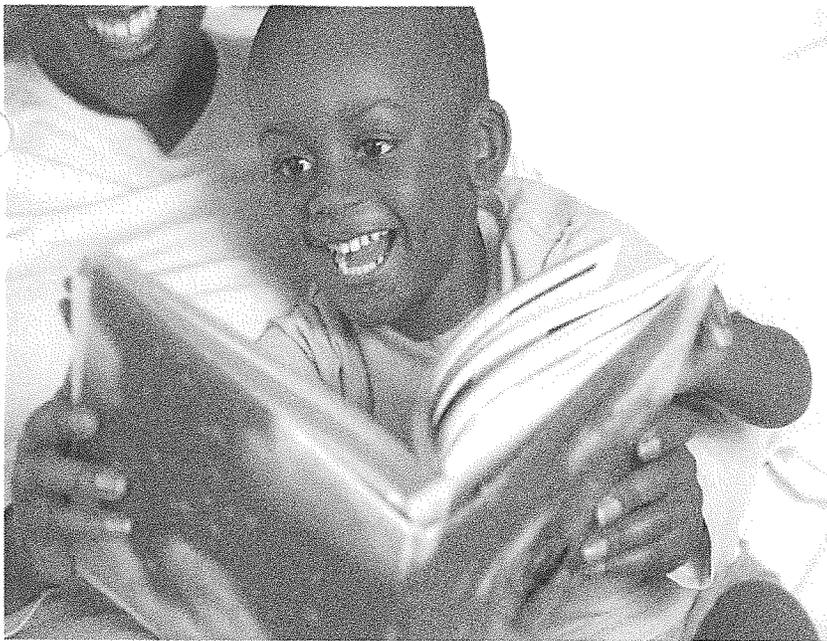
- Warm welcoming school where all students will excel
  - Challenging hands-on curriculum
- 

“Making change happen”

---

## FRIENDSHIP TECH PCS

261 East Lincoln Avenue  
Mount Vernon, NY 10552  
Phone: 914.668.1210  
Fax: 914.668.0574



*"A mind is a beautiful thing to fill!"*

## **3<sup>RD</sup> COMMUNITY FORUM**

**MONDAY, JUNE 2, 2014**  
**AGAPE CATERING HALL -**  
**FRIENDSHIP WORSHIP CENTER**  
**261 EAST LINCOLN AVENUE**  
**MOUNT VERNON, NY 10552**  
**6:30 P.M.**

Highlights of the academic program description will be presented at this forum. Speakers are encouraged to call and register at 914.668.1210 to have an opportunity to comment.

All persons will be afforded 2 minutes to speak.

## **COMMUNITY FORUM**

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**Proposed  
Friendship Tech  
Charter School  
of Excellence**

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**Grades K – 4<sup>th</sup>**

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- Warm welcoming school where all students will excel
  - Challenging hands-on curriculum
- 

**"Making change happen"**

### **FRIENDSHIP TECH CSE**

261 East Lincoln Avenue  
Mount Vernon, NY 10552  
Phone: 914.668.1210  
Fax: 914.668.0574

***We encourage everyone to attend this important event.***

From: Joseph Parisi [REDACTED]

To: Bishop Edwers [REDACTED]

Subject: Charter school comments on Inquirer's website

Date: Mon, Dec 30, 2013 5:21 pm

---

This is very good for our tax payers who have kids in Mount Vernon school system. AMEN

Mack 2 days ago

This looks interesting.

[REDACTED] days ago

As a parent this is wonderful thing providing Educational Choice for the residence of Mount Vernon, New York. I welcome this opportunity

Myra 2 days ago

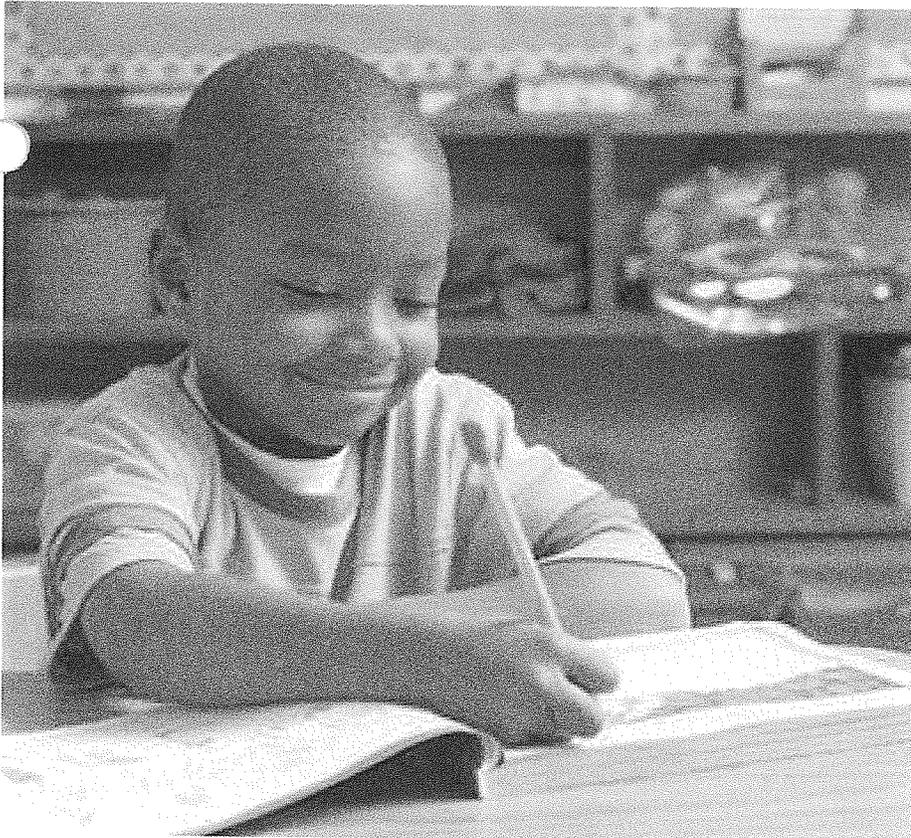


**Joseph A. Parisi**

Publisher/Editor  
The Mt. Vernon Inquirer Newspaper  
[www.mvinquirer.com](http://www.mvinquirer.com)

(914)584-6386





*"A mind is a beautiful thing to fill!"*

## **2<sup>ND</sup> COMMUNITY FORUM**

**MONDAY, JANUARY 27, 2014**

**261 E. LINCOLN AVENUE  
MOUNT VERNON, NY**

**6:30 P.M.**

Highlights of the academic program description will be presented at this forum. Speakers are encouraged to call and register at 914.668.1210 to have an opportunity to comment.

All persons will be afforded 2 minutes to speak.

*We encourage everyone to attend this important event.*

### **COMMUNITY FORUM**

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### **Proposed Friendship Tech Public Charter School**

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**Grades K – 4th**

---

- Warm welcoming school where all students will excel
  - Challenging hands-on curriculum
- 

**"Making change happen"**

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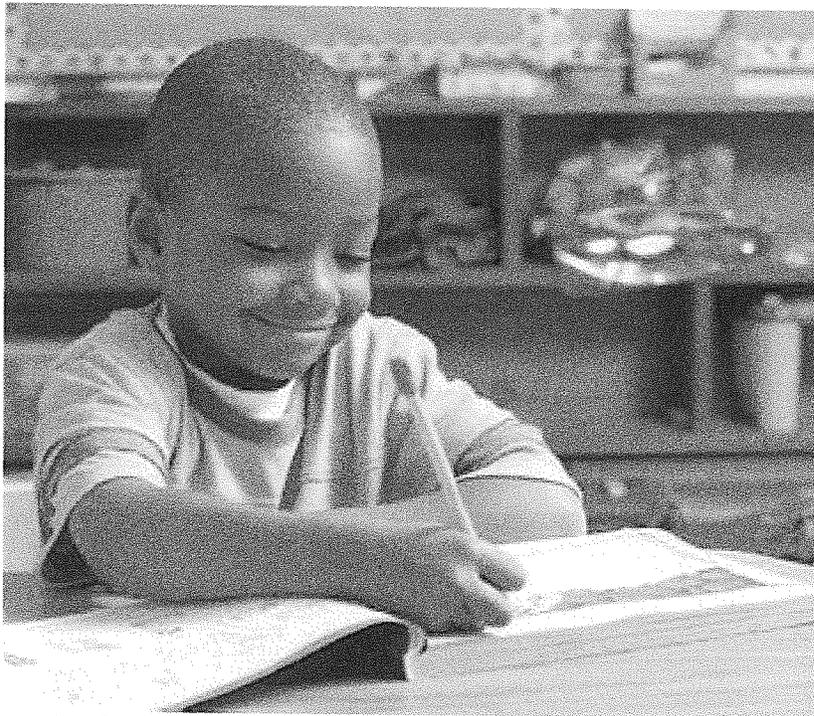
### **FRIENDSHIP TECH PCS**

261 East Lincoln Avenue  
Mount Vernon, NY 10552

Phone: 914.668.1210

Fax: 914.668.0574

**Appendix IV: Flyer Regarding Community Forum**



*"A mind is a beautiful thing to fill!"*

**COMMUNITY FORUM**  
**MONDAY, DECEMBER 30, 2013**  
**261 E. LINCOLN AVENUE**  
**MOUNT VERNON, NY**  
**6:30 P.M.**

Highlights of the academic program description will be presented at this forum. Speakers are encouraged to call and register at 914.668.1210 to have an opportunity to comment. All persons will be afforded 2 minutes to speak.

*We encourage everyone to attend this important event.*

**Community  
Forum**

**Proposed  
Friendship Tech  
Public Charter  
School**

**Grades K – 3rd**

- Warm welcoming school where all students will excel
- Challenging hands-on curriculum

**"Making change  
happen"**

**FRIENDSHIP TECH PCS**

261 East Lincoln Avenue  
Mount Vernon, NY 10552  
Phone: 914.668.1210  
Fax: 914.668.0574





**Friendship  
Tech Charter**  
SCHOOL OF EXCELLENCE

Weekly Student Schedule: Kindergarten & First Grade

ATTACHMENT 6

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10:50 – 12:30 p.m.	<u>Math</u>  Blended Learning: Pearson's <i>enVision Math</i> ; STEM integration: Pearson's <i>Investigations in Numbers, Data &amp; Space</i> ; Special Education/ELL teacher present, if required.
12:30 – 1:20	<i>School aids will monitor students at lunch + during recess; Teachers' lunch period.</i>
1:20 – 2:50	<u>ELA – Social Studies Block</u>  Guided instruction; Independent reading, read aloud/shared reading; Writer's Workshop: STEM journal, creative/reflective writing; STEM-literacy and career ready integration: Sally Ride's <i>Cool Careers Series</i> ; Core Knowledge Language Arts reading program; Social Studies/ELA and career ready integration: Leveled readers from Pearson's <i>myWorld</i> ; Special Education/ELL teacher present, if required. Independent Study: Reading from various genres
2:50 – 3:35	Teacher Specialists: Music – Physical Education – Art – AIS – Resource Room
3:35 – 3:50	<i>Pack Up &amp; Dismissal</i>

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**Friendship  
Tech Charter**  
SCHOOL OF EXCELLENCE

**Weekly Student Schedule: Kindergarten & First Grade**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:20 a.m.			<i>Doors Open</i>		
7:30 – 8:00 a.m.			<i>Breakfast</i>		
8:05 – 8:30 a.m.		<i><u>School-Wide Morning Greeting and Classroom Morning Meeting</u></i> Daily mini lessons/warm-ups, author of the week; Circle Time: Discuss month, day, year; count-down to 100 <sup>th</sup> day of school.			
8:30 – 9:45 a.m.		<i><u>i-STEM Block</u></i> STEM-literacy integration: <i>Science Start Curriculum</i> ; oral and written sharing of findings, science journal; Inquiry-based STEM instruction: Problem-based learning tasks & Maker Space/STEM lab; digitally documenting work and sharing with parents/guardians via email/Twitter. Supported by STEM co-teacher; Special Education/ELL teacher present, if necessary.			
9:45 – 10:30		<i>Teachers' preparation time; time to communicate with parents</i> <i>Teacher Specialists: STEM Lab/MakerSpace – Music – Physical Education – Art – AIS – Resource Room</i>			
10:30 – 10:50 a.m.		<i>Teachers will be provided 20 minutes for communication with parents and break;</i> <i>School aide will accompany students to the bathroom and monitor them during snack-time.</i>			
10:50 – 12:30 p.m.		<i><u>Math</u></i> Blended Learning: Pearson's <i>enVision Math</i> ; STEM integration: Pearson's <i>Investigations in Numbers, Data &amp; Space</i> ; Special Education/ELL teacher present, if required.			
12:30 – 1:20		<i>School aids will monitor students at lunch + during recess;</i> <i>Teachers' lunch period.</i>			



**Friendship  
Tech Charter**  
SCHOOL OF EXCELLENCE

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Weekly Student Schedule: Kindergarten & First Grade

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1:20 – 2:50

*ELA – Social Studies Block*

Guided instruction; Independent reading, read aloud/shared reading;  
Writer’s Workshop: STEM journal, creative/reflective writing;  
STEM-literacy and career ready integration: Sally Ride’s *Cool Careers Series*;  
Core Knowledge Language Arts reading program;  
Social Studies/ELA and career ready integration: Leveled readers from Pearson’s *myWorld*;  
Special Education/ELL teacher present, if required.  
Independent Study: Reading from various genres

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2:50 – 3:35

*Teachers’ preparation time; time to communicate with parents*

*Teacher Specialists: STEM Lab/MakerSpace – Music – Physical Education – Art – AIS – Resource Room*

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3:35 – 3:50

*Pack Up & Dismissal*

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**Friendship  
Tech Charter**  
SCHOOL OF EXCELLENCE

Weekly Student Schedule: Grades 2, 3, & 4

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:20 a.m.			<i>Doors Open</i>		
7:30 – 8:00 a.m.			<i>Breakfast</i>		
8:05 – 8:30 a.m.		<i>School-Wide Morning Greeting and Classroom Morning Meeting</i> Morning assignment; shared daily planning using Smart Board; Morning news/current events, special celebrations; Daily discussion of Resolving Conflicts Creatively Program (RCCP); Daily mini lessons/warm-ups.			
8:30 – 10:00 a.m.		<i>ELA – Social Studies Block</i> <i>Lucy Calkins: Common Core Reading and Writing Workshop Curriculum;</i> Blended Learning: independent reading, read aloud/shared reading; Writer’s Workshop: STEM journal, creative/reflective writing; introduction to Microsoft Word for writing; STEM-literacy and career ready integration: Sally Ride’s <i>Cool Careers Series</i> ; <i>Seeds of Science-Roots of Reading</i> ; Social Studies/ELA and career ready integration: Leveled readers from Pearson’s <i>myWorld</i> ; Special Education/ELL teacher present, if required.			
10:00 – 10:20 a.m.		<i>Teachers will be provided 20 minutes for communication with parents and break;</i> <i>School aide will accompany students to the bathroom and monitor them during snack-time.</i>			
10:20 – 11:40 p.m.		<i>Math</i> Blended Learning: Houghton Mifflin Harcourt’s <i>GoMath</i> ; STEM integration: Pearson’s <i>Investigations in Numbers, Data &amp; Space</i> ; Special Education/ELL teacher present, if required.			
11:40 – 12:30 p.m.		<i>School aids will monitor students at lunch + during recess;</i> <i>Teachers’ lunch period.</i>			



**Friendship  
Tech Charter**  
SCHOOL OF EXCELLENCE

Weekly Student Schedule: Grades 2, 3, & 4

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12:30 – 1:15

*Teachers' preparation time; time to communicate with parents*

---

1:15 – 2:45

*i-STEM Block*

Blended Learning: Pearson's *Interactive Science*;

Inquiry-based STEM instruction: Problem-based learning tasks & Maker Space/STEM lab;

Literacy Integration: oral and written sharing of findings, science journal; digitally documenting work and sharing with parents/guardians via email/Twitter.

Resources: print and online research;

Supported by STEM co-teacher;

Special Education/ELL teacher present, if necessary.

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2:45 – 3:30

*Teachers' preparation time; time to communicate with parents*

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3:30 – 3:50

*Independent Reading/AIS Services*

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3:50 – 4:00

*Pack Up & Dismissal*

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**Friendship  
Tech Charter**  
SCHOOL OF EXCELLENCE

Weekly Student Schedule: Grades 2, 3, & 4

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:20 a.m.	<i>Doors Open</i>				
7:30-8:00 a.m.	<i>Breakfast</i>				
8:05 – 8:30 a.m.	<u><i>School-Wide Morning Greeting and Classroom Morning Meeting</i></u>				
	Daily discussion of Resolving Conflicts Creatively Program (RCCP)				
	Monday Morning Journal: "Over the weekend I..."	Character Trait of the week; Lessons in Character curriculum	"Math Tubs"	D.E.A.R. Drop Everything and Read	Free Draw!
8:30 – 10:00 a.m.	<u><i>ELA – Social Studies Block</i></u>				
	<p><i>ELA: Appropriate Daily and Weekly Modules/Lessons from Lucy Calkins: Common Core Reading and Writing Workshop Curriculum;</i></p> <p><i>Writer’s Workshop: STEM journal, creative/reflective writing;</i></p> <p><i>Shared and independent reading: Sally Ride’s Cool Careers Series; Seeds of Science-Roots of Reading</i></p> <p><i>Social Studies: Appropriate Daily and Weekly Lessons from Pearson’s myWorld;</i></p>				
10:00 – 10:20 a.m.	<u><i>Recess</i></u> Bathroom and Snack				
10:20 – 11:40 p.m.	<u><i>Math</i></u>				
	<p>Appropriate Daily and Weekly Modules/Lessons from:</p> <ul style="list-style-type: none"> <li>• Blended Learning: Houghton Mifflin Harcourt’s <i>GoMath</i> and Pearson’s <i>Investigations in Numbers, Data &amp; Space</i>;</li> <li>• Use of corresponding interactive WhiteBoard lessons and hands-on manipulatives, where appropriate.</li> </ul>				
11:40 – 12:30 p.m.	<i>Lunch + Indoor/Outdoor Physical Fitness</i>				



**Friendship  
Tech Charter**  
SCHOOL OF EXCELLENCE

Weekly Student Schedule: Grades 2, 3, & 4

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12:30 – 1:15

Teacher Specialists: STEM Lab/MakerSpace – Music – Physical Education – Art – AIS – Resource Room

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1:15 – 2:45

*i-STEM Block*

Pearson's Interactive Science, Chapter 1: The Nature of Science (Blended Learning)

Problem-based learning tasks: Maker Space/STEM lab (Making predictions, observations, recording findings, making, and reporting conclusions [orally and written, science journal/e-mail/twitter]);

Lesson 1: What questions  
can you ask?

Lesson 2: How do you  
observe?

Lesson 3: How do you  
learn together?

Lesson 4: How do you  
share what you learn?

Lesson 5: What do you  
use to observe?

★ Research project and/or Problem/project-based learning task of the week ★

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2:45 – 3:30

Teacher Specialists: STEM Lab/MakerSpace – Music – Physical Education – Art – AIS – Resource Room

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3:30 – 3:50

*Independent Reading/AIS Services*

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3:50 – 4:00

*Pack Up & Dismissal*

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## FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE

**June  
2016**



**FRIENDSHIP  
Tech Charter  
School of Excellence**

*Teaching Each Child Holistically*

The community is invited our first Open House. This event will provide open enrollment and parental support information.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>5</b>	<b>6</b> FTCSE Trustees MTG	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b> OPEN HOUSE
<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>		



# FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE

**July  
2016**

**Our new journey begins born with great possibilities to succeed FTCSE WINS**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					<b>1</b>	<b>2</b>
<b>3</b>	<b>4</b> Independence Day	<b>5</b> FTCSE Trustees MGT	<b>6</b>	<b>7</b>	<b>8</b> ADMINISTRATION RETREAT	<b>9</b> ADMINISTRATION RETREAT
<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
<b>17</b>	<b>18</b> Teacher Orientation	<b>19</b> Teacher Orientation	<b>20</b> Staff Orientation	<b>21</b>	<b>22</b>	<b>23</b>
<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<b>31</b>						

## FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE

**August  
2016**

**Our children are our future and what we deposit will determine our destiny.  
Note: Administration and Faculty are required to attend Professional development**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	<b>1</b> FTCSE Trustees MTG	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>7</b>	<b>8</b> Professional Development	<b>9</b> Professional Development	<b>10</b> Professional Development	<b>11</b> Professional Development	<b>12</b>	<b>13</b>
<b>14</b>	<b>15</b> Parental/Students Orientation	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b> <b>SCHOOL OPEN</b> <b>Convocation</b>	<b>23</b> First Day of Class	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>
<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>			



# FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE

## September 2016

**AFTERSCHOOL ACADEMY WHERE LEARNING IS FUN**  
**THE AFTERSCHOOL PROGRAM FEATURES A VARIETY OF ACTIVITIES TO STRENGTHEN ACADEMIC PERFORMANCE.**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				<b>1</b>	<b>2</b> School Closed	<b>3</b>
<b>4</b>	<b>5</b> Labor Day School Closed	<b>6</b> FTCSE Trustees MTG	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b> Afterschool Academy Open	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>
<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>
<b>25</b>	<b>26</b> Teachers MTG	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	



## FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE

# October 2016

Every Saturday the FTCSE STEM Resource Lab is open for students and parents to enhance their technology skill levels. Also, this is the start of our Parental Academy.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						<b>1</b> STEM Resource Lab Open
<b>2</b>	<b>3</b> FTCSE Trustees MTG	<b>4</b> School Field Trip	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>9</b>	<b>10</b> Columbus Day School Closed	<b>11</b>	<b>12</b> Half day Professional development	<b>13</b>	<b>14</b>	<b>15</b>
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b> School Assembly	<b>22</b>
<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b> FTCSE FALL FESTIVAL
<b>30</b>	<b>31</b> Halloween					



## FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE

**November  
2016**

**TEACHER AND PARENT CONFERENCE TO PROVIDE A REVIEW OF THE PROGRESS OF EACH STUDENT. REPORT CARDS WILL BE DISTRIBUTED AT THIS MEETING. OUR SCIENCE FAIR IS THE HIGHLIGHT OF THIS FIRST QUARTER.**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		<b>1</b> TEACHER/Parent Conference	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b> FTCSE Trustees MTG	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b> Veterans Day	<b>12</b>
<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>
<b>20</b>	<b>21</b> SCIENCE FAIR	<b>22</b>	<b>23</b>	<b>24</b> Thanksgiving Day	<b>25</b> SCHOOL CLOSED	<b>26</b>
<b>27</b>	<b>28</b> Teachers MTG	<b>29</b>	<b>30</b>			

# December 2016

Administration, faculty, staff and families of FTCSE gather together to celebrate the holiday season with games, food, drinks and entertainment. This is the time we continue to build our school community, foster partnerships and connect with the border communities that we serve.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				<b>1</b>	<b>2</b>	<b>3</b> FTCSE Holiday Festival
<b>4</b>	<b>5</b> FTCSE Trustee MTG	<b>6</b> HALF DAY PROFESSIONAL DEVELOPMENT	<b>7</b>	<b>8</b> SCHOOL HOLIDAY MUSICAL	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b> FTSCE Trustee Black Tie Gala	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b> Faculty & Staff Holiday Social	<b>17</b>
<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b> SCHOOL RECESS	<b>24</b>
<b>25</b> Christmas Day	<b>26</b> SCHOOL RECESS	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>



## FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE

# January 2017

FTCSE Technology Expos highlights the projects our students achieved in their understanding of the integration of technology in our daily lives. Showcase will be our students demonstrating their use of computers in their study of our core subjects.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<b>1</b>	<b>2</b>	<b>3</b> SCHOOL OPEN CLASSES RESUME	<b>4</b> Afterschool Academy resume	<b>5</b>	<b>6</b>	<b>7</b> STEM Lab resume
<b>8</b>	<b>9</b> FTCSE Trustees MTG	<b>10</b> School Public Assembly	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>15</b>	<b>16</b> M L King Day	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>
<b>22</b>	<b>23</b> Technology Expos	<b>24</b> Technology Expos	<b>25</b> Technology Expos	<b>26</b>	<b>27</b>	<b>28</b>
<b>29</b>	<b>30</b> Teachers MTG	<b>31</b>				

**February  
2017**

Teacher/Parent conference the second formal progress reports will be given during this month.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			<b>1</b> Enrollment APPLICATION PROCESS BEGINS	<b>2</b>	<b>3</b>	<b>4</b>
<b>5</b>	<b>6</b> FTSCE Trustee MTG	<b>7</b>	<b>8</b> Half day Professional Development	<b>9</b>	<b>10</b>	<b>11</b>
<b>12</b>	<b>13</b> TEACHER/Parent Conference	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
<b>19</b>	<b>20</b> Presidents' Day	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
<b>26</b>	<b>27</b>	<b>28</b>				



# FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE

**March  
2017**



**FRIENDSHIP  
Tech Charter  
School of Excellence**

*Teaching Each Child Holistically*

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>5</b>	<b>6</b> FTCSE Trustees MTG	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b> Staff in- service Training	<b>16</b>	<b>17</b>	<b>18</b>
<b>19</b>	<b>20</b>	<b>21</b> School Field Trip	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
<b>26</b>	<b>27</b> Student assessment test	<b>28</b> Student Assessment test	<b>29</b>	<b>30</b>	<b>31</b>	



FRIENDSHIP  
Tech Charter  
School of Excellence  
*Teaching Each Child Holistically*

## FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE

**April  
2017**



FRIENDSHIP  
Tech Charter  
School of Excellence  
*Teaching Each Child Holistically*

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						<b>1</b>
<b>2</b>	<b>3</b> FTCSE Trustees MTG	<b>4</b>	<b>5</b> Teacher/staff professional Day	<b>6</b>	<b>7</b>	<b>8</b>
<b>9</b>	<b>10</b> Enrollment lottery	<b>11</b> FTCSE Spring Music & Arts Performances	<b>12</b>	<b>13</b>	<b>14</b> Good Friday	<b>15</b>
<b>16</b>	<b>17</b> School Closed Spring Recess	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>
<b>23</b>	<b>24</b> School Resume	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>
<b>30</b>						



# FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE

**May  
2017**



**FRIENDSHIP  
Tech Charter  
School of Excellence**  
*Teaching Each Child Holistically*

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	<b>1</b> FTCSE Trustees MTG	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b> Faculty & Staff appreciation Lunch	<b>6</b>
<b>7</b>	<b>8</b> Teachers Evaluations	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>
<b>28</b>	<b>29</b> Memorial Day	<b>30</b>	<b>31</b>			



## FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE

**June  
2017**



**FRIENDSHIP  
Tech Charter  
School of Excellence**

*Teaching Each Child Holistically*

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				<b>1</b>	<b>2</b>	<b>3</b> STEM Lab/Parental Academy Closes
<b>4</b>	<b>5</b> FTCSE Trustees MTG	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b> Afterschool Closes	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b> FTCSE School Field Trip	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>
<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b> Promotion, Graduation & Recognition Day	<b>24</b> FTCSE Carnival
<b>25</b>	<b>26</b> Half day	<b>27</b> Half day	<b>28</b> Summer Recess Early dismissal	<b>29</b>	<b>30</b>	



## FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE

**July  
2017**



Sun	Mon	Tue	Wed	Thu	Fri	Sat
						<b>1</b>
<b>2</b>	<b>3</b>	<b>4</b> Independence Day	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>9</b>	<b>10</b> FTCSE Trustees MTG Summer Session begins	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>16</b>	<b>17</b> Teacher Orientation	<b>18</b> Teacher Orientation	<b>19</b> Staff Orientation	<b>20</b>	<b>21</b>	<b>22</b>
<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>
<b>30</b>	<b>31</b>					



## FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE

# August 2017

Welcome back to this wonderful learning center that produces Achievers

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b> Summer Session Closes	<b>5</b>
<b>6</b>	<b>7</b> FTCSE Trustees MTG	<b>8</b> Professional Development	<b>9</b> Professional Development	<b>10</b> Professional Development	<b>11</b>	<b>12</b>
<b>13</b>	<b>14</b> Parental/Students Orientation	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>
<b>20</b>	<b>21</b> School Open Convocation	<b>22</b> First Day of Class	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>
<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>		



# FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE

## September 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					<b>1</b> School Closed	<b>2</b>
<b>3</b>	<b>4</b> Labor Day	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>10</b>	<b>11</b> FTCSE Trustees MTG	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
<b>17</b>	<b>18</b> Afterschool Academy Opens	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>
<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>



## Attachment 7

### Student Discipline Policy (Student Code of Conduct)

The Board of Trustees of Friendship Tech Charter School of Excellence recognize that sound, ethical standards of conduct and creating a positive and safe learning environment are critical factors in student and school success. These characteristics also serve to increase the effectiveness of school board trustees and their staff as educational leaders in collaboration with school administrators, parents, students and the community. Actions based on ethical codes of conduct promote public confidence and the attainment of school goals. The Board also recognized its obligation under the General Municipal Law<sup>1</sup> to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all school trustees, officers and employees.

FTCSE's Student Code of Conduct is based on the best practices of successful charter schools for our age demographic and the principles of Conscience Discipline,<sup>2</sup> respect for self, respect for others, and respect for the environment. By establishing high expectations for appropriate behavior, we will guide our students to develop a positive self-image, the courage to take risks in their learning, the dedication to persevere with their work, the ability to know and form healthy relationships, the ability to discern right from wrong, and the confidence to make positive social choices. Students, parents, staff and administration share this responsibility. When everyone works cooperatively to prevent problems and promote success, the need for disciplinary action is reduced.

Friendship Tech School of Excellence understands discipline, as a "teachable moment" is fundamental to a positive approach to discipline. We believe that every reasonable effort must be made to correct students behavior through guidance interventions and other school-base strategies such as restoratives practices. FTSCE policy will place infractions according to the misbehavior act of the student. FTSCE will employ a progressive infraction structure that will place all infraction on levels and the discipline shall based on those infractions, These infractions levels are; Uncooperative/Noncompliant behavior, Disorderly Behavior, Disruptive Behavior, Aggressive or Injurious/Harmful behavior and seriously Dangerous or Violent behavior. The infractions are meant to provide meaningful guidance interventions as well as a minimum to a maximum range of possible disciplinary responses that be imposed by the teacher, director of pupil services and the executive director. The intimate objective is to have a range of disciplinary responses that can be used to hold students accountable for inappropriate behavior.

Students at FTCSE must adhere to the following Code of Conduct.

#### General Student Conduct Standards

- Obey rules established in individual classes and in the school at large.
- Demonstrate respect for other students.
- Demonstrate respect for faculty, staff, guests, and administrators.
- Ask for help politely and at appropriate times.
- Act in a way that is safe and non-threatening.

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<sup>1</sup>New York General Municipal Law, Section 806, Code of Ethics, accessed June 6, 2014, [http://www.Regents.nysed.gov/about/statement\\_governance.html](http://www.Regents.nysed.gov/about/statement_governance.html).

<sup>2</sup>Becky Bailey, "Conscience Discipline," accessed November 2012, [http://consciousdiscipline.com/about/dr\\_becky\\_bailey.asp](http://consciousdiscipline.com/about/dr_becky_bailey.asp).

- Use language that is appropriate and does not offend others.
- Behave in ways that will assist others in their learning.
- Keep the classroom and school clean.
- Come to school regularly, on time, and ready to learn.
- Take responsibility for learning.
- Dress appropriately because school is a special place.
- Honor the code of conduct when participating in field trips, community service projects, and attending performances.

### **Student Responsibilities**

Each FTCSE student is expected to:

- Follow all classroom expectations and school rules
- Respect other students and their personal space
- Respect faculty, staff, administrators, and guests
- Work to the best of your abilities
- Act in a way that is safe and non-threatening
- Use language that is appropriate and does not offend others
- Keep the classroom and school clean by respecting the school environment
- Come to school regularly, on time, and ready to learn
- Dress appropriately according to the dress code
- Honor the code of conduct in school and when participating in fieldwork, community service projects, and attending performances
- Cultivate and support the “spirit of inquiry” in the classroom

### **Parent Responsibilities**

Each FTCSE family is expected to:

- Support the mission of FTCSE
- Communicate their needs/concerns to their child’s CSI team
- Participate actively based on their Asset Inventory
- Ensure their child attends school regularly and on time
- Attend all school meetings and team conferences
- Support classroom programs, fieldwork, activities, and curriculum

### **Displaying Conduct Standards**

Each class will display the Student Conduct Standards in a place where all students can revisit and discuss when needed. The class display of FTCSE Conduct Standards will include pictures/drawings for students not yet reading.

### **Copies of Conduct Standards**

Parents will receive a copy of the Student Conduct Standards and the Parents Responsibilities so they are aware of the behavioral norms, morals, and values expected of each child as well as what is expected of them. Teachers will also inform parents of the process in which the students are made aware of FTCSE’s conduct standards. They will include the conduct standards defining appropriate behavior expected while participating in field trips, community service projects, attending performances, and dealing with conflict.

### **Covenant and Agreement Forms**

After the first six weeks of school, when classroom teachers and the children establish the conduct standards for classroom management, parents will sign a Covenant and Agreement Form from their child’s teacher. The Covenant and Agreement Form will outline Classroom Expectations, and the School Conduct Standards, so parents are aware

of the behavioral norms, morals, and values expected of each child. The purpose of the Covenant and Agreement Form is for parents and students to have written documentation of the expectations and consequences to use as a reference throughout the whole year.

### **Responding to Misbehavior**

All teachers will follow a set protocol associated with the philosophy of Responsive Classroom.<sup>3</sup> Using visual and verbal cues, increasing teacher proximity and logical consequences will be in place if experiencing a disruption to FTCSE's Conduct Standards. Additional techniques to be used for creating an orderly learning environment in the classroom may include progressive discipline such as "take-a-break" spot, a "fix-it plan," or a "team meeting."<sup>4</sup> "Take-a-break" will be a place where children go to reflect on behavior before returning to the group. It will provide the student having difficulty following rules with an opportunity to decompress, reflect, and rejoin the class. If the child continues to misbehave, he or she will complete a "Fix-it-plan" with an adult and then be welcomed back into his/her learning environment. If the student does not follow the "Fix-It-Plan" the next consequence is a behavioral plan formulated during a "Team Meeting." The teacher will assess the immediate needs of the child and take time to discuss issues and problem solve. The teacher will communicate with the parent if the child continually exhibits behaviors counter to the rule system of the classroom and schedule a conference with the parent.

### **Team Meeting**

During a Team Meeting, a student will meet with the School Support Team (teacher, Executive Director, school's Social Worker) and the child's parent. The team will create a behavior plan designed specifically for the student, including the possible referral of the child (and family if needed) to the County's social /human services departments, mental health counseling or a community-based organization depending on the behavior. The plan will be set into place immediately. In school as well as out of school consequences will be set into place based on the advice of the team.

### **Habitual Problems**

FTCSE school climate and culture are designed to help children feel safe emotionally and physically. While FTCSE does not expect chronic problems in its children's behavior, the school will follow the provisions of Individuals with Disabilities Act (IDEA), and New York State's Dignity for All Students Act to ensure that children have a safe and supportive environment in which to learn, free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function. If a child's conduct is such that he or she requires formal disciplinary action to be taken, the parents will be notified.

### **Short-Term Suspensions**

A student who is determined to have committed any of the infractions listed below shall be subject minimally to a short term suspension, unless the Executive Director or Student Support Team determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. Depending on the severity of the infraction, a long-term suspension also may be imposed and referrals to law enforcement authorities may be made. A short-term suspension is an out-of-school suspension for five school days or fewer. The Executive Director will have the power, under the law, to grant a short-term suspension.

#### **Disciplinary Infractions that May Result in a Short-Term Suspension**

- Attempt to assault any student or staff member.
- Acts of physical aggression.
- Vandalize school or personal property resulting in minor damage.
- Endanger the physical safety of another by the use of force or threats of force.
- Engage in conduct that disrupts school or classroom activity or endangers or threatens to
- Endanger the health, safety, welfare, or morals of others.

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<sup>3</sup>Responsive Classrooms: Educators Creating Safe, Challenging and Joyful Elementary Schools, "About Responsive Classroom," accessed June 6, 2014, <https://www.responsiveclassroom.org/about-responsive-classroom>.

<sup>4</sup>Responsive Classrooms: Educators Creating Safe, Challenging and Joyful Elementary Schools, "Positive Time Out," accessed June 6, 2014, <https://www.responsiveclassroom.org/article/positive-time-out>.

- Engage in insubordination.
- Fails to complete assignments, carry out directions, or comply with disciplinary sanctions.
- Cheating on tests or quizzes, or commits plagiarism.
- Use of forged notes or excuses.
- Stealing, attempt to steal, or possession of property known by the student to be stolen.
- Trespassing on school property.
- Abuse of school property or equipment.
- Use of obscene or abusive language or gestures.
- Engage in acts of sexual harassment, including but not limited to sexually-related
- Physical contact or offensive sexual comments.
- Use of derogatory racial or ethnic slurs.
- Acts of bullying, harassment, intimidation, or threats of violence (in school or electronically).
- Making a false bomb threat or pulling a false emergency alarm.
- Possession of tobacco or alcohol.
- Possession of radios, pagers, beepers, portable/cellular telephones or any electronic device not being used for instructional purposes.
- Wearing inappropriate, insufficient, or disruptive clothing or attire, and/or violating the student dress code.
- Repeatedly committing minor behavioral infractions that, in the aggregate, may be considered an infraction subject to formal disciplinary action.
- Inappropriate or unauthorized use of technology.
- Committing any other act that school officials reasonably conclude warrants a disciplinary response.

#### **Long-Term Suspensions**

A student who is determined to have committed any of the infractions listed below, or repeats an offense listed above, shall be subject minimally to a long term suspension, unless the Executive Director determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. A long-term suspension is an out-of-school suspension for more than five school days, followed by a hearing conducted by a hearing officer.

#### **Disciplinary Infractions that May Result in a Long-Term Suspension**

- Possession, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student at school.
- Commits or attempts to commit arson on school property.
- Possession, sale, purchase, distribution, or use of any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at any school-sponsored event.
- Assault of any other student or staff member.
- Intentionally causing physical injury to another person, except when the student's actions are reasonably necessary to protect himself or herself from injury
- Vandalizing school or personal property resulting in major damage
- Threats of violence or acts of intimidation (in school or electronically)
- Committing any act that school officials reasonably conclude warrants long-term suspension.

#### **Procedures for Long-Term Suspension.**

The Head of School may impose a long-term suspension only after the student has been found guilty at a formal suspension hearing. At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. CSI will contract with a qualified impartial hearing officer who will issue an advisory report that the Head of School may accept or reject in whole or in part.

#### **Alternative Instruction**

Suspension data and associated reports will be kept on record. If a child is suspended, alternative educational instruction will be offered to keep the student from missing instruction. The alternative instruction may be taught by

a tutor or instructional staff at a space assigned in the school, or at the student's home. The instruction time will be limited to two hours per suspension day but will be designed to allow the student to keep up with his/her class' progress with curriculum and test preparation. During long-term suspensions, the school may also seek to place the student during the term of the suspension in any alternate education program that is operated by the Mount Vernon school district. For a student who has been expelled by the school, the means and manner of alternative instruction will be the same as for a student who has been suspended. Alternative instruction will be provided until the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence, to the extent the provision of such services is required by law. As above, the school may seek, where appropriate, to place the student in an alternative education program operated by the Mount Vernon school district either through agreement with the school district or by operation of law.

### **Special Education Discipline Policy**

FTCSE discipline policy aligns with the Individuals with Disabilities Education Act (IDEA) and all applicable laws, including the Dignity for All Students Act to keep children free discrimination or harassment. When a student with a disability violates the FTCSE Code of Conduct, the staff will work with the Academic Counselor to determine whether or not the disability is a contributing factor. If the child's behavior relates to his or her disability, FTCSE will not remove the child from class or suspend the child. If, however, the behavior is not related to the child's disability, the child will be disciplined according to the tenets in the school's Student Discipline Policy, or if applicable, to the student's Behavior Intervention Plan (BIP).<sup>5</sup> In the event that a student with disabilities is suspended, FTCSE will assure that the alternative instruction plan complies with provisions of the student's IEP.<sup>6</sup> If the student does not have a BIP and is removed from their placement or suspended for more than 10 days, FTCSE will convene an IEP meeting to create a Functional Behavior Assessment plan within 10 days of the removal. FTCSE's Academic Counselor will consult with the Committee on Special Education to create a BIP to define appropriate interventions. Likewise, if the student has a BIP that is not proving effective, the FTCSE Student Support Team will be convened within 10 days of the disciplinary action to evaluate the plan and make the necessary modifications that includes positive behavioral supports and services to address the child's behavior. As with any suspension at FTCSE, the school will provide alternative education instruction for students with disabilities so that they can keep up with the curriculum, assignments/homework, and tests. Any suspension of a student with disabilities will be in accordance with §14.143 (disciplinary placements) and 34 CFR 300.519-300.529 (discipline procedures). Parents will be provided a copy of their procedural and complaint rights.

### **Appeals.**

The Executive Director's decision after the formal hearing to impose a long-term suspension may be appealed first to the FTCSE Board of Trustees within 10 days of the suspension, next to the chartering entity, and finally to the State Commission on Charter Schools. A parent/guardian can challenge the interim alternative education offered and/or the disciplinary action. If the infraction was related to drugs or firearms/weapons, there must be an official deliberation on the case before any alternative educational arrangements are to be changed. Parents can appeal suspension or expulsion decisions. The appeal should be addressed to the Board of Trustees within 10 days from the notice of suspension with an expected resolution within 48 hours. If the Board of Trustees' resolution does not grant the removal of suspension, the parent can further appeal the decision at the Commissioner of Education according to Education law §310. A notice must be sent by the parent/guardian to the SUNY Board of Trustees.<sup>7</sup> An appeal must be made within 10 days of the suspension or expulsion determination, and the Board must reply within 48 hours. If the Board of Trustees upholds the suspension or expulsion determination, an appeal may be initiated to the NYS Commissioner of Education within 30 days from the decision or action complained of, according to Education law §310.<sup>8</sup> Notice by the individual appealing must be provided to the SUNY Board of Trustees, our chartering entity.

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<sup>5</sup>NYSED.gov Special Education, Behavior Intervention Plans, accessed June 6, 2014, <http://www.p12.nysed.gov/specialed/publications/topicalbriefs/BIP.htm>.

<sup>6</sup>National Center for Learning Disabilities, "What Is an IEP," <http://www.nclld.org/students-disabilities/iep-504-plan/what-is-iep>

<sup>7</sup>The State University of New York (SUNY) "About The Board of Trustees," accessed June 6, 2014, <http://www.suny.edu/about/leadership/board-of-trustees/>.

<sup>8</sup>NYSED.gov Office of Council, "Selected Sections of the Education Law Appeals or Petitions to the Commissioner of Education," accessed June 6, 2014, <http://www.counsel.nysed.gov/appeals/selectlaw.htm>.

### **Violations of the School Law**

Complaints on violations of the charter school law or regulations may be addressed to the Board of Trustees, who must send a response within 30 days. Further complaints may be initiated within 30 days and addressed to the New York State Commissioner of Education. Based on Education Law §306<sup>9</sup> the Commissioner of Education can remove a trustee and other school officers for willful misconduct or neglect of duty.

### **Evaluation of School Environment.**

Students and other school stakeholders will evaluate their experiences with FTCSE, including how they feel about the safety of the environment, in a survey conducted at the end of each school year.

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<sup>9</sup>New York Education Law 306, accessed June 6, 2014, <http://codes.lp.findlaw.com/nycode/EDN/1/7/306>.



FRIENDSHIP  
Tech Charter  
School of Excellence

*Teaching Each Child Holistically*

## Attachment 9

BYLAWS  
OF  
Friendship Tech Charter School of Excellence  
A Not for Profit Corporation

ARTICLE I  
MEMBERSHIP

**1. Monthly Meeting**

A meeting of the Trustee board shall be on the first Monday of each month to transact the business of FTCSE. The President and/or the Board of Trustees may reschedule or cancel a meeting, but in no event shall the scheduling occur earlier than 72 hours. Proper public notification must be followed.

**2. Special Meetings**

The President of the Board or a majority of the members of the Board of Trustees may call special meetings of the Trustees. The Secretary of the corporation is only permitted to exercise this provision in the absence, death or disability of the President. Special Meetings shall be called upon by written request from the majority of the Trustees entitled to vote. Such request shall state the purpose or purposes of the proposed meeting. At such special meetings, the only business that may be transacted, is that business related to the purpose or purposes set forth in the notice thereof.

**3. Place of Meetings**

Meetings of the Board of Trustee shall be held at such place within the State of New York as may be fixed by the Board of Trustee. If no place is so fixed, such meetings shall be held at the principal office of the Corporation.

**4. Public Notice of Meetings**

Public notice of each monthly meeting of the Board of Trustees shall be given in writing and shall state the place, date and hour of the meeting and the purpose or purposes for which the meeting is called. Notice of a special meeting shall indicate that it is being issued by or at the direction of the person or persons calling or requesting the meeting.

The Public should be informed of all regular and special meetings by posting it in the school public display, Internet and school yearly published calendar.

When a meeting is adjourned to another time or place, it shall not be necessary to give any notice of the adjourned meeting if the time and place to which the meeting is adjourned is announced at the meeting of which the adjournment takes place. At the adjourned meeting any business may be transacted that might have been transacted on the original date of the meeting. However, if after the adjournment the Board of Trustees fixes a new record date for the adjourned meeting, a notice of the adjourned meeting shall be given to each member of record on the new record date entitled to notice under this Section 4.

#### **5. Waiver of Notice**

Notice of a meeting need not be given to any member who submits a signed waiver of notice, in person or by proxy, whether before or after the meeting. The attendance of any member at a meeting, in person or by proxy, without protesting prior to the conclusion of the meeting the lack of notice of such meeting, shall constitute a waiver of notice by him or her.

#### **6. Quorum to Conduct Trustee Business**

The number of Trustees present that constitutes a quorum shall be three. When a quorum is present, a meeting can be organized, it is not broken by the subsequent withdrawal of any Trustee.

### **ARTICLE II**

#### **BOARD OF TRUSTEES OF FRIENDSHIP TECH CHARTER SCHOOL of Excellence**

##### **1. Power of the Board and Qualification of Trustees**

The business affairs of the school shall be managed by the Board of Trustees. Each Trustee shall be at least eighteen years of age.

##### **2. The Work of the Board of Trustee**

- Establishing the school's mission and school design.
- Ensuring adequate resources for implementation of the school program.
- Recruiting, hiring and evaluating the Executive Director.
- Approving of all hiring and firing of personnel as recommended
- Adopting the annual school budget
- Approving all line items adjustments
- Approving major policies and regularly reviewing and revising them as necessary
- Preparing for and attending board and committee meetings.
- Making informed decisions to support the success of the school.
- Monitoring program implementation and compliance with the charter agreement and relevant laws and regulations.
- Facilitating long term strategic planning

- Recruiting and orienting new board members and assessing board performance
- Participating as appropriate in the grievance process
- Enhancing the school's public standing
- The approval of all recommended successors

### **3. Number of Trustees**

The number of Trustee constituting the entire Trustee Board shall be the number, not less than three no more than nine members.

### **4. Election and Term of Trustee**

The first Monday of May is designated for the election of Trustees. Trustee shall be elected to hold office until the there term is expired and until their successors have been elected and qualified or until their death, resignation or removal in the manner hereinafter provided. Board members will serve staggered three-year terms.

### **5. Quorum of Trustees and Action by the Board**

Three members of the entire Board of Trustee shall constitute a quorum for the transaction of business, and, except where otherwise provided herein, the vote of a majority of the Trustees present at a meeting at the time of such vote, if a quorum is then present, shall be the act of the Board.

### **6. Meetings of the Board**

Regular meetings of the Board shall be held on each First Monday of the said month as may be fixed by the Board. Special meetings of the Board may be held at any time upon the call of the President.

Meetings of the Board of Trustee shall be held at such places as may be fixed by the Board for regular meetings and in the notice of meeting for special meetings. If no place is so fixed, meetings of the Board shall be held at the principal office of the Corporation. Any one or more members of the Board of Trustees may participate in meetings by means of a conference telephone or similar communications equipment.

Notices should be publicized of regular meetings of the Board of Trustees. Notice of each special meeting of the Board shall be given to each Trustee either by mail not later than noon on the third day prior to the meeting or by email, written message or orally not later than noon, on the day prior to the meeting. Notices are properly rendered under the following conditions: by mail, when deposited in the United States mail; by email at the time of filing; or by messenger at the time of delivery. Notices by mail, email or messenger shall be sent to each Trustee at the address designated by him for that purpose, or, if none has been so designated, at his last known residence or business address.

Notice of a meeting of the Board of Trustees need not be given to any Trustee who submits a signed waiver of notice whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to any director.

A notice, or waiver of notice, need not specify the purpose of any meeting of the Board of Trustees.

A majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of any adjournment of a meeting to another time or place shall be given, in the manner described above, to the Trustees who were not present at the time of the adjournment and, unless such time and place are announced at the meeting, to the other Trustees.

### **7. Resignations**

Any Trustee of the Corporation may resign at any time by giving written notice to the Board of Trustees or to the President or to the Secretary of the Corporation. Such resignation shall take effect at the time specified therein; and unless otherwise specified therein the acceptance of such resignation shall not be necessary to make it effective.

### **8. Removal of Trustees**

Any one or more of the Trustees may be removed for cause by action of the Board of Trustees.

### **9. Executive and Other Committees of Trustees**

The Board of Trustees, by resolution adopted by a majority of the entire Board, may designate from among its members an executive committee and other committees each consisting of three or more Trustee and each of which, to the extent provided in the resolution, shall have all the authority of the Board, except that no such committee shall have authority as to the following matters: (a) the filling of vacancies on the Board; (b) the fixing of compensation (c) the amendment or repeal of the bylaws, or the adoption of new bylaws; (d) the amendment or repeal of any resolution of the Board which, by its term, shall not be so amendable or repealable; or (f) the removal or indemnification of a Board member.

The Board of Trustees may designate one or more Trustees as alternate members of any such committee, who may replace any absent member or members at any meeting of such committee.

Unless a greater proportion is required by the resolution designating a committee, a majority of the entire authorized number of members of such committee shall constitute a quorum for the transaction of business, and the vote of a majority of the members present at a meeting at the time of such vote, if a quorum is then present, shall be the act of such committee.

Each such committee shall serve at the pleasure of the Board of Trustees.

**Standard Committees**  
Budgeting & Finance  
Audit  
Building & Ground Operation

Employment Screening  
Community Outreach  
Policy & Procedure  
Fundraising  
Grievance/Appeal  
Curriculum/Common Core Learning Standard  
Ways & Means  
Process and Governance Committee

#### **10. Compensation of Trustees**

The Board of Trustees shall serve without fix compensation. Expenses for educational board enhancement should be a line item in the annual budget.

### **ARTICLE III** **OFFICERS**

#### **1. Election of Officers**

The Board of Trustees, as soon as may be practicable after the first annual organization meeting in May of each year, shall elect a President, a Secretary, and a Treasurer, and from time to time may elect or appoint such other officers as it may determine. Any two or more offices may be held by the same person except the President. The Board of Trustees may also elect one or more Vice Presidents, Assistant Secretaries and Assistant Treasurers.

#### **2. Other Officers**

The Board of Trustees may appoint such other officers and agents as it shall deem necessary who shall hold their offices for such terms and shall exercise such powers and perform such duties as shall be determined from time to time by the Board.

#### **4. Term of Office and Removal**

Each officer shall hold office for the term for which he is elected or appointed, and until his successor has been elected or appointed and qualified. Unless otherwise provided in the resolution of the Board of Trustees electing or appointing an officer, his/her term of office shall extend to and expire at the meeting of the Board following the next annual organizational meeting. Any officer may be removed by the Board with or without cause, at any time. Removal of an officer without cause shall be without prejudice to his contract rights, if any, and the election or appointment of an officer shall not of itself create contract rights.

#### **5. President**

The President shall be the chief executive officer of the Corporation, shall have general and active management of the business of the Corporation and shall see that all orders and resolutions of the Board of Trustees are carried into effect. The President shall also preside at all meetings of the membership and the Board of Trustees.

The President shall execute bonds, mortgages and other contracts requiring a seal, under the seal of the Corporation, except where required or permitted by law to be otherwise signed and executed and except where the signing and execution thereof shall be expressly delegated by the Board of Trustees to some other officer or agent of the Corporation.

#### **6. Vice President(s)**

The Vice President(s), in the order designated by the Board of Trustees, or in the absence of any designation, then in the order of their election, during the absence or disability of or refusal to act by the President, shall perform the duties and exercise limited powers of the President and shall perform such other duties as the Board of Trustees shall prescribe.

#### **7. Secretary and Assistant Secretaries**

The Secretary shall attend all meetings of the Board of Trustees and all meetings of the shareholders and record all the proceedings of the meetings of the Corporation and of the Board of Trustees in a book to be kept for that purpose, and shall perform like duties for the standing committees when required. The Secretary shall give or cause to be given, notice of all meetings of the membership and special meetings of the Board of Trustees, and shall perform such other duties as may be prescribed by the Board of Trustees or President, under whose supervision the Secretary shall be. The Secretary shall have custody of the corporate seal of the Corporation and the Secretary, or an Assistant Secretary, shall have authority to affix the same to any instrument requiring it and when so affixed, it may be attested by the Secretary's signature or by the signature of such Assistant Secretary. The Board of Trustees may give general authority to any other officer to affix the seal of the Corporation and to attest the affixing by his/her signature.

The Assistant Secretary, or if there be more than one, the Assistant Secretaries in the order designated by the Board of Trustees, or in the absence of such designation then in the order of their election, in the absence of the Secretary or in the event of the Secretary's inability or refusal to act, shall perform the duties and exercise the powers of the Secretary and shall perform such other duties and have such other powers as the Board of Trustees may from time to time prescribe.

#### **8. Treasurer and Assistant Treasurers**

The Treasurer shall have the custody of the corporate funds and securities; shall keep full and accurate accounts of receipts and disbursements in books belonging to the Corporation; and shall deposit all moneys and other valuable effects in the name and to the credit of the Corporation in such depositories as may be designated by the Board of Trustees.

The Treasurer shall disburse the funds as may be ordered by the Board of Trustees, taking proper vouchers for such disbursements, and shall render to the President and the Board of Trustees, at its regular meetings, or when the Board of Trustees so requires, an account of all his/her transactions as Treasurer and of the financial condition of the Corporation.

If required by the Board of Trustees, the Treasurer shall give the Corporation a bond in such sum and with such surety or sureties as shall be satisfactory to the Board of Trustees for the faithful performance of the duties of the office of Treasurer, and for the restoration to the Corporation, in the case of the Treasurer's death, resignation, retirement or removal from office, of all books, papers, vouchers, money and other property of whatever kind in the possession or under the control of the Treasurer belonging to the Corporation.

The Assistant Treasurer, or if there shall be more than one, the Assistant Treasurers in the order designated by the Board of Trustees, or in the absence of such designation, then in the order of their election, in the absence of the Treasurer or in the event of the Treasurer's inability or refusal to act, shall perform the duties and exercise the powers of the Treasurer and shall perform such other duties and have such other powers as the Board of Trustees may from time to time prescribe.

## **9. Books and Records**

The Corporation shall keep: (a) correct and complete books and records of account; (b) minutes of the proceedings of the membership, Board of Trustees and any committees of Trustees; and (c) a current list of the Trustees and officers and their residence addresses. The Corporation shall also keep at its office in the State of New York or at the office of its transfer agent or registrar in the State of New York, if any, a record containing the names and addresses of all members.

The Board of Trustees may determine whether and to what extent and at what times and places and under what conditions and regulations any accounts, books, records or other documents of the Corporation shall be open to inspection, and no creditor, security holder or other person shall have any right to inspect any accounts, books, records or other documents of the Corporation except as conferred by statute or as so authorized by the Board.

## **10. Checks, Notes, etc.**

All checks and drafts on, and withdrawals from the Corporation's accounts with banks or other financial institutions, and all bills of exchange, notes and other instruments for the payment of money, drawn, made, endorsed, or accepted by the Corporation, shall be signed on its behalf by the person or persons thereunto authorized by, or pursuant to resolution of, the Board of Trustees.

# **ARTICLE IV OTHER MATTERS**

## **1. Corporate Seal**

The Board of Trustees may adopt a corporate seal, alter such seal at its pleasure, and authorize it to be used by causing it or a facsimile to be affixed or impressed or reproduced in any other manner.

## **2. Fiscal Year**

The fiscal year of the Corporation shall be the twelve months ending December 31st, or such other period as may be fixed by the Board of Trustees.

## **3. Amendments**

Bylaws of the Corporation may be adopted, amended or repealed by vote of the Trustees. Bylaws may also be adopted, amended or repealed by the Board of Trustees, but any bylaws adopted by the Board may be amended or repealed.

If any bylaw regulating an impending election of Trustees is adopted, amended or repealed by the Board of Trustees, there shall be set forth in the notice of the next meeting for the election of Trustees the bylaw so adopted, amended or repealed, together with a concise statement of the changes made.

## **4. ACTIONS OF THE BOARD**

All matter brought before the board shall be voted upon once all pertinent information have been distributed and discussed among board members. The majority vote becomes binding and enforceable according to the terms.

## **5. Hiring of the Executive Director**

The Board of Trustees shall conduct and oversee the search of the educational leader of FTCSE. The terms of the executive director shall be negotiated by the executive committee and vote on by the entire board of Trustees.

## **ATTACHMENT 10**

### **FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE BOARD OF TRUSTEES**

#### **CODE OF ETHICS**

##### **GOVERNANCE RESPONSIBILITIES**

**Public Trust.** FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE constituted the Board of Trustees as a corporate entity responsible for the governance of The BOARD OF REGENT University of NEW YORK. Trustees hold a position of public trust and are expected to carry out their governance responsibilities in an honest, ethical, and diligent manner.

**Welfare of the Entire FTCSE** Trustees shall bring diverse backgrounds and expertise valuable to the governance of a comprehensive. In carrying out their duties, however, Trustees must keep the welfare of the entire school paramount over any parochial interest.

**Duty of Care.** Trustees must discharge their duties, including duties as a member of a committee, in good faith, with the care an ordinarily prudent person in a like position would exercise under similar circumstances, and in a manner the Trustee reasonably believes to be in the best interest of the FTCSE.

**Time Commitment.** In undertaking the duties of the position, a Trustee shall make the commitment of time necessary to carry out the Trustee's governance responsibilities. Failure of a Trustee to attend three regular meetings in succession of the Board or of a committee on which the Trustee serves shall be cause for the Board to consider the Trustee's removal.

**Due Diligence.** Trustees shall undertake with due diligence a critical analysis of the risks and benefits of any matter coming before the Board for action. Trustees shall promote a culture of constructive debate about major initiatives and transactions and shall require management to provide information necessary to carry out the Trustees' duty of care to act in the best interest of FTCSE.

**Legal Authority.** Except as otherwise provided by law or bylaw, Trustees shall have no legal authority to act outside of Board meetings. Trustees shall avoid acting as a spokesperson for the entire Board unless specifically authorized to do so.

##### **CONFLICT OF INTEREST**

Trustees shall abide by the Conflict of Interest Policy for Trustees, as amended from time to time. Upon election and annually thereafter, Trustees shall file a financial disclosure form as required by the Conflict of Interest Policy for Trustees. The Audit Committee of the Board shall monitor compliance with the Conflict of Interest Policy for Trustees.

**Personal Benefit or Gain.** Trustees shall not use the authority, title, prestige, or other attribute of the office

for personal benefit or gain for themselves or for any relative.

Favored Treatment. Trustees shall not use the authority, title, prestige, or other attribute of the office to obtain consideration, treatment, or favor for any person beyond that which is generally available. This does not prohibit routine letters of recommendation or requests for information about the status of an individual's admission, employment, discipline, and similar matters.

.Gifts, Favors, and Gratuities.

(1) Trustees shall not knowingly accept any gift, favor, or gratuity from any person or entity under contract with the FTCSE or seeking a contract with the FTCSE.

(2) Trustees shall not knowingly accept any gift, favor, or gratuity from any person or entity, including another Trustee, that might affect or have the appearance of affecting a Trustee's judgment in the impartial performance of the duties of the office.

## **COMPLIANCE**

Reporting of Violations. Anyone who believes that he or she has information indicating that an Trustee has violated the Code of Ethics shall make a written disclosure of the facts and circumstances to the Chair of the Board Process and Governance Committee. If the alleged violation involves the Chair or any member of the Board Process and Governance Committee, the disclosure shall be made to the Vice Chair of the Board. The Chair of the Board Process and Governance Committee shall refer alleged violations of the Conflict of Interest Policy for Trustees to the Audit Committee unless the allegation is against a member of the Audit Committee.

Review of Allegations. The chair of the appropriate committee (or the Vice Chair of the Board) shall review the alleged violation with the President and Legal Counsel to determine whether removal proceedings should be initiated against the Trustee for a material violation of the Code of Ethics.

Hearing. An appointed Trustee accused of a material violation of the Code of Ethics shall be afforded a due process contested case hearing.

Removal. If a contested case hearing results in a finding that an appointed Trustee materially violated the Code of Ethics, the Board may remove the Trustee from the Board by a two-thirds vote of the Board. Upon removal, the position shall be considered vacant, and the vacancy shall be filled as provided by FTFC Constitution and Bylaws.

Certification. Upon appointment and annually thereafter, Trustees shall be provided with the Code of Ethics and shall certify in writing that they have read the Code of Ethics and will comply with its provisions.



## Attachment 8

# Hiring And Personal Policies And Procedures

### The School

Friendship Tech Charter School of Excellence is granted a charter by the New York Board of Regents to provide educational services for children in Kindergarten through fourth grade. The term of the Regent is 5 years and school capacity 315 children. The School serves all children throughout the lower Hudson valley.

The school is open year-round, Monday through Friday from 7:00 AM to 6:30 PM, Summer school hour 9 a.m. to 12 noon, Saturday School and Adult Academy 8:30 a.m. to 11:30 a.m. The school shall be close for the observances of all legal holidays listed below.

### FTCSE HOLIDAYS

New Year's Eve	CLOSED
New Year's Day	CLOSED
Birthday of MLK Jr.	CLOSED
Memorial Day	CLOSED
Independence Day	CLOSED
Labor Day	CLOSED
Columbus Day	CLOSED
Thanksgiving Day	CLOSED
Day After Thanksgiving	CLOSED
Christmas Day	CLOSED
Christmas Eve	CLOSED

\* Days are subject to change

## **Friendship Tech Charter School of Excellence**

### **Mission Statement**

The Friendship Tech Charter School of Excellence (FTCSE) will empower students to become aspiring leaders by creating life-long learners, critical thinkers, and problem-solvers through a rigorous interdisciplinary STEM academic program.

### **Philosophy**

It is the philosophy of Friendship TECH CHARTER SCHOOL OF EXCELLENCE and its staff that children, their families and society benefit from high-quality early EDUCATIONAL programs. We believe the establishment of Friendship Tech Charter School of Excellence will provide the residents of Mount Vernon an educational choice in the selection of their children's educational journey.

The learning environment at the FTCSE is structured in such a way as to give the child an opportunity to independently explore, select, create and problem solve. Classrooms are organized around interest Schools and play areas that include STEM LADS, smart tables and pads, art, math, science, language arts, blocks, dramatic play and cooking and nutrition. FTCSE staff plan and facilitate these experiences for the total development of your child. We celebrate cultural diversity and incorporate multicultural perspectives throughout our curriculum.

### **Hiring Practice**

#### **Equal Opportunity Employer**

Friendship Tech Charter School of Excellence FTCSE is an equal opportunity employer and will hire the most qualified personnel without regard to sex, race, religion, color, creed, national origin, citizenship, sexual orientation, veteran status, age, marital status or disability. FTCSE will ensure equal treatment in all areas of personnel management, including hiring, promotion, training, layoff, or termination. We welcome applications from people with disabilities, and will fully comply with the Americans with Disability Act (ADA) of 1990. Consistent with this policy, FTCSE is committed to:

- Recruit, hire, and promote on the basis of an individual's qualifications and competence for the job.
- Make the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of their job.
- Protect the disabled individual's right to privacy and confidentiality to the extent possible.
- Full compliance with all requirements of applicable law, including those relating to employee benefits.

## Friendship Tech Charter School of Excellence

### General Employment Practices

FTCSE staff is hired *at will*, which means that either the employee or FTCSE can terminate the employment relationship with or without cause. In some cases, the Board of Trustees may enter into a contract with an employee, in which case the contract will prevail. All candidates will be required to get fingerprinted and undergo a background check before they are formally employed by FTCSE. Classroom teachers, special education teachers, and special teachers will be required to provide their teaching certifications and provide any other information required to prove that they meet qualifications for the job. Teachers will be hired in a configuration of one-third new teachers, one-third teachers with several years of teaching experience and one-third with significant teaching experience. FTCSE will recruit a diverse staff with a variety of backgrounds, experiences and interests, giving preference to teachers with experience in an urban setting.

The overarching criteria for all staff hired by FTCSE are that they contribute to the kind of culture FTCSE intends to create:

- Firm belief in FTCSE's mission.
- Joyful creativity and inquisitiveness.
- Willingness to collaborate and work in teams that conspire for children's success. deep respect for all.
- Believe without reservation in seeing all students excel to their full potential.
- Understand the importance of engaging parents as full partners in their children's education.

### Hiring Timeline and Process:

Recruitment of staff will begin in January 2016 after all members of the FTCSE Board of Trustees are recruited and seated (except for the Parent and Faculty representatives who will be seated later), officers elected, bylaws ratified, and the first year budget is approved. The first position the FTCSE Trustees will recruit is the Executive Director. Trustees will conduct a national search for a dynamic person with experience in managing a school with positive outcomes, and who can fuel a creative and innovative environment that will resonate throughout the school.

#### *Search Committee*

The Chair of the Board of Trustees will chair the Search Committee, which will be comprised of interested board members and educational experts it recommends to participate in the selection process. The Search Committee will meet to discuss the criteria for selection of the successful candidate, the recruitment process they will use and timeline for completing the process. The process outlined here is a draft that may be refined once the Search Committee is actually convened.

## Friendship Tech Charter School of Excellence

### *Recruitment*

As the instructional leader of FTCSE where the educational model is to develop inquiring minds and the school culture is one of collaboration, it is imperative that FTCSE Trustees establish a process that yields the right person to fill the Executive Director position. FTCSE will establish a rigorous recruitment, screening, and selection process, ensuring the appointment of a highly qualified Executive Director with outstanding professional and management experience. We will conduct a national search by posting the job description in Education Week, and on nonprofit websites such as Teach for America, the New York Charter Schools Association, EdJoin, educationamerica.net, schoolspring.com, and others. The Search Committee will also use their personal networks and the networks of Board members and FTCSE founders to identify applicants who may be interested in applying for the position.

### *Reviewing Resumes*

Once resumes are received by the stated deadline, the Search Committee will review the materials from applicants, and select the top candidates based on the established criteria and FTCSE's mission and key design elements, experience and recommendations.

### *Screening/ Virtual Interviews*

The Search Committee will develop a set of questions to ask potential candidates, which will serve as a guide for the specifics we want to know about the candidate. The Search Committee will conduct virtual interviews with the top candidates as a way to narrow the candidate pool. Candidates will be questioned regarding their philosophy and experience, in addition to their potential areas of strength and development, their reasons for interest in the position and other related questions.

### *Interviews*

Once a small pool of candidates is identified (approximately 2-4 candidates), the Search Committee will invite them for a second interview, this time in person. Prior to the interview, however, candidates will be asked to provide a writing sample, a statement of leadership philosophy and vision about FTCSE school environment, and student demographic and performance data from their current school. As with the virtual interviews, candidates will be questioned, but in more detail regarding their philosophy and experience, in addition to their potential areas of strength and development in the following areas: fit with FTCSE's mission, experience with an inquiry-based curriculum, STEM, knowledge of early literacy and how best to achieve positive outcomes, interdisciplinary curriculum, philosophy of education, data analysis and accountability, collaboration, and leadership. Ratings will be assigned to candidates in these areas and others that may be determined at the time. In addition to assessing strengths and weaknesses in the areas identified above, candidates will be asked to review a videotape of a teacher delivering a lesson and then role-play a coaching role. Candidates will also be asked to look at and analyze student performance data; they will be asked to discuss the data and present a plan for achieving breakthrough student achievement levels. Finally, the Search Committee may

## Friendship Tech Charter School of Excellence

choose to ask finalists to meet with groups of parents, teachers, and other stakeholders whose opinions will be sought verbally and in a written survey. These results will be collated into a report for the Board to consider when they interview the final candidate(s).

### *Recommendation to the Board*

The Search Committee will develop recommendations following the panel interview and present the candidate(s) to the full Board. In the event that there is more than one strong candidate, the Search Committee will present all candidates to the Board for a final determination. Prior to making a final offer to a candidate, she or he will be asked to undergo fingerprinting and background checks.

### *Teachers*

Recruiting effective teachers. Studies routinely point out that the single most important factor determining a child's education is the quality of his or her teacher. FTCSE teachers will demonstrate exemplary teaching skills, set high expectations and believe that their students, including students at risk for academic failure and student's with disabilities, can and will meet their full potential. FTCSE believes that recruiting, developing, supporting and retaining high-quality teachers are essential to the success of our school. School leaders will select teachers based on the criteria outlined in the Job Description section for Classroom Teachers (below). Teachers will have a Master's degree (or Bachelor's degree and sufficient proof of excellence), appropriate NYS credentials, and demonstrated subject matter competence. FTCSE will establish a Search Committee, including the Executive Director and one or two of the current teaching staff, to develop a rubric that clearly defines the requirements; qualifications and personal characteristics desired of its teachers. Then, FTCSE will advertise widely through postings on the FTCSE website, through professional networks, through postings on online websites that serve to recruit educational professionals, with local universities that have education credentialing programs, and through the professional networks of FTCSE founders and Trustees. All recruitment materials will ask candidates who are interested to submit their resumes, proof of their teacher certification, school transcripts, along with an explanation of why they want to teach at FTCSE. Resumes will be collected and vetted against the rubric established for selecting candidates. Candidates who meet the requirements for open positions will be contacted and invited to participate in a telephone interview. During the phone interview, FTCSE staff members will ask questions such as:

- What position are you interested in and how do you qualify for the position?
- How does your own educational philosophy align with the mission and key design elements of FTCSE?
- Why are you interested in teaching at FTCSE?
- Talk about previous teaching experience and how it is similar or different from what you expect at FTCSE?
- What strengths or unique skills do you bring to the school?

### *Candidates Will Be Scored Using The Rubric scoring calculation*

## **Friendship Tech Charter School of Excellence**

The FTCSE Search Committee will discuss each candidate's responses and determine who qualifies for a personal interview. Successful candidates will be scheduled for a personal interview; they will be asked to bring a video of their actual teaching to see how they interact with children and how they present lessons and/or their professional portfolio and demonstrate a mock lesson with students.

### *Initial Personal Interviews*

Candidates will be given a tour of the school, an overview of the philosophy and design principles of the school, and time to observe in classrooms. They will participate in a session to develop curriculum with other grade-level teachers and the literacy and inquiry coaches to determine their knowledge of Common Core State Standards, how creative they are at aligning curriculum, and how well they collaborate with others. They will also meet with the FTCSE interview team for a formal interview. FTCSE's Search Committee will ask in-depth questions about their philosophy of education, their previous experience, their perspectives on the school, and what they think they can contribute to the school. The candidate will be given ample time to ask questions. Once the initial formal interview is over, the interview team will view the video of the candidate teaching, review the teacher's past performance data, will debrief about the interview, will review the selection rubric and make a decision about the suitability of the candidate for further consideration. Follow-up interviews will be scheduled for the teachers selected after the first interview. This time, they will be asked to prepare a sample lesson on a topic the Search Committee will choose and will be offered a chance to teach a demonstration lesson in a FTCSE classroom. The Search Committee will meet with each candidate after the demonstration lesson to ask additional questions and to field questions. There will also be an opportunity for the candidate to meet current faculty and staff in a meet-and-greet session.

Our thorough and rigorous selection process will ensure that the selected candidates are aligned with our mission and philosophy and bring a strong repertoire of skills, as well as a willingness and capacity for ongoing development. A third interview may be scheduled for the top-tier candidates.

### *Offer of Employment.*

Candidates who complete the process, and are recommended by the Search Committee, will be offered a position by telephone and in a formal written letter with the title of the position, salary and benefits, a statement about the position being at-will and instructions for accepting or rejecting the offer. The candidate will have one week to sign the offer letter. Teachers who are selected to work at FTCSE will be asked to undergo fingerprinting and a background check before they begin teaching.

### *Retaining effective teachers*

FTCSE recognizes that effective teachers are hard to find and harder to replace. Every effort will be made to retain teachers by providing the following:

## Friendship Tech Charter School of Excellence

- Effective and supportive leadership.
- High quality and authentic professional development. Teachers will have many opportunities to enhance their professional skills through dedicated common planning time, learning new skills, and by attending workshop or conferences.
- A collaborative professional learning community where each person is respected and each shares their knowledge and concerns to become the best teachers they can be.
- A small teacher to student ratio with a maximum class size of 25 students, a teaching assistant, and the assistance of literacy and inquiry coaches that allows teachers to invest fully in each student.
- Professional and collegial work environment: creating and maintaining a culture that is inclusive of all individuals. We will create a safe environment that values the input of all individuals.
- Competitive compensation and benefits (including health insurance and contributions to a retirement plan) are offered to all employees commensurate with their experience and job responsibilities.

FTCSE's Executive Director will have an open door policy and will work to resolve any issues prior to escalation. In addition, FTCSE will conduct an annual teacher survey to provide teachers with an opportunity to anonymously indicate their satisfaction with the school. FTCSE leadership will use the results to make adjustments as necessary.

### **Personnel Policies and Procedures**

The Executive Director, whom we expect to hire during the planning period, will draft a set of policies and procedures governing the recruitment, hiring, management, and termination of school staff during the charter term. The set of policies and procedures drafted by the Head of School, with help from the Human Resources Consultant FTCSE will hire, and FTCSE's legal counsel, will be reviewed by the FTCSE Board of Trustees. Once the Board ratifies the set of policies and procedures, they will constitute the FTCSE Employee Handbook, which will be distributed to all new employees. These policies will govern, but not be limited to, areas such as:

- Employment Matters Working Environment
- Employment At-will Building and Office Access
- School Hours / Work Schedules Smoking Policy
- Attendance and Punctuality Dress Code / Personal Appearance
- Paid Time-off Policy Telephone and Email Usage Policies
- Severe weather and emergency closings Computer Use Policy
- Jobs and Employment Classifications Use of Office Equipment and Supplies
- Professional Development and Other Personnel Files
- Professional Opportunities Changes in Personal Status
- Payroll and Payroll Periods Solicitation and Distribution of Material
- Performance Evaluations
- Financial Matters

## Friendship Tech Charter School of Excellence

- Employee Benefits Expense Reimbursement
- Health Insurance Travel – Mileage rates, Per Diems
- Dental Insurance
- Change in Family Status Employment Practices
- Life Insurance Equal Employment Opportunity Policy
- Short-Term Disability Non-harassment Policy
- Long-Term Disability ADA Policy
- Workers' Compensation Secondary Employment
- Retirement Plan Employee Protection/Whistle-Blower Policy
- Jury Duty Confidentiality
- Bereavement Leave Telecommunications Usage Policy
- Military Leave

### *Personnel Job Descriptions*

The following is a list of the personnel that FTCSE intends to hire, along with their major job responsibilities and expected minimum qualifications:

Executive Director. The Executive Director is the educational leader of the school and, as such, is responsible for aligning all school activities with the school's mission. The successful candidate will create a culture of shared responsibility that ensures all school stakeholders collaborate in the best interests of children, set high expectations for children and staff, establish a fiscally viable school with resources directly aligned to support student achievement, and include teachers and parents as partners in decision-making and student outcomes.

#### Responsibilities:

- Serve as staff to the Board of Trustees and provide leadership and direction to staff (including contractors, consultants, faculty and staff).
- Recruit, evaluate, and terminate staff with approval of the Board of Trustees.
- Implement and follow policies and procedures as ratified by the Board of Trustees.
- Ensure proper fiscal administration, including budgeting, accounting, auditing, and financial planning in compliance with Charter School Law.
- Participate in planning and recommend changes in policies and procedures as required.
- Coordinate the collection of data required for the preparation of reports.
- Make formal reports to the Board of Trustees and the Board of Regents.
- Administer scheduling, enrollment and curriculum.
- Create a welcoming and collaborative environment for the faculty and staff, parents, children, and guests of the school.
- Serve as staff to Parent Association and Faculty Association
- Facilitate parent engagement and participation in the school.
- Serve as liaison between parents and teachers, the staff and the Board.
- Provide a safe environment for learning.
- Develop relationships with community stakeholders and agencies to support the school.
- Coordinate all administrative transactions, including the provisions of personnel services, record keeping, reporting, inventory, purchasing, etc.

## Friendship Tech Charter School of Excellence

### *Minimum qualifications*

Master's degree

NYS certification as a school administrator

Five years of successful work in a school setting Director of Operations. The Operations Manager assists the Executive Director with administrative, financial, personnel, building and maintenance, record-keeping, student registration, purchasing, safety and security, vendor relations, computer/technology and associated school operations; works closely with and supervises Administrative Assistant:

### Responsibilities:

- Ensure proper fiscal administration, including budgeting, accounting, auditing, and financial planning in compliance with Charter School Law.
- Oversee construction projects, including working with contractors, architects, and inspectors.
- Oversee the maintenance and operations of the physical plant.
- Coordinate transportation scheduling and food service operations with BPS and resolve any issues that may arise.
- Coordinate and oversee all student data management and reporting, including tracking student enrollment and attendance, Title I eligibility and special education and ELL enrollment as it relates to state and federal entitlements and other grants.
- Order all computer equipment and software, including servers, laptops, projectors, service contracts, maintenance and upgrades.
- Compile required reports for external agencies and the chartering entity.
- Oversee and coordinate the charter renewal process.
- Ensure that the school is in compliance with state and local regulations on all matters of health and safety.
- Work with the Executive Director to develop and revise safety/security plans.
- Provide oversight to ensure compliance of non-instructional programs.
- Work with the Executive Director to coordinate the collection of data required for the preparation of reports to the chartering entity and other regulatory bodies.
- Enter and manage student and staff data in the FTCSE computer system.
- Oversee compliance with RttT (Race to the Top) and the School's approved APPR (Annual Professional Performance Review) plan.
- Maintain a record of employee certifications and/or licenses.
- Maintain staff attendance records.
- Maintain a record of staff evaluations.
- Complete and manage grant applications, budgets, and expenditure reports.
- Oversee the procurement of goods and services.
- Ensure that the school is in full legal compliance in all areas, including recruitment and retention of students, hiring and termination of staff, background checks and

## Friendship Tech Charter School of Excellence

certifications, the annual financial audit, and reporting to the chartering entity and other external bodies

- Ensure that FTCSE is in full compliance with the oversight plan developed by the chartering

entity.

Ensure that the FTCSE is operating in compliance with the Charter. Report discrepancies to Executive Director. Other related duties as required by the Executive Director. Minimum Qualifications:

- Bachelor's Degree or Associates Degree
- Five years of experience in operations management
- Excellent verbal and written communication skills
- Proficiency with computer applications such as word processing, database management, electronic spreadsheets and Power Point.

### *The Director of Operations*

The Director of Operations will maintain the day-to-day flow of the school and will be directly responsible for Food Service and Custodial Services.

Responsible and oversees the daily operation of the facility, food department, and custodians janitorial duties”

1. Daily morning and evening inspection of entire property.
2. Ensure the proper operation of heating, electrical and air-conditioning systems.
3. Ensure all computers use surge protectors
4. Ensure electrical wiring for data office must be separate
5. Ensure burglar/fire alarm system is working properly and set daily.
6. Monitor daily maintenance of offices and classrooms, and parking lot.(replacing light bulbs, fixing water leaks, moving equipment, touch up work as required, snow removal, maintain hedges)
7. Order and purchase supplies for offices, bathrooms, kitchen, and lunchroom
8. Coordinate deliveries for the school, building supplies, and food service
9. Ensures timely responses, and completion of task for the facility and management requests
10. Meet with administration weekly to discuss budgets and needs of the facility
11. Ensure the building is a physically safe environment which meets all compliances set forth by the city and state of New York building codes
12. Monitor and direct the custodians
13. Establish and conduct the lottery of students systems
14. Responsible for the marketing and recruitment strategies of students. This position requires 24/7 on call coverage, and in the event of an emergency, the director of operations must be available or ensure coverage for the facility. Supervise and coordinate food service and transportation and assist in the staffing of breakfast, lunch and snacks in the cafeteria.

## Friendship Tech Charter School of Excellence

### *The Director of Pupil Services*

The Director of Pupil Services is responsible for the emotional and physical health of every student under our care. They will tend to the ongoing needs and concerns of students outside of their academic coursework. The Director of Pupil Services will be responsible for communicating with parents any concerns that arise with their children in a timely manner as well as coordinate services with the school Nurse as required. This person will function as the Assistant Principal who will coordinate all students activities including lunch period monitoring and staffing, afterschool activities, field trips, parent teachers night, disciplinary, and including but not limited to assisting the Executive Director. This position will be filled at the starting the third year of operation. The Executive Director along with the director of operation will assume these responsibilities the first two years of operation.

### Classroom Teachers.

Teachers will demonstrate mastery in the areas of children's development of cognitive and social skills. They will know the Common Core Standards and how to align curriculum to them. They will be creative and excited about teaching and learning.

### Responsibilities:

- Plan and implement instructional units which adhere to the New York State standards and the curriculum of the FTCSE.
- Attend and participate in all professional development for instructional personnel including but not limited to professional development in Responsive Classroom, literacy and inquiry-based instruction.
- Assess and evaluate student progress.
- Utilize formal and informal assessments to plan instructional program
- Work with Literacy and Inquiry coaches to review student assessment data and create differentiated individual instruction plans for each student.
- Collaborate with other faculty to meet program requirements of the FTCSE.
- Create an inviting, exciting, and innovative learning environment.
- Maintain open communication with parents, including monthly phone calls to each student's parents or guardian.
- Maintain a classroom environment conducive to learning.
- Perform other instructional duties, as deemed appropriate by the Executive Director
- 

### Minimum Qualifications:

- Bachelor's degree from an accredited college or university
- Valid New York State Teaching Certificate and/or NCLB "highly qualified" status
- Teachers who are not certified must meet one or more of the criteria listed in section 2854(3) (a-1) of Education Law.

## Friendship Tech Charter School of Excellence

Teaching Assistant.

Provides instructional support to students under the direct supervision of a teacher.

Responsibilities:

- Works with teachers to address individual needs of students
- Works with students individually or in small groups, under supervision
- Delivers instruction planned by lead classroom teacher
- Assists in classroom management
- Keeps students on task
- Prepares class materials
- Completes documentation for Response to Intervention
- Implements Behavior Intervention Plans
- Leads guided reading groups
- Provides RTI under direction of lead teacher
- Other duties may be determined

Minimum qualifications

- Valid NYS Teaching Assistant Certification
- Workshop on identifying and reporting child abuse
- Workshop on violence prevention in schools
- Previous experience in an instructional setting with elementary school children

Special Education Teacher.

The special education teacher identifies students with special education needs in relation to grade level objectives, applies a program of instruction consistent with student learning needs and curriculum objectives as outlined in the Individual Education Plan (IEP), uses appropriate teaching strategies and instructional materials, and assesses student progress. Furthermore, the special education teacher creates and manages a classroom environment consistent with student learning, following the Responsive Classroom and

School Nurse.

This is a part-time position. The School Nurse will work two hours per day, five days week, and will be on-call during the remaining school hours if needed. FTCSE recognizes that a student's health status is directly related to his or her ability to learn as children with unmet health needs have a difficult time engaging in the educational process. FTCSE's school nurse supports student success by providing health care through assessment, screenings, intervention, and follow-up for

## Friendship Tech Charter School of Excellence

all children within the school setting. The school nurse addresses the physical, mental, emotional, and social health needs of students and supports their achievement in the learning process. The school nurse not only provides for the safety and care of students and staff but also addresses the need for integrating health solutions into the education setting.

### Responsibilities:

- Promote and protect the optimal health status of FTCSE's children
- Store and dispense medication with doctor's prescription and parent's consent.
- Conduct health assessments on all FTCSE children:
- Obtain a health history, including required immunizations
- Screen and evaluate children's vision, hearing, scoliosis, dental, growth, etc.
- Observe the child for development and health patterns in making nursing assessment.
- Identify abnormal health findings to FTCSE Social Worker.
- Develop and implement a student health plan
- Interpret the health status to parents and school personnel
- Initiate referral to parents, school personnel or community health resources for
- intervention, remediation and follow-through
- Provide ongoing health counseling with students, parents, school personnel or health
- agencies.
- Identify existing health resources to recommend to parents for appropriate care of
- students.
- Maintain, evaluate and interpret cumulative health data to accommodate individual needs
- of students.
- Develop and implement school health management protocols.
- Participate in home visits to assess the family needs as related to the child's health as
- needed.
- Develop procedures and provide for emergency nursing management for
- injuries/illnesses.
- Promote and assist in the control of communicable diseases.
- Provide health education and anticipatory guidance:
- Provide direct health education, and health counseling to assist students and families in
- making decisions on health and lifestyles that affect health.
- Participate in health education directly and indirectly for the improvement of health by
- teaching children and their families to become more assertive health consumers and to
- assume greater responsibility for their own health.
- Serve as a resource person to the school staff members in health instruction.
- Coordinate school and community health activities and serves as a liaison health
- professional between the home, school and community.
- Engage in research and evaluation of school health services to act as a change agent for
- the school's health programs and school nursing practices.
- Provide consultation in the formation of health policies, goals and objectives for FTCSE.
- Where applicable, participates in the IEP plan development.

### Minimum Requirements

## Friendship Tech Charter School of Excellence

Bachelor of Science in Nursing or RN with a bachelor's degree in a related discipline. Minimum of one (1) year experience in public health nursing, community health nursing, school health nursing or pediatric nursing.

Qualified to practice as a Registered Nurse in the State of New York. Certified in CPR or Basic Life Support (or obtain in the first 6 months). Administrative Assistant/Receptionist. Will be FTCSE's first point of contact for callers and visitors, assists Director of Operations with her/his duties and supports faculty and staff with general office work, record keeping, data management, personnel time sheets, invoices, accounts payable/receivable, completing and filing personnel paperwork and reports.

### Responsibilities:

- "First Impressions Manager" greet parents and visitors, answer phones.
- Manage communication with parents, particularly helping to resolve issues or concerns raised, and ensuring that parents know about school events, parent conference days, etc.
- Coordinate parent volunteer activities with faculty and staff.
- Work with Executive Director and Director of Operations to ensure smooth and efficient operations.
- Assist in developing operational policies and procedures.
- Create an organized filing system and maintain office files.
- Liaison with FTCSE's contracted accounting service to manage accounts payable/receivables.
- Develop and maintain vendor relationships and contracts.
- Inventory office and instructional supplies and keep in stock items necessary for daily use.
- Manage and distribute mail.
- Receive checks and cash for recording to daily cash receipts journal.
- Maintain student attendance records.
- Assist with maintenance of individual classroom budgets and records.
- Work with the Executive Director to coordinate the collection of data required for the preparation of reports to the chartering entity and other appropriate bodies.
- Enrolls students in school database.
- Maintains student folders.
- Other related duties as required.

### Minimum qualifications:

- Associates or Bachelor's Degree
- Three to five years of successful experience in an administrative position
- Computer literacy, particularly with word processing, database management, electronic spreadsheets and accounting software
- Excellent writing and verbal skills
- Demonstrated organizational skills

## Friendship Tech Charter School of Excellence

- Demonstrated effective people skills; maintaining open communication and relating sensitively to others – especially parents and student

## Hiring Practice

FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE promotes the hiring of qualified individuals without regard to race, religion, color, national origin, gender, age, sexual orientation, marital status, status as a Vietnam Era Veteran or disability, provided they meet the position requirements established by the School.

Prospective employees will be required to submit a letter of interest, a current resume, proof of appropriate degree and credentials, and the names, phone numbers, and address of three references to the School, followed by an interview. The prospective employee (Teachers only) may be required to demonstrate a mock lesson in the classroom.

All staff is hired on a six (6) month probationary period. During this time, ongoing evaluations of job performance will occur, ending in an evaluation, which will be discussed with the employee. Friendship Tech Charter School of Excellence may choose to terminate the employment of a probationary employee for any reason during this period. All employees must be screened by with background check and finger print before they are approved to work in childcare. This policy of equal opportunity of employment for all covers recruitment, promotions, rate of pay, termination, and such other supplemental or additional compensation that school may elect to adopt in the future.

## Termination Of Employment

- A. Resignation of an employee -  
An employee planning to resign should give at least two weeks written notice of such intention.
- B. Termination of an employee –  
If the services of an employee are terminated by Friendship Tech Charter School of Excellence. the employee will receive two weeks written notice of termination of services. However, if an employee is dismissed for a just cause they may be terminated without benefit of a two week written notice.
  - By accepting employment with FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE, you affirm that all representations you have made to FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE regarding your education and credential/certification status are true and accurate. You further agree to take the necessary steps to maintain or secure, in a mutually agreed upon timeframe, the credential(s) or certification(s) required for your position.
- C. Reasons for employee termination –
  - I. With the need to reduce or revise staffing requirements, reduction in work

## Friendship Tech Charter School of Excellence

force, elimination of positions, reorganization of office and work load, tardiness and absentees, misconduct and negligence of children. An employee may be terminated at any time for causing a risk to the welfare of the children enrolled in the daycare facility.

- II. Termination for just cause: The Provider, Director and supervisor of the employees are responsible for the supervision of the employees' work. Except where immediate dismissal occurs, the following process will be followed:
  1. The immediate supervisor will inform the employee in writing of unsatisfactory performance.
  2. The employee will be given an opportunity to improve his or her overall unsatisfactory performance within a specified period of time.
  3. If a second notice of unsatisfactory performance is given, a specified time period to correct performance is given and a one to five day suspension may also be involved.
  4. If unsatisfactory performance continues, the employee is given written notice of termination.

**THE FOLLOWING ARE CONSIDERED DETRIMENTAL TO THE WELFARE OF THE OUR SCHOOL AND THE CHILDREN AND MAY CONSTITUTE CAUSE FOR IMMEDIATE DISMISSAL. WHEN IMMEDIATE DISMISSAL OCCURS, THE STEPS OUTLINED ABOVE IN THE TERMINATION PROCESS WILL NOT BE FOLLOWED. FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE IS AN AT-WILL EMPLOYER.**

## Standards Of Ethical Conduct

1. Serious behavior problems such as theft, acts in the community would reflect poorly upon the School such as drunkenness, or a criminal offense or assault on any person whether in the community or at the School.
2. Misappropriation of funds or willful damage to School property.
3. Incompetence, lack of skill or inadequacy of the employee's personality to develop sound relationships with the children, parents, or staff members.
4. Lack of growth and/or progress on the job.
5. Failure to understand or accept the philosophy and purpose of the School.
6. Poor professional relationships in the community.
7. Falsification of records including application and logged hours worked.
8. Use of drugs or alcohol.
9. Taking home equipment without permission of the Director.
10. Making purchases in the name of the School without the authority of the Director.
11. Any sexual harassment made by a staff member on duty or on the grounds of the School, or in any job related way toward another person.

## **Friendship Tech Charter School of Excellence**

12. Failure to follow proper prescribed fire regulations in the School.
13. Possession of firearms, explosives, fireworks, chemical weapons, or other similar devices anywhere on the grounds of the School.
15. Speaking to the news media or to the public in the name of the School without expressed written or verbal permission of the Director.
16. Serious violation of confidentiality of children, families or employees of the School.

## **Staff Qualifications**

(a) Staff members must be qualified by training and experience to carry out their respective functions in the administration, operation and maintenance of our School. These employees must be mature, of good character and possess suitable personal qualifications. Staff must be in good physical and mental health and have the energy and emotional stability necessary to fulfill the responsibilities of their positions.

(b) Schools must review and evaluate the backgrounds of all applicants for employee and volunteer positions with the potential for regular and substantial contact with children, except for a parent of a child enrolled in the School who is applying to be a volunteer if such parent will not be counted in determining staff/child ratios and such parent will not be left unsupervised with children on a regular basis. All applicants whose backgrounds must be checked must be required to provide the following:

- (1) a statement or summary of each applicant's employment history including, but not limited to, any relevant child-caring experience;
  - (2) the names, addresses and day time telephone numbers of at least three references, other than relatives, at least one of whom can verify employment history, work record and qualifications, and at least one of whom can attest to the applicant's character, habits and personal qualifications to be a School staff member;
  - (3) a sworn statement by the applicant indicating whether, to the best of the applicant's knowledge, such applicant has ever been convicted of a misdemeanor or felony in New York State or any other jurisdiction
  - (4) the information necessary to determine whether the applicant is the subject of an indicated report of child abuse and maltreatment as required by section 418-1.10(b) of this Subpart.
- (c) If an applicant discloses in the sworn statement furnished in accordance with paragraph (3) of subdivision (b) of this section that he or she has been convicted of a misdemeanor or felony, the School must inform the Office and provide a copy of the statement to the Office so the Office may take appropriate action in conformance with the provisions of section 413.4 of this Article.
- (d) Each child day care School must be staffed to perform administrative/fiscal management functions and, during all hours of operation, program supervision functions, including developing, directing and supervising daily activity programs for children. These functions may be performed by one individual or may be shared in any combination between two or more individuals.

## Friendship Tech Charter School of Excellence

(e) When an agency operates multiple licensed Schools, the person performing the administrative/fiscal management functions may be shared across such Schools. Each licensed School must have a staff person who meets the qualifications set forth in subdivision (g) of this section to perform program supervision functions for that School.

### Employee Regulations

To be eligible for employment at Friendship Tech Charter School of Excellence, candidate must:

- Teachers must have a minimum of B.A. in Education or child-related field plus one year experience teaching.
- Assistant Teachers must have a minimum of an Associate Degree as a Child Care Specialist plus one year in a classroom setting.

#### **All staff must be a minimum of:**

- Be at least 18 years of age.
- Possess, or be enrolled in a program that will lead to a minimum of an Associate Degree as a Child Care Specialist within a one-year period and must have at least one-year experience working with children.
- Be able to read and write.
- Be able to provide evidence that he or she meets health requirements as evidenced by a completed wellness/medical form (provided Friendship Tech Charter School of Excellence.) stating that the employee is mentally and physically able to complete the prescribed job duties.
- Be able to work with children without recourse to physical or emotional punishment.
- Be able to praise and encourage children and provide them with a variety of learning and social experiences appropriate to the age level of the children served.
- Be able to communicate with parents and children in a positive manner and tone.
- Be able to recognize and take appropriate action against hazards to physical safety and mental health.
- Possess a current certification in First Aid and CPR within 6 months of employment.
- Be able to demonstrate dependability, patience, maturity of judgment, warmth, understanding, and flexibility.
- Be able and willing to increase skills and competence through experience, training, and supervision.
- Be able to carry out a program emphasizing child development.
- Be able to maintain a clean environment for children to learn and play.
- Be able to supervise children's play as directed.
- Be able to prepare equipment and supplies for group activities.
- Be able to interact with children who require special attention.
- Be able to serve meals and snacks
- Be able to speak and act in a way consistent with the desires of parents and management.
- Be able to refrain from smoking on the property of Friendship Tech Charter School of Excellence, or at any scheduled activity with children away from the School.

## Friendship Tech Charter School of Excellence

### Training

(a) Each person responsible for developing, directing and supervising the daily activity programs for children (director) and each employee must complete a minimum of thirty (30) hours of training every two years. Fifteen (15) hours of such training must be received during the first six months of the program's first year of licensure or during the person's first six months of employment by the program. This initial fifteen (15) hours applies towards the total thirty (30) hour minimum requirement for each license period. Such training requirements shall also apply to any volunteer in such educational program who has the potential for regular and substantial contact with children. Training must address the following topics:

(1) principles of childhood development, including the appropriate supervision of children, meeting the needs of children enrolled in the program with physical or emotional challenges and behavior management and discipline;

(2) nutrition and health needs of children;

(3) child day care program development;

(4) safety and security procedures, including communication between parents and staff;

(5) business record maintenance and management;

(6) child abuse and maltreatment identification and prevention;

(7) statutes and regulations pertaining to child day care; and

(8) statutes and regulations pertaining to child abuse and maltreatment.

(b) Training received after the application has been submitted but before the application has been approved and the license granted may be counted towards the initial fifteen (15) hours required in subdivision (a) above.

(c) For the thirty (30) hours of training that must be received every two years after the first year of licensure, any person responsible for developing, directing, and supervising the daily activity programs for children who can demonstrate basic competency in a particular topic to the Office may determine in which of the specified topics he or she needs further study. The Office also may exempt any person responsible for developing, directing, and supervising the daily activity programs for children from participating in training on a particular topic upon demonstration of substantially equivalent knowledge or experience related to that topic. All persons with such exemptions must still complete a minimum of thirty (30) hours of training during each licensing period.

(d) Each person responsible for developing, directing, and supervising the daily activity programs for children, employee, and/or assistant of the School program must submit verification of completion of the training requirements to their program's designated licensing office on forms provided by the Office.

## Friendship Tech Charter School of Excellence

(e) At the time of admission, the director must furnish parents with appropriate instructional materials that will assist them in evaluating the facility, the program and the staff. Such material must include information concerning child abuse and maltreatment, and guidance on the steps they may take if they suspect their child has been abused or maltreated.

(f) All teaching staff must obtain 3 clock-hours of training pertaining to the care and education of young children per month and all staff must receive training in first aid and child abuse and neglect. Various optional in-services will be presented at FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE for your convenience during the year and some hours, courses or workshops must be scheduled and attended by the employee outside of regular working hours.

## Head Teacher Job Requirements/Duties

- I must ensure that children of any age are always supervised and cared for by an adult, and never left alone or unattended.
- I understand that using physical punishment or use of verbal threats or harsh, loud or abusive language in the presence of or directed toward a child can lead to immediate termination.
- I whole-heartedly accept my responsibility to interact actively and in a positive manner with the children individually and in groups, and will give them my full attention at all times. I will play with the children and guide them in scheduled activities.
- I understand that feeding time for toddlers, as well as older children, is a time to be nurturing and loving. A teacher must always be sitting down with children while they are eating.
- I understand that I must follow the instructions of the Executive Director, will treat them in a respectful manner.
- I understand that I must be polite and responsive to parents.
- I must see that children are kept clean during the day (hands, faces, noses, diapers) and that I must return a clean and tidy child with all of his/her belongings to the parent at the end of the day. Soiled diapers must always be changed before a parent leaves with their child.
- I understand that other assignments will be made in accordance with my job description including, but not limited to, cleaning the room furniture, equipment, toilets and assisting in serving/preparing meals.
- I understand that Assistant Teachers in my classroom may be moved from one classroom to another, as staffing needs require, or even sent home, when the adult-to-child ratio has been met for the classroom.
- I understand that I must not attend to personal business during scheduled work time.
- I understand that sleeping during naptime is unacceptable may result in a written reprimand.
- I understand that information about parents, children or fellow employees is confidential and should never be shared with anyone else.
- Complete other duties as requested

Lead Teachers are also responsible for creating and implementing weekly lesson plans (including a parent letter and extended lesson plans), monthly newsletter, observations, and keeping each child's individual portfolios current.

Lead Staff members will attend Lead Staff meetings (as scheduled by the Director) and monthly One on One meetings with the Executive Director. Coverage is provided for these meetings.

## **Friendship Tech Charter School of Excellence**

### **Assistant Teacher Job Requirements/Duties**

Teachers are also responsible for reporting any comments or concerns regarding Teacher Assistants in writing to the Executive Director. Each semester the Executive Director will provide evaluation forms to Teachers to evaluate the Student Assistant assigned to their classrooms. If a concern arises with a teacher assistant it is the Lead Teachers responsibility to first discuss this with the assistant. Then if the concern/problem is not resolved the Executive Director will intervene. The teacher is responsible for continuous training of the teacher assistants assigned to his/her classroom and providing the following classroom orientation:

- Tour of classroom
- Classroom policies
- Teacher expectations of Teacher Assistant
- Children's files – location and confidentiality
- Releasing children – sign in/out sheets, location of authorized release forms
- Daily schedule
- Classroom safety
- Location of first aid kit
- Diaper changing procedure – emphasize wearing gloves and hand washing
- Emergency procedures
- Discipline policy
- Playground rules
- Complete other duties as requested

### **Staff Hours**

Head Teacher's hours are Monday-Friday 8:00- 4:00. All Staff members are expected to arrive on time. Children arrive at the School as soon as the doors open at 7:00. It is the responsibility of the Lead Teacher to be here at least 15 minutes in advanced (Monday-Friday) to prepare for the days lessons and greet their children as they arrive.

Assistant Teacher's hours vary.

The Executive Director must approve any additional hours/overtime and hours are subject to change.

### **Break Time**

Hourly employees working over 6 hours per day will be scheduled a break, providing the break does not conflict with maintaining the correct teacher/student ratio. A break consists of being relieved from all duties, and may be taken away from the school or at the school in the staff lounge away from all children and other staff that are still working. Breaks are not guaranteed and may change daily as determined by the staffing of the school.

### **Volunteering**

## **Friendship Tech Charter School of Excellence**

All FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE staff members are schedule to volunteer their time at the Annual Spring Carnival and/or any FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE fundraising or charity events.

### **Communication with parents**

Parents are communicated with daily both at drop off and pick up. It is also a requirement that Lead Teachers email parents on an as needed basis about what the children have done that day, any concerns or other important information or reminders.

### **Conferences**

Parent conferences can and should be rewarding experiences. A parent conference is a meeting between a child's parent(s) and teacher. The meeting brings out a good understanding of the child and his or her development. Parent conferences are to be scheduled by the teacher and will be held twice a year.

There are several reasons for parent conferences. The first is progress. This means the rate at which each child is developing and meeting developmental milestones. Each child's developmental portfolio demonstrates this clearly and should be shared with families at that time. Conferences can also be arranged to discuss behavior – these are general conferences just to touch base with the parent. The parent can report on such things as the child's attitudes, health, family relationships, interests, and any social factors that may come into play with the child's development. The teacher should report on such things as the child's attitude toward school and other children and progress in his/her development. In a parent/teacher conference you are expected to talk to the parent about any concerns/questions you or they have what the child has learned, what they are learning, and what they will be learning.

### **Posted Information**

Each classroom teacher is responsible to assure that the following are posted in the room:

- Emergency Policies
- Allergies
- Diapering Policy (for infant and toddler classrooms)
- Cot assignments
- Pet care (by pet container)
- Class list, including parent names

**On the Parent Board:** Each classroom teacher is responsible to post the following on his/her classroom "Parent Information Board".

- Current Weekly Lesson Plan
- Current Monthly Classroom Newsletter
- Daily Classroom Schedule
- Current School-wide Newsletter (optional)
- Field Trip Information and/or Upcoming Events
- Current Information on Early Childhood Education (optional)

## **Friendship Tech Charter School of Excellence**

- Other...coupons, pictures of children participating in activities for that week (optional)

### **Parent Communication**

Parent Communication is very important. Make an effort to let each parent know something about what his or her child did during the day. Be open to reasonable parent requests and questions. If you are in doubt, please ask the Executive Director. Follow specific parent instructions or requests that are determined to be within the scope of our program. Pay special attention to getting parent requests communicated to all staff members working with the child!! For staff working in toddler classrooms, you will be required to complete a daily report sheet for parents. Staff working in preschool classrooms must complete daily report sheets for parents requesting this form. Communication Logs are also critical in communicating with both your Teacher Assistants and families.

### **Staff Illness**

It is extremely important that you keep yourself in good physical and mental health. The care and education of young children while very rewarding can also be very draining. In order to provide quality care and education to our children, you will need to have a lot of energy and an alert mind. Employees who become ill at the School must make sure that their shift is covered prior to leaving and notify their supervisor(s).

### **Absentee Policy**

Staff members are responsible for maintaining regular attendance according to his/her schedule. Whenever a staff member must be absent for illness, family illness, appointments, etc. the following apply:

- **Obtaining a Substitute:** It is the employee's responsibility to cover his/her entire schedule and responsibilities with an approved sub. Supervisor of Operation, Ms. Lynn Hall or the Director, Ms. Howard will update a current substitution list of all employees able to cover. It is the responsibility of the Lead Teacher to have an absent request form. The folder shall contain a class list and information about each child, parent names, lesson plans, daily schedule, emergency exits, and location of pertinent items including snacks, cot diagram (if applicable), and names of teaching assistants who work in your room, etc.
- **Notifying the Office:** It is the Lead Teacher's responsibility to notify the office, Director of Operation, that you will be absent and who will sub for you.
- **Absence Request Form:** It is the Lead Teacher's responsibility to submit an absence request form for planned or unplanned absences and to have it approved by Executive Director, prior to the absence if it is planned). The request form must be placed in the main office mailbox for approval. An absence request form must be submitted at least 2 weeks in advance for planned absences. If you have an unexpected absence you must notify the director of operation, and upon returning to the School you must fill out an absent request form and fill out your exemption time sheet.

## **Friendship Tech Charter School of Excellence**

- Emergency/Serious Illness: If an employee is very ill and feels he/she cannot make the phone calls specified in this policy, he/she should notify the main office, call the Executive Director. It is unacceptable to have parents, spouses or friends call in if you are sick or unable to come to work.

Nowhere, in any employment, would employers look favorably upon excessive absences or tardiness. In education, an absent teacher or teaching assistant means an interruption in the program and an adjustment for the children. The number of days/hours missed each semester will be included on your evaluation, bonus and hourly raise.

## **Salaries**

- The Federal minimum wage is observed for all employees.
- All part-time and full-time employees are paid for hours worked in a work pay period.
- Pay days are on the 15th and 30th of each month. Pay period ends on the Friday before the scheduled pay date.
- Increases in salary will be directly tied to years of experience employee yearly review. All pay increases will be dependent upon the financial position of the School.
- Employees will not be paid for days absent from work.
- Employees will not be paid holiday pay if call-in is made the day before and/or after a paid holiday.
- All employees will be notified of holidays that the school will be closed.

The School employee normally works a regular work week of not more than 40 hours. Work weeks for any hourly employee exceeding forty hours must be authorized by the School Executive Director. Charter schools requires longer days and therefore compensation of pay will an annual salary exclude fromr hourly rate of pay this apply only to full-time employees. Personnel needs would differ according to the School schedule to meet the service needs of the children. It is the responsibility of the School Executive Director to schedule each part-time employee's workweek according to the School's needs. Part-time employees hours may vary according to School needs and size

Time above the regularly scheduled work week must be authorized in advance by the Director. Authorized overtime is paid at time and one-half for time over forty hours worked during the week, except for those employees in executive, professional, administrative or technical positions who are exempt from overtime provisions of the Fair Labor Standards Act.

## **Outside Employment**

Employees are permitted to work for other employees provided:

- The work does not interfere in any manner with the employees work performance or responsibilities with Friendship Tech Charter School of Excellence.
- The work is not contrary to the best interest of Friendship Tech Charter School of Excellence

## **Friendship Tech Charter School of Excellence**

- The work is after normal working hours and does not prohibit the employee from working overtime or extended days.
- The employee does not use Friendship Tech Charter School of Excellence. owned or lease equipment, materials, or facilities in the performance of the additional job.
- The employee reports to Friendship Tech Charter School of Excellence. before engaging in any outside work.
- The employee reports to Friendship Tech Charter School of Excellence of any outside employment in any program, product or service of like or similar nature to those performed or provided by Friendship Tech Charter School of Excellence.

## **Staff Hired By Parents**

We strongly discourage our employees from making independent child care arrangements with families at the school. However, in the event that you enter into an agreement with a FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE employee to babysit for your family outside of the employee's normal work hours and/or outside of the school hours, it must be done away from the school and with the full knowledge and understanding that the sitter enters into such an agreement as a private citizen and not as a FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE employee. We cannot be responsible for our employees away from school, outside their working hours, and will not be liable for their acts or omissions when not on our property including the transportation of children. You may be required to sign acknowledgement and waiver to this effect.

## **Employee Files and Forms**

A hanging file folder on each employee is kept in the school office. In accordance with regulations, each staff member must have the following on file:

Health Department File – Contains records of experience, education, references, required coursework, required in-service, work assignment, reference, resume, SCR form, crime state, crime statement, health assessment (which should include negative TB skin test result), Signs and Symptoms Course Certificate, First Aid Course Certificate and any and all other forms needed to document compliance with the New York State Department of Health and Environment.

Personnel File – Contains current tax withholding forms, I-9 forms and all other required forms determined by FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE payroll purposes. Information regarding attendance will be included in this file.

Professional Growth File – Contains yearly evaluation forms and notes of observation and correspondence pertaining to the employee's professional growth and job performance.

## **Staff Professional Development**

The School supports the growth and development of staff as follows:  
a. Continuing Education.

## **Friendship Tech Charter School of Excellence**

- b. Conferences and seminars directly related to the teacher's job.
- c. Consultations and observations.

All requests will be submitted in writing to the Executive Director. The School will reimburse such requests to the extent that budgeted funds are available. In the event that funds are not available, the teachers may request conference and seminar time for which they will assume the expense.

Teachers may leave the School during working hours for program enrichment activities if consent is obtained from the Executive Director, makes arrangements for sufficient staff coverage.

## **Professionalism**

All children, parents, staff members and visitors should be treated with kindness, friendliness, patience and respect. Staff should refrain from gossip, loud talking, and other unnecessary noise and forms of conduct, which could disturb the program and distract from the professionalism of the School.

The care and education of all young children is taken very seriously at the School. Each individual staff member is part of a team whose main goal is the well being of the children. All staff members are expected to present themselves in a professional and caring manner, which includes due respect for each other – staff members, parents, children, and other FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE students.

Employees who smoke will need to wash their hands upon entering the classroom.

## **Dress Code**

The FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE requires all staff to wear a FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE shirt. The following describes dress that is appropriate for staff while working at the FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE:

- Clothing that is modest and provides appropriate coverage
- Shorts, skirts and dresses must be no shorter than where your fingertips meet your thigh when your arms are hanging at the side
- Clothing that allows the staff member to move freely, sit on the floor and be with the children
- Shoes that allow that staff member to comfortably play outside with the children and play games with them
- All sandals must have a strap on them.
- Clothing that allows the staff member to be comfortable with the messy activities of the program.
- Staff should be dressed neat, clean, comfortable, approachable and properly covered.

## **Friendship Tech Charter School of Excellence**

The following are prohibited:

- Revealing clothing
- Hats
- Clothing with offensive or suggestive content
- T-shirts w/o FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE logo
- Tank-tops with straps thinner 3 finger width
- Tube tops
- Midriff tops
- Sweat pants
- Stilettos or thin heel shoes
- Spandex
- Ripped jeans
- Long dangling jewelry

All facial piercings must be removed and tattoos should be covered.

Any one who is not in compliance with the dress code guidelines listed above will be sent home and asked to change before returning to work.

## **Confidentiality**

It is contrary to the interest of the School and those we serve, to give out information regarding children and their parents. Such information should be held in strict confidence and should not be discussed with anyone outside of the School. We trust all staff members will appreciate the value of respect for one's privacy. Inside the School such information shall be discussed only when it will benefit the care we offer the children and the parents. Personal pictures of the children are not to be taken. Information, pictures, and talking about the children will not be allowed on blogs, personal webpages, Facebook, or MySpace.

Any staff member who violates this agreement is subject to immediate termination.

## **Staff Meetings**

Staff meetings are scheduled the last Wednesday of each month or as scheduled by the Executive Director. The Director of Operation, and Teachers are expected to attend all staff meetings. An absence to a required meeting should have prior approval by the Executive Director prior to the meeting. It is the responsibility of the staff member missing the meeting to obtain information missed from the meeting.

## **Staff Evaluations**

Teachers are observed and informally evaluated on an on-going basis. Informal evaluations may occur with or without prior notification. Teachers will receive a formal evaluation yearly in June prior to reappointment. This evaluation will be discussed with the teachers, individually, and they will have the opportunity to sign the evaluation signifying that they have read it. Teachers may accept the evaluation and/or write a statement concerning any points on which they disagree. The evaluations and any statements will become part of the teacher's working file.

In order for our School to run smoothly, staff members must be willing to work together. When a concern arises with another staff member, the Executive Director and other parties involved

## **Friendship Tech Charter School of Excellence**

will discuss the concern and improvement goals will be determined along with an appropriate time-line. The conference will be documented in writing, signed by the individuals present during the conference, and placed in the individual's personnel file.

If the individual is showing an effort at meeting the goals but has not yet met all designated goals within the stated time period, the Executive Director reserves the right to determine if a second conference is necessary to continue working towards improvement or if the individual's employment should be terminated. If the individual has not made an effort toward improvement during the stated time period, the individual's employment will be terminated.

## **Resignations, Dismissals, Grievances**

A teacher may be terminated by the Executive Director/Trustee board for gross negligence in performing required duties, failure to provide quality performance, refusing to work when needed and available, continuous personal conflicts with other visitors, staff members, parents, or children and gossiping with other staff members, students, parents, or visitors. Teachers will be counseled where there is a deficiency in performance and every effort will be made to help the teacher solve a problem.

There are, however, exceptions to this rule. The following are grounds for immediate dismissal:

1. Striking or abusing a child, humiliating a child, withholding food from a child as punishment. (Removing food that is being played with or sending a child from the table when he/she is playing with food consistently instead of eating is NOT considered withholding food. Food has been offered, the child has not eaten it. However, this should be done only as a last resort and only in extreme cases.)
2. Abuse or inconsiderate treatment of parents, staff or visitors.
3. Unauthorized removal of property.
4. Unauthorized removal of records or unauthorized divulgence of parents', children's, or School's confidential information.
5. Leaving children unattended and/or unsupervised.
6. Leaving your work shift without prior authorization.

An employee will give 2 weeks notice in writing of intent to resign from his/her job at the School.

Employees shall state their grievances in writing and submit them to the Director.

## **General Health and Safety**

Teachers will insure that the children:

- Wash their hands before and after meals, and after toileting.
- Wash their faces after meals.

## **Friendship Tech Charter School of Excellence**

- Children remaining at the School for more than four hours shall be encouraged to nap according to their individual needs. Children who do not sleep shall have a quiet time.
- Each child shall have a blanket, provided by the parent. Children shall not share bedding.
- Teachers will monitor the bathroom if more than one child is using it.

Teachers must report any suspected child abuse immediately to the Executive Director.

## **Meal and Snack Routines**

Children should wash their hands before being seated for breakfast/lunch/snacks. Children are encouraged to try all foods, however, if a child is not interested in a particular food, do not force him/her to try it. Food is not to be used as a reward or punishment.

All children need to be encouraged to sit at the tables during meal/snack time. Encourage the children to show courtesy by not eating until everyone is served. After finishing the meal, preschool aged children should be instructed how to scrape leftover food from their plate into the small dish bins and dumping fluids into the designated area. Children should be encouraged to help as much as possible. Teachers or Aides are to encourage and demonstrate pleasant conversation at the tables. Do not rush the children through a meal, however, do not allow children to play in their food. After lunch, have the children use the bathroom, wash their hands/face, and brush their teeth.

Staff should wear plastic kitchen gloves when handling food. Teachers shall wash and sanitize table surfaces before meals and snacks. After meals, the table shall be washed with bleach/water solution and the floor swept.

## **Toileting**

Children are not to be left unattended. Teachers of Kindergarten classrooms are required to remind children to go to the restroom, assist them, and help clean up/change a child in the event of an accident.

Toilet accidents should be treated as that: accidents! The child should not be shamed or made to feel bad. Simply require the child to change his/her own clothes, bag any soiled clothes/belongings, and remind them that if they need to go potty to tell someone or ask for help if they need it. The attitude should be: I know you'll do better next time. Staff must wear gloves at all times while helping a child who has had an accident, changing a child's diaper, or helping them wipe. .

Use paper towels only to clean toilets, etc. Make sure children are flushing toilets and paper towels are disposed of in waste baskets.

## **Hand Washing**

Hands should be washed upon arrival at the School, before handling food, use of the bathroom, before using the water table, after touching pets, after being outside and after blowing/wiping noses. In order to teach good HAND WASHING skills to children, please help them wash their hands as noted above. Research has shown that proper HAND WASHING is effective in reducing the spread of communicable illness/disease.

## **Friendship Tech Charter School of Excellence**

How: Wet hands with warm, running water, apply liquid soap, wash hands vigorously for 20 seconds. Rinse well with fingertips pointed down, dry hands with a paper towel and turn off faucet with a paper towel. Children are to follow these exact steps.

### **Cleaning/Disinfecting**

Teachers shall implement proper and frequent cleaning and disinfecting practices and routines to provide a clean environment for children and to help prevent the spread of disease. Disinfecting with chemical agents (bleach, disinfectant) destroys specific, harmful germs. Teachers shall use the following guidelines for cleaning and disinfecting:

- Surfaces and objects contaminated with blood, urine, vomit or stool: clean and disinfect immediately, staff members must wear gloves
- Objects handled by young children (ex. toys, mouthed objects, table tops, door handles): clean and disinfect at least daily and when soiled
- Water tables: clean and disinfect at least daily and more often if soiled
- Uncarpeted areas: clean and disinfect daily and when soiled
- Carpeted areas: spot clean and disinfect when there is body fluid soiling

Please leave a note with the cleaning crew about any rugs or carpet areas that need to be cleaned and disinfected.

### **Children's Illness**

Children with signs of a communicable disease cannot be admitted into the School. Teachers and parents are to look over the child briefly upon arrival at the School for any signs of illness such as:

- A temperature over 100 degrees taken in the armpit. A temperature should be taken by the School Nurse or Executive Director/Administrative Specialist. When a child is found to have a temperature over 100 degrees, the Teacher will call and inform the parents. Children sent home with a fever, for whatever reason, are not to return to FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE until 24 hours after they are fever free (without the aid of fever reducing medication) from the time you send them home.
- Diarrhea – more than one abnormally loose stool per day. Must be diarrhea free for 24 hours.
- Vomiting – Free of upset stomach & vomiting for 24 hours.
- Inflammation of the eyes.
- Skin lesions, i.e., impetigo, ringworm, and scabies.
- Any undiagnosed rash.

Children at the School showing any or a combination of any of the following symptoms are to be taken to the office and a parent called to take the child home. Only lead teachers or administrative staff may call parents. A complete medication illness form is required.

For illnesses other than fever, diarrhea and vomiting, children must be kept home the recommended number of days. (According to the Public Health Regulations for the Control of Communicable Diseases)

## **Friendship Tech Charter School of Excellence**

### **Pet Care**

It is the teacher's responsibility, when keeping classroom pets, to maintain them and their containers in a clean and sanitary manner. Feeding and cleaning procedures must be posted on the cage. Pets will not be allowed if they interfere with the cleanliness of the room or the safety of the children. Pets are not to be left unattended outside of their containers.

### **Authorized Adults / Signing In and Out**

The arrival and departure of children are extremely important events. Parents develop opinions about the School, teachers and the program from these interactions. PLEASE GREET VISITORS, PARENTS AND CHILDREN BY INTRODUCING YOURSELF AS THEY ENTER YOUR ASSIGNED ROOM AND ACKNOWLEDGE THEM WHEN THEY LEAVE! Parents should sign in the exact time they drop off their child in the room each day on the designated form located at the entrance to each classroom. Parents must also sign out the exact time they pick up their child.

A parent(s) must designate, in writing, all other adults who may pick up their child from the School. If an unfamiliar adult comes to pick up a child, check the listing of authorized adults for the child and if their name is listed, check their identification. If you recognize the person listed, you do not need to check I.D. The authorized adult must sign the child out on the daily attendance record with their signature. IMPORTANT: No matter how insistent a person may be, if he/she is not on the list, you CANNOT let the child leave. If you need assistance please call the front desk immediately.

### **Classroom Safety**

The staff is responsible for the safety and well being of each child. In doing so, the staff shall be responsible for the following safety precautions:

- The classroom shall be arranged to allow for freedom of movement with no sharp corners, unanchored bookshelves or other safety hazards
- All furniture and equipment shall be in good repair
- Carpeting shall be kept clean
- Walls shall be kept clean and free of dirt, paint, or cracks
- Classrooms shall be kept clean and free from accumulated trash and dirt
- All medications and cleaning substances or any toxic substances shall be kept under lock and key with the key out of children's reach
- Any items in need of repair or cleaning shall be reported to the administration

### **Medical Emergency Policy**

DO NOT leave an injured child unattended or leave the other children. Have another teacher assume responsibility for the other children if you have to leave the area to care for an injured child. Provide basic first aid. A first-aid kit is located in each room.

## **Friendship Tech Charter School of Excellence**

If an injury is serious enough to be considered an emergency, the teacher or Director should call 911 for ambulance assistance. One staff member will accompany the child to the hospital. Staff members are not allowed to transport children in their cars! The teacher or Director will contact the parent(s) who should meet their child at the designated hospital emergency room (the child must be taken to the hospital stated as the preference on the Emergency Medical Form) or to the nearest hospital. The emergency release form and current physical for the child must be sent with the child and staff member to the emergency room.

After the child has received emergency medical care, FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE personnel must complete an Accident Report Form. A copy of the Accident Report Form shall be given to the Director and a copy shall be placed in the child's file. The original will go to the parent(s).

### **Accident Reports**

If a child is injured at the School, the teacher in charge shall administer first aid and then complete an Accident Report Form describing the injury. An Accident Report Form shall be filled out if: the injury leaves a mark, bump, or cut on the skin; if it involves a burn; any injury involving the head, even if there are no visible signs of the injury; if a child bites/is bitten. The purpose of the form is to notify parents of the injury, how it happened, and what steps we took to administer first aid and to correct (if possible) the circumstances that caused the injury. A parent must sign the form to acknowledge that he/she is aware of the child's injury. The parent gets the original of the form the day of the injury; one copy shall be kept in the office. The parent shall be notified by phone of the injury if it is a head injury, a bite that breaks the skin, an allergic reaction, and any injury that might need medical attention. If a student assistant is required to complete an Accident Report Form, a lead teacher or administrative staff member must provide an authorizing signature. A parent signature is also required.

### **Emergency Procedures**

Fire drills will be conducted monthly. Teachers must shut windows and close doors behind them. One teacher will lead children out the nearest, designated exit, and the second teacher will follow the children out. Children and teachers will stay together in a group in the grassy area to the east of the building by Fairmount towers. Teachers must take the emergency bag, children's files and sign-in sheets. Teachers are to take roll and a head count when safely outside the building. Teachers will lead children inside the building after the designated person in charge has given the all-clear.

Tornado drills will be conducted monthly, April through September. The Director will announce the drill. Teachers will lead children to the designated tornado drill location, located outside Room 8 in the storm shelter. Children will sit on the floor against the wall. Teachers must take the emergency bag, children's files and sign-in sheets. Teachers are to take roll and a head count when safely at the designated location. Teachers will lead children back to the classrooms after the designated person in charge has given the all clear.

### **Playground / Outdoor Play**

## **Friendship Tech Charter School of Excellence**

The teacher will enforce the following playground rules and inform teaching assistants to enforce them also:

1. Children may not throw sand or tire chips.
2. Children may not climb up the slide.
3. Children must slide feet first down the slide and must be on their bottoms.
4. No toys from the classroom or toys from home are allowed outside on the playground. Balls, shovels, or other outdoor materials are not allowed on climbing structures.
5. Tricycles stay on the sidewalk. Children must be seated to ride tricycles. If a child runs into the wall or another child while riding the tricycle they will lose their turn.
6. Children must sit down to swing. Only one child will be allowed on the swing at a time. Children may not stand on the swing.
7. Pushing, shoving and wrestling are not allowed.
8. Staff are to be actively involved with the children on the playground. Staff must be positioned to view all parts of the playground. Staff must be spread out throughout the playground so that they are on opposite ends of the playground from each other.
9. No climbing on the fence.
10. No climbing on top of the monkey bars.

While you are outside with the children, it is your responsibility to be actively engaged with the children. Adults should be spread out over the playground, able to see all areas.

The children are taken outside daily (except in cases of inclement weather) for fresh air and when we do go out on hot days, teachers need to be mindful of the effect of heat on the children. We will provide opportunities for shade, plenty of water, and limit the amount of time the children are outdoors.

## **Visitors**

We have an "OPEN DOOR" policy and we welcome parents and others to visit our School. We will notify teachers in advance of scheduled visitors. Besides prospective parents, we also have student teachers, teacher observers, administrators and an occasional "drop in" visitor. Staff are expected to be courteous at all times to these visitors and welcome them to our School.

## **Community Walks**

Teachers may take children on community walks. When leaving the School's premise, you must note the time you left, where you are going, when you will be back, and the names of the staff persons present on the walk. You must also provide the front office with a copy of your completed permission form before leaving the School.

Emergency medical forms, first aid kit, and health assessments for each child must be taken on the walks.

## **Maintenance (room/building organization and cleanliness)**

It is the responsibility of each staff member to keep rooms and the building neat, safe, clean, organized, attractive and appropriate for children. The lead teacher is required to have the

## **Friendship Tech Charter School of Excellence**

classroom ready each day before the children arrive, and responsible for putting the room back in a clean and orderly way at the end of the day. Teachers will encourage children to clean up after themselves in the restrooms, making sure that the water is off, sinks and counters are wiped off, toilets are flushed, and there is no paper on the floor.

### **Telephone Policy**

The School telephones are for business purposes. Staff may not receive telephone calls while they are in the classroom except in an emergency. Telephone messages will be taken in the front office and left in each staff member's mailbox. Staff members are responsible for checking their mailboxes for all messages. Cell phones are not to be in the "on" position when in the School, this includes naptime. Phone calls, text messages and IMs are to be returned only on your break.

### **Cell Phones**

Cell phones are prohibited during teacher's working hours. Cell phones must be turned off and stored in the teacher's car, purse, locker or desk. The cell phones are not to be kept on a belt clip or in a pocket. Please give the school phone number to family members, day care, etc. for emergency purposes. If there is an emergency, the school secretary will contact you with the necessary information. The school's phone number is not to be used for social purposes.

Text messaging is prohibited during working hours. Teachers may use their cell phone only during their lunch break or after work hours.

### **Personal Belongings**

Personal belongings (including medication) should be stored in locked cabinet out of sight and reach of children. Friendship Tech Charter School of Excellence recommends that employees leave all purses, wallets or other belongings locked in their car or director's office. Friendship Tech Charter School of Excellence is not responsible for any lost or missing items.

### **Break Time**

Hourly employees working over 6 hours per day will be scheduled a break, providing the break does not conflict with maintaining the correct teacher/student ratio. A break consists of being relieved from all duties, and may be taken away from the school or at the school in the staff lounge away from all children and other staff that are still working. Breaks are not guaranteed and may change daily as determined by the staffing of the school.

### **Mailboxes**

Each staff member has a mailbox located in the main office which should be checked at least once every day the staff member is at work. It is also EXTREMELY important to check your email every day. This is how most correspondences, in-service opportunities, parent questions, etc. may be delivered.

## **Friendship Tech Charter School of Excellence**

### **Photo Copier**

A copy machine is available to all teaching staff and may be used to copy newsletters and curriculum materials. Personal use of the copier is not allowed.

### **Smoking**

The use of alcohol, drugs or tobacco products is not permitted in the School, on the playground, or on the grounds. Before returning for your shift after smoking, you must wash your hands and have a fresh shirt to change into.

### **Staff Bulletin Board**

It is used to inform staff of new policies, workshops, field trip opportunities, etc. It is the staff's responsibility to check the board for current information and announcements.

### **Record Keeping**

It is the responsibility of the Lead Teacher to keep accurate and up-to-date copies of accident report forms and any other classroom activity warranting permanent or temporary records. Communication logs are kept on file for 6 months to a year. Daily sign-in sheets are to be turned in at the end of each week to the office.

### **Attendance**

When parents notify the office of a child's absence, we will notify the teacher. It is the teacher's responsibility to check their mailbox daily. If a parent informs the teacher of an upcoming absence or extended absence, the teacher shall notify the office. If a child is absent for an entire week without explanation from the parents, the teacher should make a call to the home and then inform the office of the child's absence and the reason.

### **Video Policy**

Children should not bring videos from home. Movies will only be shown to children when it is used as a supplement to the theme for the week. The movie must be rated G and must be educational in nature. Teachers may show an educational video for 20 minutes per day or an approved full-length feature that is no longer than 100 minutes one day per week. You should incorporate the video with the week's lesson plans. A request form must be completed with the name of the video and how it relates to the lessons for the week.

### **Lesson Plans**

Lead Teachers are responsible for posting lesson plans on their Parent Information Board by Monday morning before the children arrive, for the current week. Weekly activities must be planned in accordance with the school's philosophies and curriculum guidelines of

## **Friendship Tech Charter School of Excellence**

developmentally appropriate practice and discovery learning. Teachers shall plan activities to balance the day/week for the children and to avoid neglect of any one curricular area. A lesson plan form will be distributed to all teachers and will be used to plan weekly curriculum. Lesson plans for the following week must be completed and emailed to the Executive Director by 4:00 p.m. on Sunday through email.

### **Newsletters**

Newsletters shall be informative, positive and attractive in appearance; spelling and grammar shall be correct. All newsletters shall be typed. A final draft of the newsletter is to be emailed to the Director at least 1 week prior to the end of the month. Parents will then be emailed a copy of the newsletter by the Lead Teacher. Computers are provided in the resource room as well as wireless internet. The front office computer can be used by staff only after clearing it with the Administrative Specialist.

### **Holidays**

It is impossible to totally ignore holidays/celebrations, especially the Christmas season, in view of the flurry of activities generated by them. We need to be aware of, and sensitive to, the diversity of customs and beliefs represented by the children in our School. It goes without saying that no child should be embarrassed or made to feel alienated because of his or her parents' specific faith or beliefs. Each holiday season provides an opportunity to emphasize mutual understanding, acceptance and brotherhood among all racial, ethnic and religious elements of the human family. Activities should not involve children in worship activities and should be structured to present the culture rather than the religious emphasis of the season/holiday.

### **Discipline Policies**

Teachers use many techniques to assist children in resolving conflicts. Although methods vary depending on children's ages and the severity of the situation, all teach problem-solving skills and instill an intrinsically motivated sense of right and wrong. Teachers use the following techniques when dealing with conflict situations:

- **Conscious Discipline**
- **Limit setting:** Children are given basic, clear, and concise rules to guide their behavior. Boundaries and expectations expand as children develop.
- **Consistency:** So children know what to expect, limits and expectations are consistent throughout the classes, and all adults respond in a similar way to conflict situations.
- **Tone:** A kind yet serious tone delivered by intervening adults reinforces children's sense of security and lets them know the situation is under control.
- **Modeling:** Adults clearly demonstrate compassionate, caring behaviors that set examples for children to follow.
- **Passive intervention:** Teachers give children time to work through their own problems, but are there to help if things escalate to destructive or aggressive behavior.
- **Physical intervention:** Children are physically separated if they begin to hurt each other.

## Friendship Tech Charter School of Excellence

- Identifying/ interpreting: Teachers clarify problems, diffuse tension, and facilitate problem solving.
- Validating feelings: Acknowledging one's own emotions and those of other children facilitates learning.
- Generating options/solutions: Children are given tools to settle conflicts (negotiate, make retribution, collaborate, etc.).
- Redirection: A request to stop a negative behavior is accompanied by a suggestion for an appropriate behavior to replace it.
- Natural consequences: Teachers point out and reinforce natural consequences as they occur. Children see the results of their own behavior and begin to modify it accordingly. "You threw sand after we asked you not to. Now you need to leave the sandbox and find a different area to play in."

Teachers shall plan their programs as to minimize behavior problems by:

- Planning a program that is appropriate for the age and individual levels of the children.
  - Providing a balance between active/quiet and self-directed/teacher-directed activities.
  - Carefully planning transitions between activities.
- Focusing 100% attention on the children, guiding their behavior, facilitating their learning, interacting (including listening, listening, listening) and encouraging them as they meet and strive to overcome new challenges.

### Do's and Don'ts

#### Do Say

#### Don't Say

Sit down when you slide	Don't stand when you slide
Dig in the sand	Don't throw sand
Keep the puzzle on the table	Don't throw the puzzle
Turn the pages carefully	Don't tear the book
Time to go outside	Should we go outside?
Wash your hands	Do you want to wash your hands?
Use your inside voice	Shut up! Don't shout!

#### DO.....

- Speak in a calm, kind voice.
- Speak directly to the child; do not call across a room.
- Speak in short, meaningful sentences appropriate to the child's level of understanding. Begin the sentence with the child's name.
- Get down on the child's level if possible so that the child can see your face.
- Keep your emotions under control.
- Praise the child for appropriate actions.

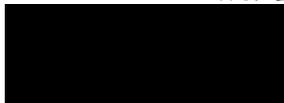
#### DON'T...

## **Friendship Tech Charter School of Excellence**

- Make fun (harass, humiliate, name call, embarrass) the child.
- Give the child a choice if he cannot, in reality, have a choice
- Compare the child with another child. "See how clean Johnny's table is."
- Be dishonest with the child. "Johnny didn't mean to hit you."
- Make a child feel guilty by saying "I'm ashamed of you." Instead express your feelings "That makes me angry when you do that."
- Make a child feel inferior by saying, "You're big now. Only babies cry."
- Make a child say they are sorry.

## **Important Phone Numbers**

## PAULA L. SCARLETT-BROWN



### EXPERIENCE

9/2004 – 6/2005

**P.S. 316**

Brooklyn, NY 11226

*Science Teacher*

Grades: Prekindergarten – 8

- Planned and prepared inquiry-based Science lessons that are aligned to state standards with opportunities for students to participate in meaningful and thoughtful discovery through hands – on exploration
- Individualized lessons to academic levels
- Utilized various learning styles to ensure all student participation
- Designed inquiry based lessons that permitted students to engage in daily experiments
- Maintained order in the classroom that was student centered and print rich
- Combined informal, and formal assessments in order to adjust lessons for student needs
- Communicated assessments with students, parents, and supervisors
- Prepared the classroom, and administered the ESPET test
- Collaborated with faculty, and conducted the Science Fair

9/1997 – 6/2001

**Pilgrim Christian Academy**

Brooklyn, NY 11207

*Principal*

Grades: Kindergarten – 12

- Ensured compliance with Middle School and High School requirements.
- Accessed, reviewed, prepared and analyzed written reports
- Provided demonstration lessons, on-going technical assistance, staff development, and support for teachers, staff and parents
- Planned and conducted professional development activities, which included evaluating and implementation of policies.
- Supervised daily classroom management and collaborated with teachers to plan lessons in core curriculum subjects.
- Coordinated and supervised state and city require tests, the after-school program, parent-teacher conferences, assembly programs, Book Fairs, Science Fairs, Field trips and Graduation programs.
- Recruited, and evaluated teachers
- Collaborated with teachers, students and parents on purchases of supplies and resource materials
- Implemented curriculum that reflected the diverse educational, cultural, and linguistic backgrounds of the students
- Attended community meetings

9/1993 – 9/1997

**P.S. 251**

Brooklyn, NY 11234

*Reading Recovery Staff Developer*

Grades: Kindergarten – 6 (Reading)

- Reported directly to District Office personnel relative to the progress of the Reading Recovery Program.
- Diagnosed weakness and prescribed remediation for students in individual or small group setting. Provided reading instruction in small groups for “at risk” students.
- Acted in the capacity of liaison to staff and administrators.
- Participated in team teaching model, served as consultant and mentor to new and experienced teachers.
- Consulted with school principal relative to provide training; trained classroom teachers and paraprofessionals in the methods of teaching reading and writing skills within content areas.
- Assisted in lesson planning, presentation and classroom management.
- Edited / prepared materials for workshop plan and conduct professional development activities for staff and parents.
- Reviewed and analyzed written reports as required.

9/1992 – 8/1993

**P.S. 152**

Brooklyn, NY 11210

*PCEN Reading*

Grade: 1

- Provided small group instruction for “at risk” students.
- Recorded and analyzed testing data.
- Registered incoming and discharged students
- Coordinated with Reading Supervisor for instructional lessons.
- Provided demonstration lessons for teachers and paraprofessionals
- Provided summer session instruction for “at risk” students in Literacy program.

9/1988 – 6/1992

**P.S. 193**

Brooklyn, NY 11210

*Kindergarten Teacher*

- Taught students “Beginning to Read, Write and Listen” program.
- Taught core curriculum subjects.
- Coordinated and implemented learning centers access and evaluated student progress for ESL program.
- Planned and executed trips, multicultural activities and assembly programs.

9/1987 – 9/1988

**P.S. 191**

Brooklyn, NY 11233

*1<sup>st</sup> Grade Teacher*

- Used open court model to teach core subjects.
- Planned and coordinated with paraprofessionals.
- Provided workshops for parents.
- Planned field excursions.

9/1986 – 6/1987

**I.S. 246**

Brooklyn, NY 11226

*8<sup>th</sup> Grade Teacher / English, Language Arts and Social Studies*

- Provided instruction for testing / promotion to High School in all pertinent subjects.
- Collaborated with colleagues for Assembly programs and graduation ceremonies.

**EDUCATION**

1/1991 – 6/1994	<b>Hunter College</b> <i>6th Year Administration Supervision Certificate</i>	New York, NY
9/1986 – 1/1991	<b>Hunter College</b> <i>Masters / Reading Education</i>	New York, NY
9/1981 – 6/1986	<b>Hunter College</b> <i>Bachelors / Psych / Elementary Education</i>	New York, NY
9/1977 – 6/1981	<b>Erasmus Hall High School</b> <i>Regents Diploma</i>	Brooklyn, NY

**LICENSES**

New York City Public School Common Branch – Permanent 1990	File #636893
State Education Department – Public School Teachers Certificate Nursery – Grade 6 – Permanent - 1990	Control #309822901
State Education Department – Public School Teachers Certificate Reading Teacher – Grades K-12 – Permanent – 1991	Control #422317921
New York City Public School License – Teacher of Reading in Day Schools – Permanent – 1992	License Code #997B
New York City Public School License – Principal of Day Elementary School – Permanent - 1995	License Code #4160
New York City Public School License – Assistant Principal of Elementary, Intermediate and Junior High School – Permanent – 1995	License Code #4100
State of New York Education Department – School Administrator / Supervisor – Permanent - 2001	Control #075376011

*References Furnished Upon Request*

**Table 1: Applicant Group Information**

Applicant Group Member Name/Email Address	Current employment	Relevant experience/ skills and role on applicant group (Key Words)	Proposed role(s) if any (Trustee, Employee, or None)	Proposed Position on the board (e.g., officer, trustee, or constituent representative)	Length of initial term	Voting Member Y/N
Dr. C. Nathan Edwers, DMin bishopcndewers@aol.com	CEO/Pastor	Leadership and organization	Trustee	Chairperson	3	Y
Dorothea Muccigrosso Aceit4243@gmail.com	Retired NYS Teacher	Curriculum Research Teacher	Trustee		3	Y
Paula Scarlett-Brown PScarlettbrown@aol.com	Educational Consultation	Principal Administration supervision Reading	Principal employee			N
Dr. D. J. Moore, DMin bishopdjm3@outlook.com	Senior Doctorial Mentor/Pastor	Administration Strategic plan Research	Trustee	Secretary	2	Y
Michael A. Campbell michael.campbell71@verizon.net	Engineer	Budgets analysis strategy	Trustee		3	Y
Michael A. Valentine Esq. mavalentinelawyer@hotmail.com	Attorney	Law, litigation Real estate	Trustee	Attorney	2	Y
Samuel N. Wilson Jr. CPA samuel_wilson_cpa@sbcglobal.net	CPA	Accounting Budgeting Cash Flow	Trustee	Treasurer	2	Y
Sherri Edwers sedwers@yahoo.com	NYS Teacher	Curriculum Teaching Classroom	Trustee	Assistant Secretary	3	Y
Felicia Leary felicia.leary@gmail.com	NYS Administrator/ Children Services	Children Svcs. Planning Outreach	Trustee	Community outreach Liaison	2	Y
Dr. Julia C. Caliendo, Ed julia.c.caliendo@hofstra.edu	Professor Hofstra U	Stem Specialist Science Lab Instruction	Trustee	Vice Chair	3	Y
Clavery's Pena cpenacabrera@yahoo.com	Mental Health Counselor	Psychotherapy, counseling, intervention	Trustee	Special needs, Chair	1	Y
Charles J. Ray III Cjray3@aol.com	Mathematics Professor	Math and Computer Science	Trustee	Special Advisor to the Board	1	Y