

## APPLICATION SUMMARY

Charter School Name	Classical Charter School
Applicant Name	Deann Nelson, Ed.D.
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Media Contact Email Address	dsnelson67@gmail.com
Media Contact Telephone Number	716/487-7225
District Location	Jamestown
Opening Date	September 2013
Proposed Charter Term	7/1/13 – 6/30/18
Proposed Management Company or Partners	N A
Projected Enrollment and Grade Span During Charter Term	200, K-7
Projected Maximum Enrollment and Grade Span	325, exploring K-12 structure
Mission Statement	“Providing the foundation for academic excellence”

Classical Charter School's (CCS) mission statement is: Providing the foundation for academic excellence. Classical learning is building a foundation of cultural knowledge and time-honored traditions shared by English-speaking peoples. English is the language of school and public interaction. At-risk children must master the English language in order to thrive and flourish in the United States. CCS's purpose of education is to create productive citizens for a free society, taught by teachers who explicitly value academic work, academic knowledge, and citizenship. Starting with kindergarten, “schooling” is the beginning of “citizenship,” the mutual vision of society we share as citizens. Classical Charter School, with its return to the principles of classical education, supported by cognitive science, and put into practice in “No Excuses” schools, plans to provide an antidote to criticisms of weak public education, especially for at-risk children: 1) teaching children basic skills to mastery levels; 2) teaching shared civic values; and 3) placing stress upon intellectual goals through a coherent, cumulative, common core academic curriculum, starting in the earliest grades.

Jamestown is a disadvantaged community with many at-risk children. Opening as a K-3 school, 25 children per grade, CCS will add an additional grade each year, bringing the school to K-7 level during the five-year charter period. In grades K-3, children *learn to read*; starting in grade 4, they *read to learn*. Classical Charter School will offer district parents an educational choice for their children. School choice has become a civil rights issue for parents in at-risk districts where schools are under-performing. There is community interest in a K-12 school. *There are no charter schools in Jamestown, nor in Chautauqua County.*

Emphasis is upon mastery of basic skills in reading, mathematics, writing, spelling, language, cursive writing, as well as classical literature, history, geography, science, art, and music. CCS will provide the foundation for successful achievement in high school and beyond. The structure of the school will be scientific, based upon the demand: Show us the data. The school will be child-referenced, meaning that all instruction will address children in terms of their instructional

and learning needs. Direct Instruction (DI) curricula will be used to provide systematic, sequential instruction in *mastering* basic skills. With its demonstrated principles of instruction and accountability, teachers use frequent data collection through diagnostic teaching, curriculum-based measurements, Precision Teaching, and formative assessments to ensure that children are making progress in the curriculum. Children are provided with sufficient practice and review to ensure that they become fluent and retain what they learn.

From the author of Direct Instruction curricula, the following constitute the basic philosophy:

- All children can be taught.
- All children can improve academically and in self-image.
- All teachers can succeed if provided with adequate training and materials.
- Low performers and disadvantaged learners must be taught at a faster rate than typically occurs if they are to catch up to their higher-performing peers.
- All details of instruction must be controlled to minimize the chance of students' misinterpreting the information being taught and to maximize the reinforcing effect of instruction.

Through Core Knowledge's content subjects in American and world history and geography, classic literature, art, and music—the liberal arts subjects—children will attain “intellectual capital.” Direct Instruction's powerful teaching strategies also will be utilized with Core Knowledge content. Add to this science, taught through Nebel's *Building Foundations of Scientific Understanding*: guiding children toward a high standard of scientific literacy; broad knowledge covering the basics of the natural sciences; organized frameworks of knowledge to aid critical thinking and evaluating information; and developing scientific mental skills for acquiring new information.

Rich content is essential for vocabulary development, knowledge attainment, and to awaken us to our humanity as individuals and as citizens in a society. It is a truism that learning begets learning. Thinking skills *only* develop in children when they have well-developed knowledge in civics, the arts, and the humanities. *Core Virtues*, a literature-based program, focuses upon right conduct: cultivating character through promoting basic moral, civic, and intellectual virtues.

Knowledge is essential to vocabulary development and reading comprehension, both key building blocks of achievement. Research informs, however, that skill differences among children at the time they enter school are bigger, more important, and more intractable than ever imagined. By age three, there is a 30 million word gap between at-risk children and children whose parents actively provide enriching language and other experiences. The past experiences of children influence which *new* experiences they choose. A structured program, deliberately focused upon the gradual acquisition of broad knowledge, becomes crucial for at-risk children. It enables them to develop the wide vocabulary necessary for successful advancement through the grades, graduation from high school, and strong potential to handle college-level work, or enter a technologically advanced workforce requiring excellent reading, math, and thinking skills.

The founding group is composed of individuals concerned regarding current weak outcomes of public education, especially locally where nearly 60 percent of district students grades 3-8 placed in levels 1 and 2 on 2011 and 2012 ELA state tests—meaning students did not meet learning standards. The founding group looks to the rigor and quality of excellence associated with classical education to overcome learning deficits for at-risk children. Founding member skills and experience represent a broad spectrum needed to govern a charter school: leadership; vision; teaching experience; communication; financial acumen; creative thinking; organizing community groups for teaching/involvement; community knowledge; and advocacy for disabled children.

**CERTIFICATION AND ASSURANCES STATEMENT**

Proposed Charter School Name: Classical Charter School  
Proposed School Location (District): Jamestown

I hereby certify that the founding 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 founding 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 founding 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 time frame 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>1</sup>

The applicant(s) 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 required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application <sup>2</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 sub-part,<sup>3</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>4</sup>

Signature of Applicants:	<i>Deann Nelson</i>
Date:	<i>July 13, 2012</i>
Print/Type Name:	Deann Nelson

<sup>1</sup> N.Y. Education Law § 2854(2)(a)  
<sup>2</sup> ESEA § 5203(b)(3)(J)  
<sup>3</sup> ESEA § 5203(b)(3)(K)  
<sup>4</sup> ESEA § 5203(b)(3)(N)

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

### A. Mission Statement and Objectives

Classical Charter School's (CCS) mission statement describes the intent of the school: "Providing the foundation for academic excellence." Mastery of basic skills is essential for academic excellence in content learning in middle school and high school. Classical learning is building a foundation of cultural knowledge and time-honored traditions shared by English-speaking peoples. English is the language of school and public interaction. At-risk children must master the English language in order to thrive and flourish in the United States. CCS's purpose of education is to create productive citizens for a free society, taught by teachers who explicitly value academic work, academic knowledge, and citizenship. Starting with kindergarten, "schooling" is the beginning of "citizenship," the mutual vision of society we share as citizens.

Jamestown is a very disadvantaged community; many at-risk children attend district schools. Data below (see section D) reveal high district failure rates on state tests (see also "Falling Behind," July 19, 2012; "County Lags On State Tests," July 22, 2012).<sup>1 2</sup> Even children who enter Jamestown schools *not* at risk, *become* at risk: their need for skills mastery and intellectually challenging content also are not being met. Our schools are filled with at-risk children. It is inauspicious that all three middle schools are on the state's list for schools needing improvement. CCS will offer district parents of all at-risk children an educational choice. Since a charter school, by law, cannot discriminate, parents whose children are in danger of *becoming* at educational risk, also must be offered an educational choice. *There are no charter schools in the Jamestown area, nor in Chautauqua County.*

School choice has become a civil rights issue for parents in low-performing districts. With its emphasis upon mastery of basic skills and rich content, CCS will provide the foundation for successful achievement needed for *all* ability levels as children advance through the grades. Specifically, CCS will address the following objectives of Education Law §2850(2): (a) Improve student learning and achievement; (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure; (c) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and (f) Provide performance-based accountability by meeting measurable student achievement results.

### B. Key Design Elements

Curricula selected for CCS are effective, proven, evidence-based, and validated by research: **Direct Instruction** curricula for providing systematic, sequential instruction in teaching *basic skills* (i.e., reading, math, spelling, writing, language, and cursive writing, plus correctives programs for students needing remediation). **Core Knowledge** will provide sequence and structure for *content* in American and world history, geography, literature, poetry, drama, nonfiction readings, art, and music. Bernard Nebel's ***Building Foundations of Scientific Understanding*** will be used to provide coverage of all the major fields of science, starting in kindergarten. In addition, ***Core Virtues***, a literature-based program that has as its goal the "cultivation of character through the promotion of basic moral, civic, and intellectual virtues" will be used. Core Virtues focuses upon right conduct, such as: responsibility, compassion, courage, diligence, faithfulness, honesty, honor and integrity, self-control, and self-discipline. There is a crisis in moral education when students are unable to tell right from wrong.<sup>3</sup>

Criticisms regarding public education have been legion, especially throughout the past two decades. Many of the criticisms are justified as evidenced by the following:

- low U.S. student scores on international tests for science and math compared to other Organization for Economic Cooperation and Development (OECD) nations
- flat-lined NAEP (National Assessment of Education Progress) results for the Nation's Report Card in reading and math
- continuing achievement gap between white and minority children
- inner-city black boys performing worse than white boys with learning disabilities
- over-identification of children as learning disabled
- low graduation rates from many high schools
- 17-year-old students' documented lack of knowledge about American history, U.S. government, and the Constitution on the NAEP test
- locally, close to 60 percent of all district students in grades 3-8 placed in levels 1 and 2 on the 2009-10, 2010-11, and recently released 2011-12, ELA state tests—meaning, the majority of Jamestown students did not meet learning standards.

An antidote to the above is a return to the principles of classical education. These principles are supported by cognitive science, put into practice in “No Excuses” schools, and proposed for Classical Charter School:

- teaching children basic skills to mastery levels
- teaching shared civic values
- placing stress upon intellectual goals through a coherent, cumulative, common core academic curriculum, starting in the earliest grades.

Classical Charter School is mindful of, and will implement the signposts toward, excellence in education as described in Dr. John Hattie's groundbreaking work, *Visible Learning*<sup>4</sup>, all of them involving the preeminent role of teachers using *effective* curricula:

1. Teachers are powerful influences in learning.
2. Teachers need to be directive and actively engaged in teaching and learning.
3. Teachers need to be knowledgeable and understand the content they teach in order to provide meaningful and appropriate feedback so that each student moves progressively through the curriculum levels.
4. Teachers need to know the learning intentions and success criteria of their lessons, know how well they are attaining these criteria for all students.
5. Teachers need to move from the single idea to multiple ideas, and to relate and then extend these ideas such that learners construct and reconstruct knowledge and ideas.
6. Error is welcomed as a source of information for teachers about student behaviors, as well as a learning opportunity for teachers.

Hattie's signposts are an integral part of Direct Instruction's (DI) curricular design to be used in teaching at-risk children. More than 40 years old, DI has stood the test of time. DI's powerful teaching strategies also will be used with Core Knowledge content instruction. In other words, curricula with demonstrated effectiveness, validated by research, will be utilized. Specific grade-by-grade subject-matter will be taught so that domain-specific knowledge is developed. Knowledge is essential to reading comprehension, which is essential to achievement. The gradual acquisition of broad knowledge enables children to develop the wide vocabulary necessary for successful advancement through the grades, graduation from high school, and

strong potential to handle college-level work, or be successful in the workforce. The structure of the school will be scientific and based upon the demand: Show us the data. The school will be child-referenced, meaning that all instruction addresses children in terms of their instructional and learning needs. The central reference point will be the performance of teachers and students: “critical reflection [by teachers] in light of evidence about their teaching [of students],” writes Hattie.

Teachers receive extensive training and coaching in teaching DI. The model was established as part of the U.S. Office of Education Follow Through Project (described in greater detail under part II, section C, Curriculum and Instruction). The maxim for DI is: If the child hasn't learned, the teacher hasn't taught. Mastery learning is built into every DI lesson in every curricula. Each lesson consists of 10 percent new learning with the rest of the lesson containing copious review of previously learned concepts. Children learn to read 500 words in kindergarten; they leave kindergarten as readers.

The “Matthew effect” is based on the biblical verse MT 25:29 (“For everyone who has will be given more, and he will have an abundance. Whoever does not have, even what he has will be taken from him”). It suggests that children who enter school with good language understanding will gain still more by developing vocabulary and concepts, which facilitate further learning. At-risk children who enter with poor language development, however, will fall further behind. Just as learning is cumulative, so are learning deficits. When children fall into the “deficit hole,” some enter special education as learning disabled; others take weak HS courses rather than Regents level; others drop out. E.D. Hirsch, Jr., founder and chairman of Core Knowledge Foundation, says that “intellectual capital” is essential for further development of knowledge in a domain: learning begets learning. Thinking skills *only* develop in children when domain knowledge is present, found in Core Knowledge's content knowledge in civics, the arts, and the humanities. Children will read rich classic literature, poetry, biographies of heroes, as well as nonfiction. *Building Foundations of Scientific Understanding* guides children toward a high standard of scientific literacy: broad knowledge covering the basics of the natural sciences; organized frameworks of knowledge to aid critical thinking and evaluating information; and developing scientific mental skills for acquiring new information.

### **C. Enrollment, Recruitment, and Retention: Attachment 1**

There is a need for a charter school in Jamestown. Classical Charter School will provide a strong alternative to what is provided within the district. CCS plans to open as a K-3 school, 25 children per grade, for a total of 100 children (see chart below). An additional grade will be added each year to K-7. The founding group is exploring a K-12 structure as there appears to be community interest. The group also feels that the better policy is to start small and grow. Grade 4 is a key grade in children's academic development: “*learning to read*” in K-3 becomes “*reading to learn*” in grade 4 content subjects. Basic skills must be mastered for this to occur. The district is faced with a very serious problem with all three middle schools placed on the state's list of schools needing improvement. At-risk children need instructional programs that are research-validated—in other words, programs with *proven effectiveness*.

Twenty-five children per class is a reasonable number, even for at-risk children. Hattie<sup>5</sup> stated this about small class size: “This typical effect size of about  $d = 0.10-0.20$  could be considered small especially in relation to many other possible interventions—and certainly not worth the billions of dollars that is required to reduce the number of children per classroom.” He asks *why*

effect size from reducing class size is so small. His reply: teachers of smaller classes adopt the same teaching methods they used in larger classes and did not optimize opportunities they had with fewer students. He advocates grouping for classes of 20-30. Further, CCS will use homogeneous skill-level grouping to place children according to their *instructional* levels.

**Projected Enrollment Table Over the Charter Term**

Grades	Ages	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>K</b>	5	25	25	25	25	25
<b>1</b>	6	25	25	25	25	25
<b>2</b>	7	25	25	25	25	25
<b>3</b>	8	25	25	25	25	25
<b>4</b>	9		25	25	25	25
<b>5</b>	10			25	25	25
<b>6</b>	11				25	25
<b>7</b>	12					25
<b>Total</b>		100	125	150	175	200

CCS will inform the greater Jamestown community of its presence, and actively seek to enroll students eligible for free- and reduced-price lunch program, students with disabilities, and English language learners. CCS will create a website with pertinent information. Information articles also will be placed in local newspapers urging readers to alert families with children about CCS. Public service announcements will be placed on Media One and other radio stations, plus information will be presented in on-air discussions with the host of the local talk show, whose program has high listener numbers. Notice also will be sent to the Jamestown office of the Chautauqua County Department of Social Services to alert clients with children. Flyers describing the school, written in English and Spanish, will be posted in strategic locations.

One purpose of starting a charter school is to offer parents a choice in the type of education they want for their children. A second purpose is to provide an educational program that will raise achievement levels of at-risk district children, preparing them to perform better in high school credit-bearing courses and beyond. CCS's mission statement is: Providing the foundation for academic excellence. Without a well-laid foundation, academic excellence will not be attained. Success in fulfilling our mission statement is what will result in retaining students. We intend to accomplish this through the use of highly trained teachers, individually coached in using effective, research-supported curricula. If parents see that their children are learning, we believe they will continue to support the charter school, as well as encourage other parents to enroll their children.

Community meetings were held December 3, 2011 and March 16, 2012 at our local library in which the concept of CCS was presented in a power point presentation, including three videos of Direct Instruction being used in Gering, Nebraska, a community with a high Hispanic minority population. Our event was well-advertised: a founding group member spoke on talk radio; articles appeared in Jamestown's *The Post-Journal*, *Jamestown Gazette*, and *Southern Tier Penny Saver*; flyers were mailed to more than 20 preschools in the area, Chautauqua Opportunities, a

social services agency for low-income people, and Joint Neighborhood Project, an agency dealing with a high Hispanic minority population in its area; CCS is on Facebook as Classical Charter School-Jamestown. Those who attended elicited interest.

The proposed application, admissions, and enrollment process is laid out in §2854 (see Attachment 1):

- applications for admission submitted on uniform application created by SED
- made available in English and Spanish
- enroll by April 1<sup>st</sup> of each year
- publicized random selection process if applications exceed 25 per grade.

Jamestown data for target populations of English language learners, students with disabilities, and students from households who are eligible for federal free- or reduced-price lunch program follows: (2010-11) Free/Reduced Lunch, 62%; Limited English Proficient, 4%; (2009-10) Students with Disabilities, 13.8%. CCS anticipates comparable percentages in each category.

#### **D. Community to be Served**

As stated previously, there are no charter schools in our community or county. Classical Charter School desired and offered to operate in partnership with the Jamestown School District, in particular with one of the lowest-performing elementary schools. Our proposal was rejected. Since that time, however, Mr. Daniel Kathman, district superintendent, went on record, stating: “We need teachers to improve their techniques. We have to improve our curriculum. We have to improve our supervision of students. We have to engage many more parents and families. It only works when all of the pistons are working together, and there's lots to do.”<sup>6</sup> State testing data below provide clues as to why the superintendent made his remarks.

Classical Charter School also expressed interest in leasing space in a district school that was closed June 30, 2012. Closure announcement plans left many parents protesting the district's action, particularly since the school to be closed was small, which appealed to parents. Comparatively speaking, it also was one of the better district performing schools on state tests. Prospective home buyers sought to purchase real estate in this school's area. Children will be transferred to two other elementary schools, one of them the very low-performing school with which we sought to partner.

Jamestown is a very disadvantaged community. Once a leader in furniture and tool-and-die industries, the city now has an eroding industrial base. The largest employers are in the service industry. Median household income is \$31,000 compared to \$54,659 for all NYS. Jamestown median housing value is a low \$64,542, while New York State is \$306,000. Demographics changed dramatically over the past decade: nearly a 30 percent decline in white population, while both Hispanic and Black populations surged nearly 12 percent. Sixteen percent of residents live below the poverty level compared to 13.6 percent for NYS.

White children comprise 75 percent of Jamestown district children, African-American children, 11 percent, and Hispanic children 12 percent. During the 2009-10 school year, 54 percent of students K-12 were eligible for free lunch, with an additional 10 percent eligible for reduced-price lunch. Limited English proficient children represent four percent of the school population. Following implementation of whole language reading in 1993, the disabled population soared to some 17 percent with Learning Disabled the largest category. The most recent state education department data show the disabilities classification rate at 13.76 percent, while the rate for all

school districts in NYS is 13.2 percent. Graduation rate for Jamestown for 2009-10 was 73 percent; the district failed to meet the Board of Regents goal that 95 percent will graduate within five years of first entry into grade 9. Jamestown is regarded as a high need/resource capacity urban or suburban district.

The following two tables (see below) present results for state test data. The percent failed (level 1 plus level 2) is shown in order to bring the problem front and center, to make it “visible,” to use Hattie's term, so that problems can be addressed. When the cut scores were changed for 2009-10 state tests, there was a significant increase in failure rates. District-wide failure rates for English Language Arts ranged from a low of 47 percent in grade 3 to a high of 64 percent in grade 8; math ranged from a low of 35 percent in grade 7 to a high of 49 percent in grade 5. District ELA average failure rate was 57 percent, while math was 44 percent. For 2010-11, ELA scores ranged from a low of 48 percent in grade 4 to a high of 67 percent in grade 7, with district average failure rate basically unchanged at 59 percent. For math, scores ranged from a low of 40 percent in grades 4 and 7 to a high of 56 percent in grade 3, with the average failure rate unchanged at 46 percent.

**JAMESTOWN DISTRICT TESTING RESULTS: FAILURE RATES (Percent)**

**Levels 1 + 2**

Grade	English Language Arts			Math		
	2007-08	2009-10	2010-11	2007-08	2009-10	2010-11
3	37	47	55	18	48	56
4	39	52	48	27	42	40
5	33	63	63	30	49	48
6	53	61	59	28	49	51
7	41	54	67	22	35	40
8	54	64	60	31	42	43

Source: NYS Education Department

There was considerable disparity between individual schools for English Language Arts for 2009-10 and 2010-11. Of the six elementary schools (2009-10), two schools had grade 3 failure rates greater than 50 percent. This jumped to four schools for 2010-11. For grade 4 (2009-10), failure rates ranged from a low of 42 percent to a whopping high of 71 percent. The average for grade 4 was 54 percent. Note: The school with the highest failure rate for grade 4 will be one of the transfer schools for students whose school closed at the end of June 2012. For 2010-11, grade 4 failure rates ranged from 36 percent to a very high 67 percent.

Failure rates (2009-10) in English Language Arts for the three middle schools ranged from a low of 41 percent in grade 7 at Jefferson to an alarming high of 78 percent in grade 8 at Washington. Failure rates for math were lower, although still high: The average failure rate in math for grades 5-8 in the three middle schools was 44 percent. School year 2010-11, found a range of failure rates from 43 percent (Persell) in grade 6 to a whopping 70 percent in grade 8 (Washington).

All three middle school are included on the New York State list of schools identified for improvement.<sup>7</sup> High failure rates for middle school students is a harbinger of subpar

performance in high school. It is very difficult to remediate students at the middle school level. For minorities, high failure rates are an even greater disaster; results from the most recent National Assessment of Educational Progress report that grade 12 black students perform in the lowest category—Below Basic—and read on a level comparable to white grade 8 students.<sup>8</sup> By grade 8, the die has been cast for many students.

**JAMESTOWN TESTING RESULTS PER SCHOOL, 2009-10, 2010-11: FAILURE RATES**  
**(Percent)**  
**Levels 1 + 2**

Sch/Gr	ELA '10	ELA '11	Math '10	Math '11	Sch/Gr	ELA '10	ELA '11	Math '10	Math '11
<b>Bush</b>					<b>Jefferson</b>				
<b>3</b>	56	61	52	58	<b>5</b>	69	67	49	48
<b>4</b>	71	67	46	49	<b>6</b>	70	64	53	52
<b>Fletcher</b>					<b>7</b>	41	62	39	28
<b>3</b>	51	60	47	70	<b>8</b>	49	65	38	47
<b>4</b>	42	44	31	34	<b>Persell</b>				
<b>Lincoln</b>					<b>5</b>	56	57	38	35
<b>3</b>	40	46	31	40	<b>6</b>	49	43	34	32
<b>4</b>	46	36	39	45	<b>7</b>	49	62	31	41
<b>Love</b>					<b>8</b>	62	47	33	39
<b>3</b>	39	55	48	38	<b>Wash....</b>				
<b>4</b>	64	38	51	19	<b>5</b>	65	66	59	58
<b>Ring</b>					<b>6</b>	65	66	60	65
<b>3</b>	48	65	67	74	<b>7</b>	72	73	37	46
<b>4</b>	51	61	49	51	<b>8</b>	78	70	52	44
<b>Rogers</b>									
<b>3</b>	43	26	35	28					
<b>4</b>	49	42	33	37					

Source: NYS Education Department.

Nearly all education “reform” efforts focus upon big topics such as vouchers, restructuring, annual testing, standards of learning, inclusion—including charters. All are doomed to fail, however, *unless* instruction improves and it is included as a major component of the reform effort. “Instruction fuels learning,” wrote Kauffman, and that includes both regular education and special education. Most reform efforts do not mention instruction and its critical importance to raising student achievement.<sup>9</sup>

CCS will make a good faith effort to attract and retain students from the district. It will provide

a valuable alternative to the district's curricula. The focus will be on *instruction*: using effective, research-based curricula, and teaching children to mastery levels, starting in the earliest grades. This will give disadvantaged at-risk children an accelerated start in their learning, as well as prevent learning problems, which cause children to be classified and placed in special education.

As detailed above, Jamestown schools seriously are under-performing. Unfortunately, these data are not well-known by the community at-large as state testing data presented on SED report cards does not give a clear picture of the extent of the problem. Those who have seen the data expressed alarm and urged that the founding group follow through with the application process. Discussion with inquiring parents and community residents results in incredulity when they are shown district data.

## **E. Public Outreach: Attachment 2**

The founding group took the following steps regarding public outreach:

1. **September 23, 2011:** The Rev. Mel McGinnis met with Jamestown's superintendent of school, Mr. Daniel Kathman, at The Rev. McGinnis's request as a member of the founding group for CCS. He relayed our group's concerns over high failure rates on state mandated tests. Mr. Kathman acknowledged there is a problem. He also shared his concerns as to the effect on the district if a charter school opens. The Rev. McGinnis proposed that our group partner with Bush School, a low-performing school in the district. He also proposed that we lease space in Rogers School. A report in the newspaper stated that the school would be converted to a warehouse. Residents in this school's area have serious concerns, as do parents of children attending Rogers School. Mr. Kathman responded that the board would need to make the decision.
2. **October 10, 2011:** The Rev. McGinnis sent a letter to Jamestown's board of education stating our intent to apply for a charter. Additionally, he stated that we wished to work cooperatively with the district, to partner with Bush School, a low-performing district school, and to lease space at Rogers School when it is closed in 2012.
3. **October 21, 2011:** Mr. Kathman responded for the board: "I appreciate your straight forward approach in informing the Board of Education and me regarding your initial intentions...I am obliged to reiterate the strikingly significant economic impact any charter school program will have on the state aid revenues of the host school district, especially a fiscally challenged district." He did not respond to the Rev. McGinnis's proposal that CCS partner with low-performing Bush School.
4. **November 19, 2011:** Memo and flyers were sent to many preschools; Chautauqua County Department of Social Services, Jamestown office; Chautauqua Opportunities; Joint Neighborhood Project; and daycare providers.
5. **November 28-30, 2011:** CCS's press release appeared in *The Post-Journal* and *Jamestown Gazette*. Flyer announcement appeared in *Southern Tier Penny Saver*. The Rev. Mel McGinnis spoke extensively about the upcoming community presentation on Media One talk radio show. Classical Charter School-Jamestown purchased advertisement on Facebook ads for a 7-day period. CCS also has a Facebook page.
6. **December 3, 2011:** The founding group gave a power point community presentation at the local library regarding the proposed Classical Charter School. Comments and questions were presented by those in the audience. A considerable number of attendees expressed interest in CCS.

7. **Facebook comments.**
8. **March 8, 2012:** Meeting with leader in the Hispanic community, who also is co-chair of a community diversity committee. Jamestown has become a mecca for Hispanic people because housing costs are low in comparison to many other communities. He expressed alarm over Jamestown district and schools' data.
9. **March 15, 2012:** Meeting with Assemblyman Andy Goodell to provide update.
10. **March 16, 2012:** A second community presentation was conducted. Again, interest was expressed in opening a charter school

The proposed charter school was greeted with enthusiasm by many professional members in the community. They know that Jamestown schools rank very low on the *Business First* annual school rankings for western New York. *Targeted community presentations will continue in the fall.* We believe that parents will be keenly interested at this point because school year 2013 looms closer.

## F. Programmatic and Fiscal Impact

### Projected Fiscal Impact Assessment

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>2009/10 District Budget: Gen Ed + Sp Ed</b>	\$59,410,752.00 \$16,014 total expenditures per pupil	Assumes total expenditures per pupil remain stable			
<b>2011-12 Charter Funding</b>	\$10,164 x 100 = \$1,016,400	\$10,164 x 125 = \$1,270,500	\$10,164 x 150 = \$1,524,600	\$10,164 x 175 = \$1,778,700	\$10,164 x 200 = \$2,032,800

Unquestionably, there is a financial impact on school districts when charter schools open and parents remove their children from district schools. For high-need districts such as Buffalo and Jamestown in western NY, the impact no doubt is serious. The important question for districts to consider is: *Why* do community residents and parents want to start a charter school?

What is not in dispute for parents is the need for their children to receive an excellent education. When parents place their children into public charter schools, generally they have done so because district schools were under-performing. This places district administrators and boards on the horns of a dilemma: fewer children, less money coming in. The point is, the dilemma for districts would not have occurred if high-quality programs had been provided and parents could see positive results. Recall that all three Jamestown middle schools were placed on the state list for needing improvement (see "Local Schools Don't Make The Grade," *The Post-Journal*, Nov. 11, 2011).

Of two Christian schools in the area, one experienced declining enrollment.<sup>10 11</sup> Latest report is that it will close.<sup>12</sup> Generally, parents send their children to private schools that are consistent with their beliefs and values. In January, the superintendent set the stage for budget woes: The district will experience a \$973,000 *federal stimulus* decrease in funds.<sup>13</sup> Adding to the district's complex problem (see "The Race Is On," *The Post-Journal*, Jan. 13, 2012), it was reported that the district's share of New York state's \$696 million in *federal* Race to the Top funds is in jeopardy unless a teacher evaluation system is implemented.<sup>14</sup>

Consistent with CCS's mission statement and academic focus, Charles Murray, W.H. Brady Scholar at the American Enterprise Institute, stated: “Think of the good things that have happened to education in the last 30 years—the...invention and spread of charter schools....To watch the process by which charter schools are created, against the resistance of school boards and administrators, is to watch the best of American traditions in operation.”<sup>15</sup> The founding group identified need for a charter school in Jamestown. As noted above, we are part of the American tradition to which Murray refers.

## II. EDUCATIONAL PLAN

### A. Achievement Goals

#### Student achievement goals for educational program

The school and education “reform” movement of recent years to increase achievement levels, as well as to eliminate the achievement gap, in most respects has gone nowhere—except for about 200 charter schools nationwide out of 4,406 that implemented strong programs.<sup>16</sup> These schools have come close to eliminating the achievement gap between poor, minority children and middle class white children. Staff in these schools put into daily practice abstract goals made concrete: Children are shown *how* to behave, *how* to keep track of daily assignments, *how* to work hard, for example, and then use those behaviors within and outside the school. Actions are monitored closely and assistance and reteaching are given when children slip. Good behavior is rewarded, academic excellence is rewarded, and there are real consequences for breaking rules. These goals also are the goals of CCS. They are implemented, along with using curricula that are *effective* and scientifically validated, in order to fulfill our mission statement of providing the foundation for academic excellence.

The fundamental purpose of successful charter schools is making children competent academically: a coherent focus on instruction in academic skills, plus teachers using instructional methods that have the strongest basis in carefully designed field tests. Memorization, assessment, and directed instruction all are aspects identified as crucial and necessary in getting children to achieve academically. Achieving charter schools demonstrate a similarity in their rigorous programs and characteristics, significantly labeled as the No Excuses model<sup>17</sup>:

- schools are small in size
- hire teachers who are intelligent and capable, and who embrace the school's mission
- rigorous program tightly aligned with state standards
- explicit teaching of concepts which are taught to mastery
- focus on acquisition of knowledge
- testing is used for diagnosis of learning, and for adjustment of instruction
- technology is used sparingly, generally for assessment and school management
- highly disciplined environment
- teachers are held accountable for student learning
- frequent assessment of teachers
- explicit effort to shape children's habits, aspirations, and values
- explicit focus on effort by student, not talent, as the determinant of success
- focus on catching children being good rather than punishment.

In addition to the above, classroom environments are built where the focus continually is on learning. High expectations for all children is the norm, resulting in minimal discipline problems. Children who are competent as learners, who know they are successful as students, also become competent in behaviors that are valued by society. In a study performed by Wilson on No Excuses Boston charter schools, 82 percent of teachers were graduates of “very competitive” or higher level colleges. The pool of teachers from which most public schools draw upon, however, finds only 19 percent graduating from the same high-level institutions. Sadly, most public school recruits are from the bottom third of college graduates, in contrast to countries such as Finland and Singapore, who draw teacher recruits from the top third. Wilson added: “If teachers were provided a powerful instructional system—placement tests and guides for class formation; a sequential, content-rich curriculum tightly linked to state standards and taught to mastery; frequent electronic assessments; detailed pacing charts—then skilled career educators of varying backgrounds might be able to achieve results similar to those posed by the No Excuses school.”<sup>18</sup> Wilson's “if only” description *is* CCS's instructional system!

The No Excuses model is an inherent part of CCS's mission with its stress on intellectual goals and civic virtues. Incredibly, this model has been in use for nearly 40 years; it is the essence of teacher-centered Direct Instruction curricula to be used at CCS for teaching basic skills.

After reviewing 100 years of research, Chall stated: “A traditional, teacher-centered approach to education generally results in higher academic achievement than a progressive, student-centered approach. This is particularly so among students who are less well prepared for academic learning, poor children, and those with learning difficulties at all social and economic levels.”<sup>19</sup> With a teacher-centered approach, students are taught a core curriculum of knowledge from the past, present, and foreseeable future, arranged in an increasing order of difficulty. This contrasts with student-centered instruction, where emphasis is placed on learning process and on integrated subjects to make them more meaningful.

### **Methods of Evaluation**

Many school districts across the country took a teach-to-the-test approach to state standardized testing, particularly with the advent of No Child Left Behind, resulting in curricular narrowing. Districts doing this cheated their students out of a rich, broad education; instructional focus narrowly was placed only on anticipated types of questions for fiction reading and math. Focus instead should be on use of well-designed curricula, high-performance teaching, and mastery of concepts. CCS will not follow a teach-to-the-test course; students will be *educated* in a knowledge-oriented mode of schooling using evidence-based programs.

Although standardized tests have a place in education, they have shortcomings when used to measure yearly student progress in the early grades, or identify problem areas: (a) they don't positively influence instruction as they are unrelated to any content curriculum, meaning they are unable to inform if children have mastered curricular concepts; (b) they can't accurately measure yearly progress; (c) results are not received in a timely manner in order to address learning problems. Moreover, standardized tests sample only a few items of what *may* have been taught during a school year. Standardized tests *do* provide partial indicators of progress in general reading ability, however, as well as indication of student performance relative to peers at the state or national level. In this respect, CCS will use the ***Iowa Test of Basic Skills (ITBS)*** as a broad measure of achievement. CCS also will use end-of-year **NY state tests** in English Language Arts, Math, Science, although they, too, share concerns with standardized tests, particularly since

results are not available until beginning of the next school year.

Testing and procedures that permit early identification of program failure and provide for early remedies need to be installed. The type of testing used should inform teachers as to how well teachers taught. When teachers conceive of data as about them—how well they have or have not taught—they can adjust their teaching to be more effective. The maxim for Direct Instruction is: If the child hasn't learned, the teacher hasn't taught. The mantra for teachers needs to be: “Show me the data.”

**Curriculum-based measurements (CBM):** measure growth in core educational skills that contribute to success in school. In use for more than 30 years, CBM is fast, inexpensive, easy to use, and allows for continuous measurement of growth in basic skills. Sampling is frequent, and data are used to make instructional change decisions. The measures are reliable and valid for describing growth, and time-efficient, taking only 1-3 minutes to obtain data for for basic skills. Data obtained can be graphed to display results visually.

DI's use of CBM in reading—called checkouts—is diagnostic for the teacher. Checkouts are presented individually; they provide practice in reading a long passage the fast way rather than to sound out words. Checkouts inform the teacher if the child is progressing acceptably, or if firming is needed. Passing a checkout: a child reads a selection in 2½ minutes, three errors or less. Length of selections vary as children progress through the curriculum. A permanent charting record is kept; children are awarded two stars (K-level) if they complete the reading successfully the first time. If a child makes more than three errors before finishing, the checkout is not completed. The child is provided an opportunity to read the story again before the next lesson; one star is recorded. At the kindergarten level, specified rates easily are attained; the focus at this level is on accuracy.

In grade 1, there are three forms of CBM in-program tests: Reading Hard Words, Reading Accuracy Tests, and Individual Checkout for Rate and Accuracy (CBM). Children read for 2-2½ minutes. Checkouts occur every five lessons. By grade 3, individual children read a specified passage in the text, marked with asterisks, every fifth lesson for 1½ minutes. Number of words in identified passages gradually increases. Earning points motivates children to read accurately; no points if more than 2 errors. Each story also contains a 2-error sign (after 100 words), used for *group* reading. The group reads to the two-error sign making no more than two errors. If unsuccessful, the group must reread the first part until it does so within the specified error limit. All results are charted for the group and each child. Data on the Group Summary Chart are used to identify children who have problems (e.g., more than two errors on three consecutive lessons). The teacher must take remedial action.

**Teaching to criterion:** In mathematics, teaching to criterion is part of every level of Direct Instruction. At the conclusion of any task, every child should be able to perform the task alone without need for corrections. Children are “at criterion” or “**firm**” on a task only when they can perform immediately with the corrected response. When the group is firm, individual children are tested. When children do not meet criterion on tested concepts, additional practice follows in the next lesson.

Independent work also is monitored. No more than 30 percent of the students should make mistakes on any independent activity. High error rates on independent practice may be the result of the following problems:

1. Inappropriately placed in the program.
2. Adequate firming not provided during initial presentation. Mistakes not corrected.

3. Children received inappropriate help. When they worked structured problems earlier, they received too much help and became dependent on the help.
4. Children not required to follow directions carefully. They must learn early in the program that they are to follow directions precisely.

Children fail a *part* of the test if they score fewer than the specified number of passing points; reteaching is given on those parts only to children who failed. Children's mistakes are feedback about the way the teacher is presenting material; mistakes mean teaching must improve.

**Precision Teaching and One-Minute Skill Builders:** Fluency building—one-minute functional assessments—are based on work of the late Ogden Lindsley, University of Kansas: practice and over-learning a skill to a predetermined level of fluency. It is used in basic skills learning as well as content subjects. Data gathered are used to monitor student performance directly and continuously and plotted on a Standard Celeration Chart developed. Rate-of-response (frequency) is the most sensitive metric in measuring a student's academic performance. The Aim is determined (e.g., writing 70+ math facts per minute), and charted. Daily performance—changes across time (days, weeks)—is displayed visually using a trend line.<sup>20</sup>

In summary, the following methods of evaluating will be used by CCS:

- Iowa Test of Basic Skills
- NY state tests
- Curriculum-Based Measurements
- Precision Teaching / One-Minute Skill Builders
- Meeting criterion on daily lessons, plus firming
- Meeting / passing criterion on unit tests.

## **B. School Schedule and Calendar: Attachments 3a, 3b**

The school calendar shows 183 instructional days, similar to other public schools. Both reading and mathematics are taught school-wide during morning hours. This is to ensure that children are placed at their *instructional* levels. It is not helpful to children to drag them through the curriculum when they have not mastered previous necessary skills. Moreover, children must demonstrate fluency in a skill. The 504 plan implemented in public schools to help struggling children is an example of how a noble idea ultimately hinders these children—they are given additional time to perform, and tests even are *read* to 504 plan children—neither of which foster learning in the long run because students lack skills and fluency.

Every DI program is competency and mastery-based with a set of procedures and expected outcomes for learners, mastered for *each* lesson as children move through the curriculum. By the final lesson, children are competent in the skills taught. This is reflected on in-program mastery tests in reading and language. The programs are a model of generative instruction; complex behavioral repertoires emerge because well-selected component repertoires are appropriately sequenced, carefully instructed, and well-rehearsed. New, more complex behaviors emerge from previous learning. Key instructional events are in a power relation to elements that are taught. For example, phonics and word attack instruction will produce recombinative reading behavior: children successfully can read thousands of words beyond those taught in original instruction. By blending the 40 letter-sound combinations in the English language, for example, children can read nearly 500,000 words. When “fluency building” practice is added, children build strong academic behaviors.

DI instructional protocols relied on thoroughgoing analysis of the content area for instruction, ordering of elements in the curriculum to ensure that learners are progressing, and with a minimal amount of instructional intervention. The program then was field tested and fine-tuned. Children proceed through the program as fast as they are capable of moving. DI is designed so that children who perform well can skip specified lessons, completing the program by April, and moving into the next level for the remainder of the school year. Without the use of objective standards, it is difficult to make the case that a student is weak in a particular area of study. Both curriculum-based measurements and Precision Teaching will be used to provide objective standards to be met.

As noted in section I above, children will be grouped for instruction based upon their instructional skill-levels in reading and language. The goal is to accelerate children through the curricula so that they have the necessary skills for learning in content subjects. High-performers cover 1.3 lessons per day, average children, one lesson per day, while low-performers cover seven lessons in 10 days. Groups are very flexible. Using curriculum-based measurements and Precision Teaching, every effort is made to get low-performing children into higher levels. Children receive much practice in the curriculum. Teachers structure daily time where children practice skills with a partner, are timed, and record their data on standard celeration charts.

A grade 3 child who reads on a grade 1 or grade 2 level, will be placed at his/her instructional level. Conversely, a child who reads above grade level will receive instruction from a higher grade-level teacher during AM reading time. The same principle holds true for mathematics.

### **Teacher planning time**

Teachers have one hour for lunch and planning time, plus additional planning/preparing time before and after school. During the lunch period in the multi-purpose room, children will eat family-style: an adult also will be eating at the table. They will recess outdoors when the weather is clement. When there is inclement weather, children will have access to sports equipment in the gym and various clubs will meet (e.g., karate, chess, book, board games, music, etc.). Para-professionals, parents, and volunteers will be utilized for some of these functions. In addition, teachers have weekly staff meetings for professional development, plus scheduled all-day professional development sessions.

## **C. Curriculum and Instruction**

### **Proposed curriculum and instructional practices**

**Effect Size:** In his ground-breaking work, *Visible Learning*, Dr. John Hattie synthesized more than 800 meta-analyses based on more than 52,000 studies and millions of students. The results from No Child Left Behind legislation, while enacted so that schools would focus upon achieving success for all children, in reality became for many schools a narrowed scope of “teaching to the test.” Unquestionably, the teacher is the major influence on student learning. Hattie raises two questions: What data would support a teacher to enhance teaching and learning? What is it that we wish to enhance? Educators need a barometer of what works best, which can be used to determine guidelines as to what is excellent: teaching as intervention using effect sizes becomes the powerful tool.<sup>21</sup>

An effect size tells about the effect—the power—of a particular experimental approach or intervention to increase achievement. It is determined with this formula: Effect size = [Mean treatment – Mean control] / Standard Deviation. The mean effect size of all 138 innovations—

the benchmark figure which provides the standard from which to judge other effect sizes—is **0.40**. At 0.40 and above, *all* children learn; below 0.40, only *some* children learn.

Certainly teachers and schools would want to look for those influences that rank at or beyond the 0.40 benchmark rather than continue to use implementations that do not produce high achievement. Generally this has not been the case, however. Hattie is making the case for active and passionate teachers, key agents in all interventions, in contrast to teachers who use facilitative and inquiry methods. Teachers as activators are more powerful, and will be used by CCS (see below for examples from each category, along with their effect sizes).<sup>22</sup>

**Direct Instruction (DI):** Classical Charter School will use DI curricula found in the public domain for teaching basic skills. DI teaching strategies also will be used in teaching Core Knowledge content subjects. Professor Gary Adams wrote: “Because I teach research courses, I know that very few popular educational programs actually work and that the effect sizes of those that are reputed to be effective are small. The DI meta-analysis revealed the largest effect sizes that I had ever seen.”<sup>23</sup> With Hattie's meta-meta-analysis we see an overall effect size of 0.59 for Direct Instruction (see chart below). When broken down into individual programs, however, we see even greater power (larger effect sizes) for some of these curricula based on Adams's meta-analysis: Reading, 0.69; Language, 0.49; Math, 1.11; and Spelling, 1.33.

<b><u>Teacher as Activator</u></b>	<b>Effect Size</b>	<b><u>Teacher as Facilitator</u></b>	<b>Effect Size</b>
<b>Feedback:</b> Student to teacher is the most powerful feedback: what they know; what they understand; where they make errors; misconceptions; when not engaged (no social and behavioral feedback)	0.73	<b>Simulations and Gaming</b>	0.32
<b>Teaching Students Self-Verbalization</b>	0.67	<b>Inquiry-Based Teaching</b>	0.31
<b>Direct Instruction</b>	0.59	<b>Smaller Class Sizes</b>	0.21
<b>Mastery Learning</b>	0.57	<b>Individualized Instruction</b>	0.2
<b>Goals - Challenging</b>	0.56	<b>Problem-Based Learning</b>	0.15
<b>Behavioral Organizers</b>	0.41	<b>Whole Language - Reading</b>	0.06

Note the very large effect size for Adams's DI reading (**0.69**) compared to the prevalently used, and miserably failed, whole language reading—now euphemistically called “balanced reading”—with an effect size of **0.06**! Effect size for DI mathematics is *huge* (1.11) with its focus upon strategy-based methods, guided practice, teacher modeling, using specific forms of feedback, using mastery criteria, and sequencing examples. DI does not use manipulatives (e.g., blocks), another popular constructivist strategy; manipulatives do little to support the learning of mathematics. Parental aspirations and expectations (ES = 0.80) for their children far exceed any other factor of the home, such as single or two-parent families, father present or not, or divorced parents. Parental expectation is key for charter schools.

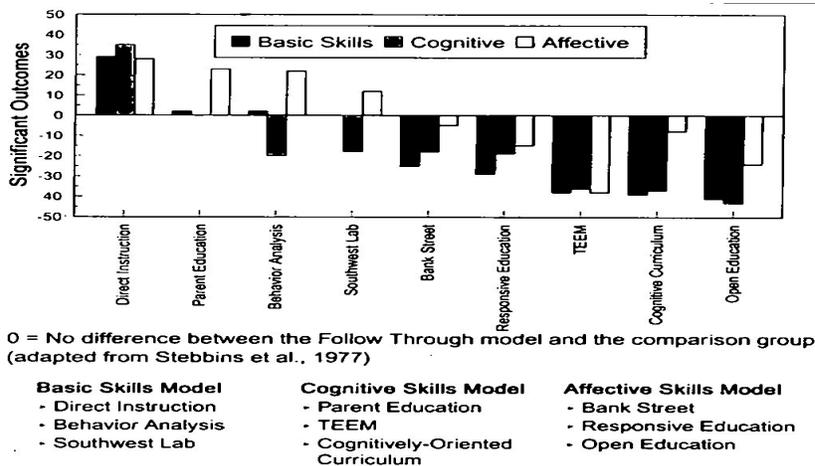
**Project Follow Through (FT):** Because gains made in Head Start “washed out” when children entered the primary grades in public school, Project Follow Through was written into law in 1967 as a longitudinal educational experiment to evaluate which programs worked in educating low

income at-risk children, and to discover which comprehensive program(s) ensured that Head Start gains would continue. Project Follow Through, the largest educational study ever performed in our country, provided vital information on the type of curricula needed to teach disadvantaged children and bring them to, or near, the national norms. Data were collected for 25 years; cost was nearly \$1 billion.

A number of models were selected by parents in 170 communities across the country, involving more than 75,000 disadvantaged children. Instruction was implemented kindergarten through grade 3. Information about the winner(s) was to be disseminated broadly. In addition to Direct Instruction, eight other approaches were implemented: discovery learning, language experience, developmentally appropriate practices, and open education. Only DI came in first in all categories: reading, math, spelling, and language. Also noteworthy, DI was first with Native Americans, non-English speakers, rural areas, urban areas, whites, blacks, the lowest disadvantaged children, and with high performers—dispelling the myth that different programs are appropriate for children with different learning styles. Because children became competent in learning basic skills, they also had positive self-concepts.<sup>24</sup> The other approaches often performed *worse* than the control groups (see bar graph below). Only DI model had positive scores on all three types of outcomes: Basic Skills, Cognitive, and Affective.

Here was evidence of effectiveness for DI, and ineffectiveness for the other programs. As Adams noted, “For a system to achieve first place in virtually every measured outcome, the system must be very efficient and use the limited amount of student-contact time to produce a higher rate of learning than other models.”<sup>25</sup> Tragically, some of these other programs continue to be used today. Particularly in this era of high-stakes testing, science and research *do* matter. *A basic premise of this application to open a charter school is that we advocate implementing instructional programs identified as effective and scientifically validated for teaching **all** children, which includes those identified as at risk. The National Assessment of Educational Progress (The Nation's Report Card) informs the public that there is great need for improvement.*

**Comparison of Achievement Outcomes Across Follow Through Models<sup>26</sup>**



**Direct Instruction Principles:** Solid research documentation from meta-analyses effect sizes and Project Follow Through informs that DI is an effective and powerful curriculum. The 2006

report, “Schoolwide Reform Approaches At a Glance,” stated that two models (i.e., Direct Instruction and Success For All) serve “...mostly high-poverty, low-performing schools nationwide.” They are aligned with the No Child Left Behind (NCLB) requirement for scientifically-based evidence.

Direct Instruction (DI) is a highly-structured instructional technology approach designed to accelerate the learning of basic skills for *all* children. It is a method of presenting information so that it is easily learned by every student. It relies on applied research and extensive actual field trials and revision. These are based on teacher and student performance to develop a series of instructional sequences into an educational program that will most effectively teach the school's basic curriculum to any and all students. When the program is implemented with fidelity, not only does the program produce superior performance with preschool, elementary, and secondary regular and special education students and adults, it also does so with various minority populations, including non-English speakers. In fact, research shows that DI programs have accelerated lower performers *beyond* higher performers who receive other programs.

Instruction, then, using the most reliable evidence we have, is the central focus and the central business of schools, and it operates under the premise: *We are responsible for whatever children learn*. Siegfried Engelmann, author of DI programs and co-author of *Theory of Instruction*<sup>27</sup>, said it best: “We will take you where you are and we will teach you. And the extent to which you fail is our failure, not yours. We will not cop out by saying, 'He can't learn.' Rather, we will say, 'I failed to teach him. So I better take a good look at what I did and try to figure out a better way.’”

Accelerated learning is the goal of DI. It accomplishes this by maximizing design efficiency and efficiency in the delivery of instruction. A theory of generalization is at the heart of DI programs: when children learn to respond perfectly to a small set of carefully structured tasks, they will generalize this learning to new untaught examples and situations. For example, by learning 600 morphographs and three rules for connecting them, children easily will be able to spell 12,000 words. The scripted lessons, called “polished stones” in Japan, reduce the amount of teacher talk, which tends to decrease children's motivation and cause confusion, and instead allows children to work through the sequence of tasks. Each lesson contains short exercises from several tracks: concepts from several previous lessons, as well as tracks from the current lesson. This holds children's attention, helps retain knowledge, and develops independence.

Engelmann<sup>28</sup> summarized the rules for constructing DI programs. Their clarity informs us as to why DI is so powerful and successful:

1. Educational objectives must be stated as a series of specific tasks.
2. Everything that follows—the analysis, the development of specific teaching presentations, and the teacher's behavior—must derive from the objective tasks.
3. The analysis must be made by noting every concept needed for successful performance of the tasks.
4. Tasks that teach these concepts must be specified.
5. Each presentation designed to teach a given concept must admit of one and only one interpretation.
6. For clarity and maximum feedback of information from the performance of children, the program should be designed so that the child learns one new concept at a time.
7. The teacher must infer from the children's performance whether they have mastered a concept; she must provide appropriate remedies for children who have developed misconceptions or inadequate formulations of a given concept. She must recognize that

she deals only in concepts and that the child's responses must be interpreted in terms of concepts.

8. The program must be evaluated in terms of whether the children meet the various criteria of performance specified by the objectives.

**Direct Instruction: Reading Mastery: Effect Size = 0.69.**

*Reading Mastery* (levels I-VI) will be used for grades K-5, classic literature, grades 6-7. The Direct Instruction philosophy of education is based on two basic tenets: 1) If the child hasn't learned, the delivery system hasn't taught; and 2) Instruction should be based on *facts* about the learner. The assumption is that if adequate instruction is provided, even the lower performer can learn. Educators can *cause* learning to occur by providing adequate teaching presentations and adequate practice. DI programs work with any child who meets the entrance requirements for the program. Children are placed into the appropriate level through program placement tests.

There is strong emphasis on decoding in level I. Children learn the sounds comprising our English language, how to blend sounds slowly into regular vocabulary words they recognize (lessons 28-74), and saying words the “fast way” (lessons 75-160). They are taught a strategy in lesson 89 for sounding out irregular words. Story reading (lessons 40-160) include: finding words; practice in sentence saying; finding punctuation (period, quotation marks, question mark); reading the title; word practice; and review of troublesome words. Comprehension, the “meaning” of sentences, also is a focus at the kindergarten level: oral questions are asked throughout the story followed by discussion of the pictures for the story, and through written questions on the take-home worksheets. Children's stories for lessons 40-90 are in Take-Home Books. Thereafter (lessons 91-160), stories are in Storybooks (3). Of great significance, children exit kindergarten as readers.

*Reading Mastery* level II introduces diphthongs, digraphs, and rules for reading words (e.g., final-e rule). There is strong emphasis upon comprehension. Along with realistic fiction stories, factual articles give students a broad and coherent view of the world in which they live. Children learn important facts about physics, geography, astronomy, history, and other subject areas. These facts provide students with knowledge they can apply to all their reading. Following instructions also is a crucial skill children learn.

By level III (grade 2), there is much greater emphasis upon comprehension skills: identifying meanings of words and phrases; vocabulary definitions; homonyms and homographs; and comprehending contractions. Two types of comprehension are taught: literal and interpretive. Children analyze characters and settings: a character's feelings; pretending to be a character; interpreting a character's motives; and inferring a character's point of view. Study skills are integrated into level III: writing complete answers to questions; reading informational passages; interpreting maps; identifying standard measurements; interpreting diagrams; interpreting time lines; and filling out forms.

In level IV (grade 3), *Reading Mastery* emphasizes problem-solving skills and reading in the content areas. Children evaluate problems and solutions, learn facts about the world, and complete research projects. Many of the daily reading selections incorporate facts from science and social studies. Literal and interpretive comprehension emphasize reasoning skills and character analysis. By level VI, students read classic and modern literature plus expository prose.

**Direct Instruction Math: Distar Arithmetic I, II; Connecting Math Concepts Levels C, D: Effect Size = 1.11.**

The authors of Direct Instruction programs created all the skills necessary to perform the

behaviors for children to succeed. In arithmetic, tasks are structured as simply as possible and teacher vocabulary is reduced. A task is followed by a similar task so that children can see how the tasks are the same. Practice and sequence of skills are controlled carefully so that children master all the skills they need for later, more complicated tasks. What the teacher does and says is specified. Moreover, teachers are provided specific instructions, not general ones as is typical with many curricula. DI math programs have a very large effect size; they are powerful.

DI's *Distar Arithmetic I* and *II* will be used in kindergarten and grade 1. *Distar Arithmetic I* is organized into tracks, formats, and tasks. Each *track* is the carefully programmed development of a major skill. A *format* is one step in the programming of a skill. It is a pattern of teaching steps repeated in a number of successive lessons. A *task* is created by inserting a new set of numbers into a format pattern. The wording remains unchanged. Tasks are numbered consecutively in each lesson. Tasks are to be presented in order. Not all tasks from a major-skill track appear together in a lesson. Tasks from various skill tracks are interspersed to give children practice at what is new and to review skills that have been firmed. A format in a skill track usually runs for a number of consecutive lessons before it is phased out. As a skill track develops, changes from format to format reflect a progression from “teacher presenting” to “children performing.” The relationship between tracks is controlled so that learning in one track contributes to learning in another track. Learned skills and learned facts continually are reviewed. Levels I and II are designed so that higher-performing children can skip specified lessons, thus able to enter the next level sooner.

Direct Instruction's *Connecting Math Concepts* (CMC) will be used in grades 2-5 (levels C-F [final level in the program]). *Saxon Math* will start in grade 6. DI authors state, “CMC has been designed so that **all** students will learn to compute, solve problems, and think mathematically [emphasis in the original].” Research based, CMC provides a balanced emphasis on symbolic mathematics (computation), manipulative activities, and problem solving, as well as a balance between understanding and the type and amount of practice necessary to secure that understanding. Unlike traditional basal programs in which each lesson is devoted to a single topic, the organization of CMC is designed around curriculum strands. Each CMC lesson is divided into a number of five- to ten-minute segments addressing topics from different strands. When students have received enough practice to understand and *master* the content developed in a track, that track is incorporated with other tracks—in other words, making connections.

**Direct Instruction: Spelling Mastery: Effect Size = 1.33.**

*Spelling Mastery* levels A-C will be used in grades 1-3; levels D-F, grades 4-6. The focus is on teaching spelling to a high level of mastery. It is effective with average and advanced children, as well as with academically challenged learners, nonnative speakers of English, and older students with poor spelling skills. The program is unique in that it uses specific strategies that encourage students to think their way through spelling rather than memorize weekly word lists. These strategies, combined with repeated practice and application, enable students to spell unfamiliar words and to remember familiar words more successfully than they would by using other methods.

*Spelling Mastery* uses three approaches to spelling: whole-word, phonemic, and morphemic. A morphograph is the smallest unit of meaning in a word. In traditional spelling materials, a spelling pattern, rule, or word group usually is taught within a unit covering a week's time. As with reading and math, however, *Spelling Mastery* skills are taught in tracks. Each lesson is made up of several tracks which includes work on more than one skill, pattern, or rule. A track

extends over a period of several weeks; students receive more time to acquire and master the objectives of the program. By level C, students shift from phonemic strategies that allow them to spell simple, phonetically regular words to morphemic strategies that enable them to spell an exceptionally large range of multi-syllabic words.

**Direct Instruction Language: *Language for Learning; Language for Thinking; Language for Writing; Reasoning and Writing, Levels A, B, C: Effect Size = 0.49.***

*Language for Learning* (kindergarten). It is not race, gender, or a child's placement in the family that matter for language development. What does matter is the amount of everyday language experiences that a child has in the home. Some children learn more words than others because they engage in more language interaction in their homes. For children who have trouble with basic comprehension of language, *Language for Learning* gives children the words and language concepts needed to achieve in the classroom by helping them communicate and understand the thoughts of others. It also provides the language instruction needed if they are to comprehend what they read by grades 3 or 4.

*Language for Thinking* (grade 1) is a continuation of *Language for Learning*. It provides a basis for reading comprehension: the kind of communication that uses precise words to describe such diverse concepts as how objects are the same and different, their position, as well as the order of events in a story—the kind of communication that is used to transmit and receive important information, solve problems, and engage in higher-order thinking.

*Language for Writing* develops specific writing skills in grade 2: write narratives, use specific words, make precise comparisons, summarize and re-tell, proof read for punctuation, grammar and word usage. The program is for both regular education and those in special education, but it is used frequently for special education. ELL children show great improvement in writing. Program assessments occur every 10 lessons to ensure that children are mastering skills.

*Reasoning and Writing Level A* (grade 1) provides higher-order thinking skills designed to prepare children for later work in both reading and writing in grades 2 and above. Focus is on: story grammar, sequencing, classification, and reasoning. All instruction points toward actual applications, not merely just answering questions.

*Reasoning and Writing Level B* (grade 2) focuses upon: story grammar, sequencing and spatial orientation, classification, following instructions and writing instructions, constructing deductions and drawing conclusions, clarity, time, rate, and distance, perspectives, and writing sentences.

*Reasoning and Writing Level C* (grade 3) provides children full immersion into writing. The emphasis in Level C is on describing events in narrative sequences. Children learn the stages of writing: drafting, revising, editing, and proofreading for maximum clarity of communication, as well as important points of grammar and punctuation. By the end of this level, they are able to write relatively long, multi-paragraph stories and are revising and editing their work for effectiveness and correctness. Level F (grade 6) focuses on: expository writing, inductive reasoning, compare/contrast, synthesize information, culminating in five-paragraph essays.

**Direct Instruction Cursive Writing: *Cursive Writing Program.***

The *Cursive Writing Program* teaches cursive writing to children who have mastered manuscript writing. The program teaches how to form the various letters, how to create words, how to write sentences, and how to write faster and more accurately. Learning to write is important to learning, according to researchers Professor Anne Mangen and neurophysiologist Jean-Luc Velay; an imprint in the sensorimotor part of the brain is left when children write by

hand. The brain's Broca's area, which is linked to speech, also is more activated when a verb is linked to physical writing.<sup>29</sup>

**Zaner-Bloser G.U.M.: Grammar, Usage, Mechanics:** Grades 2-7.

**Science: *Building Foundations of Scientific Understanding, Vol. I (K-2) and Elementary Science Education, Vol II (Grades 3-5)* by Bernard J. Nebel, Ph.D.**

Nebel provides pathways of easy-to-conduct lessons that build logically and systematically toward a broad, solid, integrated foundation of scientific knowledge, conceptual understanding, and thinking skills. Science activities are child-centered and hands-on. The need for special equipment and materials has been minimized—important for budgetary constraints—but interest and motivation are maximized by centering lessons on things/events that children interact with in a personal way. Age-appropriate children's books develop reading skills while reinforcing the science lesson. The program provides a steppingstone-like sequence of lessons that systematically build: concepts; maintain interest; engage children's thinking in reaching rational conclusions; and integrate other subjects.

Nebel's four categories cover all the major fields: a) Nature of Matter; b) Life Science; c) Physical Science; and d) Earth and Space Science. Each category (thread) begins with a lesson suitable for kindergarten or grade 1, and builds systematically from there. Threads are rotated so that each is carried forward at each grade level. Children engage in writing about what they have done, starting with “Make a book illustrating\_\_\_\_\_” in kindergarten to keeping more formal notebooks in grades 3-5.

**Social Studies: *Core Knowledge Sequence for American and World History & Geography.***

Thinking skills *only* develop in children when domain knowledge (content knowledge) is present, which is essential to the development of children's comprehension and intellect. A common language and a common education foster equality before the law, plus equality of opportunity. Everyone is brought into the same group so that all can participate in the public sphere. Using DI strategies and Core Knowledge content, there is a deliberate move to place Core Knowledge teaching squarely where Hattie's “visible learning” research and evidence-based research demonstrate it should rest: activist mode where teachers are key agents in using *effective* curricula for instruction.

The K-6 sequence for history and geography is published by Pearson Learning, and edited by Core Knowledge founder, E. D. Hirsch, Jr.. Students build a unified, solid base of academic knowledge, the key to overall literacy and future success.

E.D. Hirsch, Jr. makes this point about public schooling in a democracy:

The early curriculum can be viewed as a set of concentric circles. At the core are the knowledge and skills all citizens should have. Beyond that is the knowledge, such as state history, that the individual state wants children to possess. Beyond that may be the knowledge and values agreed on by the locality. And finally, beyond that, are the activities and studies that fulfill the needs, talents, and interests of the individual student...From the standpoint of the public good, what must be imparted most clearly and explicitly are the central core elements common to all citizens of the Republic.<sup>30</sup>

A sample of topics K-3 are: K: Continents and Maps, Native Americans, Exploring and Settling America; Gr 1: Mesopotamia, Ancient Egypt, Early Civilizations of the Americas; Early Explorers and Settlers, Exploring the West; Gr 2: War of 1812, Making the Constitution, Civil War, Immigration and Citizenship. Gr 3: Ancient Rome, plus text, *History and Geography*.

### **Core Virtues: Literature-based program in character education + Core Knowledge.**

Morning Gathering is a time for opening rituals, sharing at all grade levels, but also the time to add the directional focus of virtue to the lives of students. It also fulfills language arts requirements. The day starts positively with 15-30 minutes of listening to a good story highlighting a different virtue each month shared by the entire school. This is not a time spent laboriously analyzing virtue nor in sermonizing, but in telling stories. Stories fire children's imaginations, inspire rich class discussions, provide a personal challenge for behavior, and prompt fruitful sharing. *Core Virtues* complements *Core Knowledge* program as many of the books are included in *Core Knowledge's* sequence.

Mary Beth Klee, author of *Core Virtues*, states that “our object in the Morning Gathering, and in school in general, is to help students fall in love with virtue,” and further, “training eyes to the excellent and turning hearts to the good.” A three-year, school-wide rotation of virtues is provided, but each year starts with Respect and Responsibility.

### **Art and Music: Core Knowledge Sequence.**

The arts are not peripheral in CCS's curriculum; they constitute an essential part of the knowledge children should learn in the early grades. Early instruction in the arts should be non-competitive. Children will be provided opportunities to sing, dance, listen to music, play act, read and write poetry, draw, and paint. Moreover, they will be exposed to fine paintings and great music. This broadens their knowledge and competencies as well as vocabulary. They begin to learn more about the methods and terminology of the different arts, become familiar with the names of great artists and their works. Through art and music, children learn to communicate their ideas, feelings, and judgments to others.

Core Knowledge Foundation states: “A good understanding of the arts grows out of at least three modes of knowledge—creative (i.e., directly making artworks), historical, and analytical.”

### **Process for alignment with NYS Learning Standards**

DI programs were selected for CCS because they have been identified by extensive research as powerful in teaching all children the basic skills in English language arts of reading, spelling, writing, language, and mathematics. Common Core English Language Arts Standards were evaluated by McGraw-Hill to determine the alignment of the program's content with the English Language Arts common core standards. *Reading Mastery, Signature Edition* met 95 percent of the ELA Standards. The mathematics program also has been evaluated for positive alignment with the common core standards. During weekly meetings, the scope and sequence charts and the published Common Core State Standards will be used to determine what content needs to be supplemented. Aligning CCS's curriculum with NY state learning standards and Common Core standards will occur through teaching the programs and through weekly examination of individual data, along with scope and sequence charts, flowcharts, and the NYS Learning Standards.

CCS head of school/director and teachers will meet weekly to discuss results on teacher individual checkout charts for kindergarten and grade 1, group summary charts for grades 2 and above, which provide evidence of student performance on Fact Games, checkouts, independent work in reading, and celeration charts. For math, *Distar Arithmetic I and II* in-program mastery test results will be evaluated, in addition to students' accuracy and fluency in recalling math facts, a necessary skill for all future math knowledge. In addition to in-program mastery tests for *Connecting Math Concepts C-F*, student skills profiles indicating “date lessons completed” (that

is, mastered) will be reviewed. During these sessions, individual children will be identified who are not meeting curriculum-based measurement goals and/or not meeting criteria for completing independent work satisfactorily, forms of meta-level assessments. Acceleration goal-setting aims will be determined for increased daily intensive work, a micro level measurement.

Dr. Bernard Nebel, author of *Building Foundations of Scientific Understanding* (Vol. I, K-2; Vol. II, 3-5), stated:

“Does BFSU prepare students for meeting the standards? Yes! Insofar as BFSU will provide students with an integrated framework of knowledge and understanding embracing basic ideas of all the major areas of science, it will prepare students to meet standards. BFSU aims at building an integrated foundation of scientific understanding embracing all major areas of science. Meeting standards will come about as a natural by-product of this pursuit...Your state might include specific items among its standards that are not specifically addressed in BFSU. Nevertheless, the broader framework of knowledge of understanding gained through BFSU will provide a place where any additional information can be logically and meaningfully inserted.”<sup>31</sup>

Dr. Nebel further stated that lessons address all content standards for the state of California, which are considered to be among the most rigorous in the country. Flowcharts for Nature of Matter, Life Science, Physical Science, and Earth and Space Science, included in the program, will be considered, along with NY State Learning Standards.

CCS will use Core Knowledge's detailed sequence for history and geography, developed by its founder and CEO, E. D. Hirsch, Jr. According to Core Knowledge's website, all K-8 Core Knowledge sequences are aligned with the NY State Learning Standards. Currently, 122 schools in New York teach using Core Knowledge. While Core Knowledge advises teaching the sequence as published, the organization states that content can be shifted to a different year if the learning standard stipulates a specific year for teaching that particular content. Assessment of content will be conducted during weekly meetings.

### **Specific instructional strategies and practices**

“Basic tool skills are the fundamental units of performance, those minimal response sets that underpin virtually all of the instructional objectives in each foundation domain. The tool skill is the hub of a wheel with many spokes, each spoke representing a component skill in a domain, the wheel itself representing a domain. Fluent tool skills facilitate the learning and fluency of each component, which in turn facilitate the learning and mastery of the compound repertoires, those most authentic indicators of competence in everyday life.”<sup>32</sup> With the following credo constantly in mind—“*We work until we get it, and we always get it*”—DI teachers must learn and practice the following skills. Many also are used in teaching content subjects of history and science:  
**Mastery:** *Effect size = 0.58*. Mastering concepts and skills is the *sine qua non* of DI curricula. Learning performance and motivation to new learning are affected by how well children master material.

**Small components / Lessons focus on more than a single topic:** Each lesson is 10 percent new learning; the rest is review of concepts previously introduced.

**Placement:** If children are placed at the correct instructional level, they will master the material. Individual placement tests are given to children in reading, mathematics, and language.

**Flexible, homogeneous groups:** Accommodate the needs of diverse learners. Learners are moved to higher groups as their skill development increases. The teacher teaches to the lowest

performers in the group, ensuring that *all* students achieve mastery. Disabled children are not “dragged” through the curriculum as they are when placed in heterogeneous groups.

**Continuous assessment:** Teachers use every single task in every single lesson as a test. Assessment is based upon problems that children exhibit. At the end of the lesson, children must be 100 percent *firm* on everything. Individual responses also are used to firm concepts.

**Fluency:** Math facts, vocabulary, reading lists of words all must be developed to fluency levels. To accomplish this, children work in pairs with a higher-performing child working with a lower-performing one. Children plot their correct/incorrect results on a standard celeration chart.

**Objectives:** Clearly stated in every lesson. Every task is directed toward meeting the objective.

**Explicit Phonics / Decoding:** Teachers need proficiency in knowing the 40+ sounds of our language, how to determine the number of sounds in a word, and how to blend sounds into recognizable words the “slow way” and “fast way.” Decoding skills also apply to content material in history and science.

**Progress tracking and planning:** DI programs have just enough lessons for the school year. Lessons per day: average group (1 lesson), acceleration of high-performers (1.3 lessons), low-performers (0.7 lessons). Adjustments made to ensure children make the progress needed (e.g., a second reading period for children below grade level). Daily charting of children's progress to quickly address problems.

**Scripted presentations:** All teacher directions for instruction are specific providing the exact wording the teacher is to use. When the teacher presents an adequate set of examples with clear, consistent wording, students will learn the material with less confusion. Moreover, teachers do not have to create the details of instruction through elaborate lesson plans.

**Rapid pacing:** Keeps children's attention.

**Formats:** Teachers must practice formats, practice the signals, and practice the various corrections that are specified until they become natural, practice having all children respond on signal, and have children practice until they are “firm.” All lessons are fast-paced.

**Signals:** All signals have the same purpose: to trigger a simultaneous response from the group. All signals have the same rationale: if the teacher can get the group to respond simultaneously (with no child leading the others), the teacher will get information about the performance of all the children, not just those who happen to answer first. Teachers must practice specific signals for each new task until signals are natural and they can do them without concentrating on them.

**Choral responses:** All children in a group respond on the teacher's signal.

**Teaching to criterion:** At the conclusion of any task every child should be able to perform the task independently, without any need for corrections. Individual turns are presented *after* the group is firm.

**Corrections:** Corrections must be automatic. Failure to get each child to pay attention or allowing part of the group not to respond will result in some of the children not learning. Unacceptable behavior calling for correction includes: nonattending, nonresponding, signal violations, and response errors.

**Outcomes:** Teachers continually measure outcomes to see how well they *taught*.

**Model-Lead-Test-Delayed Test:** Teachers learn to **model** the response the children are to make, then the teacher **leads** by responding with the children. The lead is a correction which the teacher continues until children are producing the response with the teacher. The teacher then presents a **test** in which children produce a response on their own. **Delayed test** is going back to an earlier step in the task and presenting the steps in sequence. The correction is effective when

responses are correct and firm.

**Curriculum-based measurement:** *Effect size = 0.90.* Teachers must learn how to administer CBMs quickly and efficiently in order to obtain necessary data about children's performance.

**Precision Teaching:** *Effect size = 0.90.* Teachers will need to know how to set up paired practice groups, teach children how to monitor the partner's reading while keeping track of mistakes, and record correct/incorrect rates on a standard celeration chart. Once skills are accurate, they must be learned to a determined fluency level.

#### **D. Assessment System**

Under the proposed instructional programs for CCS, curriculum and assessment are integrally united, providing diagnostic assessment of individual children within each learning lesson. Primary techniques for measuring learning and fluency will be the use of curriculum-based measurements (CBM) and Precision Teaching (PT), both forms of high impact diagnostic assessment. In addition, the *Iowa Test of Basic Skills* (ITBS), a norm-referenced achievement test, will be used as a macro level of assessment at the end of the school year to gauge student performance levels in relation to peers.

We are accustomed to a “percentage correct world” where 100 percent correct is the acme of perfection. Individual Education Plans (IEPs) frequently state a child is to achieve a particular skill at, say, 90 percent correct. With percentage correct score, however, the number of opportunities for responding is unknown. “This lack of essential information built into percentage correct evaluation is at the heart of many education failures. Since most educational assessment uses accuracy-only, it cannot show any difference between accurate but struggling performance, and fluent performance,” say researchers in PT.<sup>33</sup> Many children and adults can perform skills *accurately* if given unlimited time to do so, but accuracy is not enough. Consider a child who laboriously decodes a story but cannot comprehend what was read because so much short-term memory was exercised in decoding. Solving math word problems is a similar situation; it requires that children draw upon facts and knowledge of terms in order to solve problems efficiently. *Fluency* was the missing ingredient from both situations. Fluency goes beyond mere accuracy to include the speed of performance.

When students pile non-fluent skill upon non-fluent skill, the result is cognitive overload, emotional stress, poor attention span, and for some, dropping out of school. Fluency contributes directly to critical learning outcomes: a) retention and maintenance: the ability to perform a skill or recall knowledge long after learning programs have ended; b) endurance: ability to maintain performance levels and attention for extended periods of time; and c) application: the ability to combine and apply what is learned to perform more complex skills, and in new situations.

**Curriculum-based measurements** are integrated into DI curricula at the beginning of each story. Every main story has an error limit of two errors per 100 words in the story. If the group exceeds the error limit (group formative assessment), students must reread the main story until they read within the specified error limit. In addition, there are individual reading checkouts every fifth lesson (individual formative assessment), including doing word-attack exercises and reading a short selection. The purpose of the checkout is to ensure that the students are progressing acceptably in decoding rate and accuracy. To pass the checkout, the student reads the passage in less than a minute with no more than two errors.

Through CBM formative assessments, teachers receive ongoing documentation that what is taught is learned. The high frequency of student responses, correction of each and every error,

and continual praise and encouragement are factors that contribute to DI's success. Children also are taught to a criterion: the ability to read a predetermined passage of 100-60 words per minute (wpm) in grade 1, 120-100 wpm in grades 2/3, and 180-150 wpm grades 6-8. Those who do not meet criterion practice with a peer or volunteer until they succeed. Children are placed into homogeneous groups by placement test results; however, if it becomes apparent on the teacher's daily Group Summary Chart that a child is encountering consistent difficulty in performing daily independent work, despite efforts to reteach the child and to use Precision Teaching, placement change into an appropriate level group is necessary.

**Precision Teaching** will be used to attain fluency in reading, math, and facts in content subjects. It operates on the following principles: a) use student performance to guide teaching strategies; b) use direct and continuous measures of student performance of observable and repeatable behaviors to guide assessment of performance; c) use rate of response (celeration) as the basic datum to measure performance; d) chart performance on the standard celeration chart (see below); e) teach positively; and f) use student performance to determine teaching effectiveness.<sup>34</sup> The semilogarithmic scale on the Standard Celeration Chart, with "Count Per Minute" on the vertical axis and "Days" across the horizontal axis, helps to standardize the measurement system for easy visual display across days, weeks, and months, with displayed correct/incorrect responses per minute, aim, and trend (slope) lines. This allows for easy interpretation by teachers, students, parents, administrators, and support staff. Accuracy *and* fluency are necessary as basic tool components. Students receive many "opportunities to respond" through choral responses and individual checkouts: the more they respond, the more they learn. Using fluency aims as the mandated measurable goals and objectives for IEPs would increase their usefulness in helping students achieve true fluency in all foundation skills. This also would aid in reporting clear, honest, objective progress to parents. The combination of accuracy, fluency, and increased opportunities to respond consistently produces faster results than any other method.

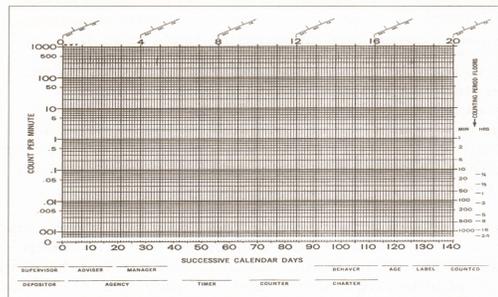
To help students achieve fluency, the following represent effective practice:

1. Efficient practice always has a goal.
2. It's easier to attain fluency on small, achievable "chunks" or components of a larger performance than to attain mastery of the whole thing at once.
3. For students who have not yet achieved fluency, practice for short intervals is generally more productive than practice for longer continuous time periods.
4. Practice every day and keep a graphic record of learning progress on each specific type of skill.
5. When performance shows little or no improvement and is below the aim, try working on a simpler task.<sup>35</sup>

In addition to oral reading rates noted above, here are a few (of many) widely accepted estimates, based on past research, of fluent performance and the learning channels used:

- Blend sound to form words (hear/say): 12-10/min
- Count by 1's, 2's, 5's, and 10's (free/say): 120-100/min
- Read numbers (see/say): 150-120/min
- Say or write answers to basic +, -, x, and / facts (see/write, see/say): 100-70/min
- Write words from dictation (hear/write): 15-10 words/min.

### Standard Celeration Chart



Regarding fluency-based instruction, Binder<sup>36</sup> reported that “unless we include the time dimension in our measurement procedures, we cannot detect the difference between beginner's level and mastery, and therefore will almost certainly fail to develop procedures that produce genuine competence.” He further stated, “Our regular education colleagues enabled elementary school students to leap 20-40 percentile points in national test scores by adding just 20 to 30 minutes per day of timed measurement, practice, and instructional decision-making.” Even severely retarded learners were enabled to master complex academic, vocational, and self-care skills that they previously had not been able to learn.

Learning objectives enumerated in DI curricula will be achieved for all children attending CCS. This will be accomplished using powerful assessment measures of curriculum-based measurements for mastery goals stipulated within DI programs, and Precision Teaching for additional fluency training. Moreover, CCS's goal is for students who enter CCS in kindergarten to place at levels 3 and 4 on the ELA and math state assessments by grade 3.

### Plan for measuring and reporting educational performance

Points motivate and reinforce students, and they serve as symbols of achievement. Points are awarded for different activities, generally on the basis of individual performance. The exception is for awarding points for main story reading, which are awarded on the basis of the *group's* performance. If the group makes no more than a specified number of decoding errors while reading the story, every student in the group earns four points. If the group exceeds the error limit, no student earns four points, and the group rereads the story. Points are recorded on the **Group Summary Chart**, which serves as an objective basis for awarding grades. For example, a student who earns 90 percent of the total possible points that can be earned during a grading period earns “A,” 80-90 percent of the total would earn “B,” and so forth. In addition, *bonus points* are awarded to deal with special problems. If students have difficulty with a particular skill, or behavior needs improving, the teacher can provide an additional incentive by awarding bonus points to students who perform the difficult activity acceptably. The point schedule is as follows:

- Word-attack skills: 0-2 points (individual)
- Main story reading: 0-4 points (group)
- Independent work: 0-5 points (individual)
- Reading checkouts: 0-11 points (individual)
- Fact games: Variable points (individual).

**Group Summary Chart** and **Standard Celeration Chart** are key to ensuring that mastery of basic skills is achieved on a day-by-day, week-by-week basis, not just a single measurement at the end of the school year. Using *Reading Mastery IV* (grade 3) as an example, *group* main story

errors are recorded daily, plus the following individual data:

- Fact Games (every 10<sup>th</sup> lesson)
- Checkouts (fluency), plus number of errors (every 5<sup>th</sup> lesson): points received are added to Total Points
- Independent Work errors (every lesson)
- Total Points, including bonus points for controlling behavior (daily).

Any child who makes more than 2 errors on independent work on three consecutive lessons is assessed to have a problem. Independent work is examined to determine whether the child misses story items, review items, or skill items. The most serious problem occurs when the child misses review items; the child is not remembering information presented in earlier selections. Extra bonus points may need to be awarded to help the child work at remembering review items. Seven or more errors can be set as the penalty number for redoing independent work assignments.

The head of school/director is responsible for examining Group Summary Charts for all teachers on a very frequent basis to determine which children need more intensive assistance. Group Summary Charts also are a topic for discussion at weekly staff meetings. In addition, the charts serve as an objective basis for discussing a child's performance during a parent-teacher conference. Quarterly grade-level performance data can be compiled for cohorts in a school-wide summary chart for the board of trustees: (a) percent of kindergarten children who completed (mastered) *Reading Mastery I* and *Distar Arithmetic I*; and (b) percent earning grades of A, B, or C for grade 1 and above in reading, math, and content subjects.

Independent work for math is checked as children are working and feedback is provided, particularly for low-performers. Any uncorrected mistakes are marked with an **X**. Students who make mistakes on their worksheet correct mistakes and show corrected work to the teacher at a specified time. Individual data for math also are recorded using individual Skills Profile charts: Summary of In-program Test Performance (following every 10<sup>th</sup> lesson), and recording the date when skills lessons are completed for individual students in their Skills Profile. Fluency testing data (number correct per minute, plus errors) in reading and math, plus facts in content subjects, are self-recorded on Standard Celeration Charts. Children know exactly what their rates are and the aim rates that must be achieved.

Teachers continually evaluate every student as to mastery or non-mastery of skills through the use of Curriculum-Based Measurements, independent work, mastery tests, and Standard Celeration Chart performance in meeting aim goals. This is the beauty of these measurement systems: data collection is frequent allowing focus upon *every* child, ensuring mastery of basic skills. Teachers' access to high-performance data allows for immediate resolution of learning problems.

The percentage of children placing in levels 3 and 4 on state ELA, math, and content subjects will provide information to the board of trustees, parents, and students as to the success of CCS's curricula and assessment measures.

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

Children in a grade are placed into homogeneous groups based upon performance on DI placement tests for reading, math, and language. Although placed into a grade level, it is critically important for basic skills instruction that children are placed at their *learning* level.

Homogeneous groups are very flexible: a child whose performance exceeds that of other children in the group will be moved to a higher-performing group; the same holds true for children who are struggling within their group and need to be placed in a lower-performing group. The goal is for children to *master* necessary basic skills, not to drag them through a curriculum that is too advanced and where learning never is mastered because content presented is too difficult. Far too many children are caught in a failure cycle under such conditions, until their situation becomes bleak, at which point they are referred to the CSE for a psychological evaluation, labeled (e.g., learning disabled, emotionally disturbed, mentally retarded), and placed into special education. The reality for many has been: Once in special education, never out.

Frequently one hears this statement: Children are our future. The current reality, however, is that only *some* children are our future. CCS's mission is to provide at-risk children with a foundation for academic excellence through mastery of basic skills and content learning. Mastery will permit students to be successful in acquiring content knowledge as they proceed through the grades, culminating in successful graduation from high school. This allows them to enter the workforce or higher education.

### **Alignment with school's mission, educational program, and assessment system**

Classical Charter School's mission statement is: Providing the foundation for academic excellence. The target group is at-risk children who live in a very disadvantaged community. DI programs were selected because they have been identified by extensive research as powerful in teaching at-risk children the basic skills in English language arts and mathematics. By meeting goals articulated for DI programs, the mission for CCS will be attained. There is excellent alignment of Direct Instruction curriculum, teaching strategies, and continuous diagnostic assessments (i.e., curriculum-based measurements and Precision Teaching to develop fluency) with NY state learning standards and Common Core State Standards.

Not only does CCS focus upon academic skills and content, but also upon the character traits that promote effort toward learning. Knowledge builds on knowledge. Gaps in learning pose obstacles to new learning. Further, cognitive science informs that children will not learn what they have not been taught; they learn better, in fact, from a direct approach than one that is incidental or indirect, as noted by Jeanne Chall. E.D. Hirsch, Jr. stated: "The basic principles of science and constitutional government, the important events of world history, the essential elements of mathematics and of oral and written expression—all of these are part of a solid core that does not change rapidly, but instead forms the basis for true lifelong learning."<sup>37</sup>

### **Promotion/exit standards for lower elementary (grade 3)**

#### **Grade 3: Reading:**

Children in grade 3 will have completed *Reading Mastery IV*. Teachers cause learning to take place by using adequate teaching presentations and adequate practice. This means unambiguous communication to the learner, and sufficient amount of practice in order for students to show they mastered a particular skill. All stories in *Reading Mastery IV* were written with precise specifications for vocabulary, sentence structure, and content. *Reading Mastery IV* provides direct teaching on every skill that is to be used in the program.

The following skills are taught in the program:

*Facts about the world.* Rules about how things work serve as a basis for much of the comprehension teaching. A fact or rule is presented in a direct teaching situation. Students are

shown how to draw inferences or conclusions from the fact or rule. Stories present inferences based on the fact or rule. Every lesson in the skillbook teaches factual information.

*Vocabulary development.* The meaning of unfamiliar words is taught in a direct teaching situation. The word then appears in a variety of story contexts, guaranteeing that students become thoroughly familiar with it and the ways it is used.

*Decoding.* *Reading Mastery IV* provides effective procedures for improving decoding rate and accuracy. Oral reading is part of every lesson. Decoding becomes automatic, reasonably fast, and accurate. Silent reading also is part of the program.

*Comprehension.* Students learn **literal comprehension**: answering literal questions about a text; identifying literal cause and effect; recalling details and events; following written directions; memorizing facts and rules; and sequencing narrative events. **Interpretive comprehension** skills are taught: predicting narrative outcomes; relating titles to story content; inferring cause and effect; inferring story details and events; making comparisons; and inferring details relevant to a main idea. Through **reasoning** skill development, children learn: using rules to classify objects; drawing conclusions; using rules to predict outcomes; and evaluating problems and solutions.

*Literary skills.* Students learn to interpret a character's feelings; pretend to be a character; interpret a character's motives; infer a character's point of view; predict a character's actions; and identify features of settings. They learn these skills by reading realistic fiction, fantasy, and by reading non-fiction.

*Study skills.* Students engage in considerable writing in *Reading Mastery IV*: writing answers to questions; completing writing assignments; and organizing information into visual displays. They also learn how to read informational passages; interpret maps; interpret standard measurements; interpret diagrams; interpret time lines; and use an encyclopedia to complete research projects.

*Reinforcement.* An effective point system is used for motivating students and for showing them how they are improving in both decoding and comprehension. The stories involve themes and content that interest children.

Every regular lesson contains: word-attack presentation; comprehension passage; main-story reading; paired reading; independent work; and workcheck. Every fifth lesson is a **checkout** lesson where students individually read a passage from the main story that was presented in the preceding lesson. Checkout lessons are designed to give students practice in meeting rate and accuracy criteria for oral reading. Every tenth lesson contains a fact game. Students play a fact game, which provides practice on important facts.

**Exit standard. CCLS: RL.3.10:** *By end of year, read and comprehend literature, stories, dramas. Read at high end grade 2/3 text independently and proficiently.* A checkout lesson giving students practice in meeting rate and accuracy criteria for oral reading occurs every fifth lesson, starting with lesson 11. Upon completion of lesson 140, students read two supplementary novels independently: *The Chalk Box Kid* by Clyde Robert Bulla, and *Pirate Island Adventure* by Peggy Parish. They provide written answers to questions after reading several chapters.

### **Grade 3: Spelling**

In *Spelling Mastery* Level C, children learn to spell 852 words. Morphographs are introduced. All morphographs have a meaning, and most morphographs are spelled the same way regardless of the word in which they appear. This approach to spelling teaches students to spell units (bases and affixes) of words and to put them together to form words. The primary advantage of using

morphographs is that a small number of them can be combined to form a large number of words. Once students have learned some morphographs, the spelling of words composed of more than one morphograph is relatively easy. For example, using the base word *cover*, the following words can be spelled by adding prefixes and suffixes: *recover*, *recoverable*, *recovered*, *unrecoverable*, *unrecovered*. Morphographic rules are applied: e.g., *re + late + ive = relative*. Some words do not lend themselves to either phonemic or morphographic generalizations. Irregularly spelled words of high utility are taught using an intensive, whole-word approach.

As with *Spelling Mastery* Level A, **Precision Teaching** using celeration charts and **distributed practice** between pairs of students are used to maintain and retain spelling skills.

**Exit standard.** Every fifth lesson students will be given an in-program test. Children accurately and quickly will be able to spell 85 percent of level C words correctly.

### **Grade 3: Writing**

DI's *Reasoning and Writing* Level C will be used for continuation of teaching writing skills. Level C provides full immersion into writing. Emphasis is on describing events in narrative sequences. Level C distributes practice by working on skills continuously so that students work each day for possibly 10 minutes on each of four topics. This approach has been demonstrated to be superior in studies of learning and memory. In this context of continuous development of skills, review becomes automatic, and reteaching becomes unnecessary because students use the skills on almost every lesson. Major tracts are: Deductions, Sentence Analysis (Subject-Predicate, Verbs, Pronouns, Nouns, Adjectives, Consolidation), Mechanics General, Capitals and Ending Marks, Apostrophes, Quotes, Commas, Editing, Reporting - Based On Pictures, Inferring - Based On Pictures, Clarity – Based on Pictures, Relevance, and Extended Writing.

Writing is presented as an ongoing process that begins with drafting and leads through stages of revising, editing, and proofreading. Students also are taught important points of grammar and punctuation. By the end of the level, they are writing relatively long, multi-paragraph stories and are revising and editing their work for both effectiveness and correctness.

Level C is based on these criteria of effective instructional sequences:

1. The work seems relatively easy because the students succeed.
2. The skill introduction is “cumulative”: when a new skill is taught, it is practiced extensively for the remainder of the program.
3. All skills that students need for various applications are pretaught.
4. The error students make can be corrected easily by the teacher.

**Exit standard. CCLS: W.3.3b:** *Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show response of characters to situations.* Students will have passed in-program tests every tenth lesson of the programs. Students will write a multi-paragraph passage about a specified topic. They will revise, rewrite, and check their writing before submission.

### **Grade 3: Mathematics**

DI's *Connecting Math Concepts* Level D is designed to be taught to the entire class. As with other DI programs, Level D is arranged in tracks (spaced vs. massed practice; *effect size = 0.71*) rather than working on a single topic for the entire period. Unless the skills taught are used and reviewed, students' performance will deteriorate, requiring skills to be retaught when they reappear. With tracks, generally three to five per lesson, students learn quickly that what is presented is used—in the current lesson, the next lesson, and many subsequent lessons.

The following tracks are taught in Level D: Multiplication-Division Facts, Mental Arithmetic,

Operations Involving Number Facts, Column Multiplication, Division, Calculator Skills, Equations and Relationships, Place Value (Thousands Numerals, Decimals), Fractions (Fraction Addition and Subtraction, Mixed Numbers, Fraction Multiplication), Equivalent Fractions (Ratios and Proportions, Fraction Comparisons), Number Families (Families With Whole Numbers, Number-Family Tables, Fraction Number Families), Coordinate System and Functions (Sequences), Word Problems (Classification Problems, Comparison Problems, Money Problems, Multi-Step Problems, Fraction Problems), Probability, Geometry and Measurement (Area, Perimeter, Volume, Lines, Measurement), Projects (Projects With Probability, Projects With Geometry).

As with other levels, Precision Teaching will be used to ensure that fact skills are learned to fluent, mastery level.

**Exit standard. CCLS: 3.OA.7.8; 3.NBT.3; 3.NF.1.2a.3a.b.c.d; 3MD.1.3.8; 3G.2.**

*Operations & Algebraic Thinking; Number & Operations in Base Ten; Number & Operations-Fractions; Measurement & Data.*

During structured activities, the teacher makes certain that students can perform each activity quickly and accurately. Independent work also is monitored. No more than 30 percent of students should make mistakes on any independent activity, or reteaching is required for the entire class. Test lessons follow every tenth lesson. The test is designed to assess the most important skills mastered in the previous 10 lessons. Those skills will be elaborated on during the next 10 lessons. The 10-lesson test provides the teacher with information about how well prepared students are to proceed in the program on the above standards.

### **Grade 3: Science**

Dr. Bernard Nebel is the author of *Building Foundations of Scientific Understanding* (Vol. I, K-2; Vol. II, 3-5). Gaining factual science information is integrated with developing broad conceptual understanding. Nebel articulated four principles of how students learn. These are the basis for meeting the objectives for each lesson in grade 3 science for: A. Nature of Matter, B. Life Science, C. Physical Science, and D. Earth and Space Science.

1. There are two parts to developing real understanding: a) learning of factual information, and b) developing understanding as facts are integrated together into a broader, conceptual context.
2. New understanding is constructed on a foundation of existing understanding.
3. Effective learning depends on students self-monitoring what they know, and don't know, and striving to fill in gaps.
4. Learning needs to connect to real-life experience.

Science lends itself to a format where teaching is conducted by presenting a problem, a “mystery” to be solved. This invites children to grapple with the problem, along with the hints necessary for them to reason out the solution: What is it? How does it work? How does it relate to other things? What are the similarities and the differences? Lessons encourage students to question, ponder, discuss, and engage with the “puzzle” presented.

Reading, writing, spelling, vocabulary development, categorizing, skillfully conducted discussion regrading procedures and outcomes—all serve to develop science concepts. There is a strong synergy between learning material and writing about it. Writing forces grade 3 children to focus attention, recall information, reflect on what they have learned, and organize thoughts coherently. Writing develops meta-cognition—getting students to think—which promotes learning. Nearly every science lesson includes “Questions/Discussion/Activities To Review,

Reinforce, Expand, and Assess Learning,” and a list of items to be recorded in students' science notebooks. The list covers the main points of learning that students should glean from the lesson. Taking notes and keeping a science notebook serve many functions:

- developing listening and thinking skills keeps the mind engaged with the topic
- developing writing and organization skills
- communication between teacher and student; notebooks serve to help children with understanding the material at hand, as well as improve writing skills
- monitoring and assessing progress.

**Exit Standard. SI:1a; SI:2.3; SI:3.1; Standard 4 (Physical Setting): 1.1a, 1.1b, 1.1c.**

**Standard 1,** *Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions. Analysis, Inquiry, and Design; Standard 4,* *Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.*

*Building Foundations of Scientific Understanding*, lesson D-2 on “Day and Night and the Earth's Rotation.” Observe and discuss events. Make notes in their science notebook. Carry out plans; direct observation; organize observations and measurements of objects/events. Children make a book illustrating how day and night result from the Earth's turning on its axis. Small group discussion questions. Read and write a report on *What Makes Day and Night* (Branley, 1986) or *The Sun Is Always Shining Somewhere* (Fowler, 1992).

Nebel's flowchart contains a listing of lessons for learning objectives in A through D threads. There is near perfect correlation with performance indicators included in Elementary Science Core Curriculum. There is building of factual knowledge, conceptual understanding, and development of observational and thinking skills. Children will pass teacher-made tests on each unit for factual knowledge. It is anticipated that grade 3 students will place in level 3 or 4 on state tests in ELA, math, and science.

#### **F. School culture and climate: Attachment 4**

Knowledge of factors that influence the behavior of students, teachers, administrators, the public and all living creatures has grown dramatically. The field of applied behavior analysis—aka, behavior modification—is *effective* education. It is the systematic use of learning principles to accomplish goals for children, academic and behavioral. It is a humane approach because it is responsive to the individual, and it provides good teaching. Emphasis is placed on the positive, goals are realistic, and instruction is matched to the individual's current repertoire or set of capabilities and level of performance.

Good teaching practices are directed toward the following: a) **providing structure:** students and teachers know what they should do and when and where they should do it; b) **specifying rules clearly:** students know what constitutes good classroom deportment; privileges are distributed to those who follow rules; c) **providing for active participation:** classes are structured so that all children take an *active* part in their educational experiences; d) **assigning tasks appropriate for individuals:** mastery learning in homogeneous groups; and e) **providing appropriate consequences:** teachers reward achievement with attention, written or oral praise, comments on aspects of the performance. Whether academics or behavior, *teaching* still is the primary goal.

Operant conditioning is the method through which good teaching—academic and behavioral—is achieved by all staff within the school. The approach is based upon a rich research base of applied behavior analysis.<sup>38 39 40</sup> Behavior modification is simply *effective* education: it is the systematic use of learning principles to accomplish CCS goals for children. Operant conditioning involves the following:

- Positive reinforcement: achievement of something positive; an increase (or maintenance at a high level) in the frequency of the behavior that led to that consequence;
- Negative reinforcement: escaping something negative, an aversive situation; an increase (or maintenance at a high level) in the frequency of the behavior that led to escaping the noxious event;
- Extinction: a decrease in the frequency of the behavior because it does not lead to a reinforcing consequence;
- Discrimination learning: generalization in which the more similar a new stimulus to the original (reinforced) stimulus, the more likely the response will be emitted;
- Premack principle (Grandma's rule): require that the less preferred activity be performed before the more preferred activity is allowed; the more preferred behavior is made *contingent* on the less preferred behavior—“First you work, then you play.”

Teachers especially, but also administrators, staff members and parents can accidentally train children into bad habits by occasionally giving in. To change an undesirable behavior, the teacher must be very consistent in not rewarding that behavior. The following have been identified as very effective:

1. Immediate reinforcement is most effective. Delays can be overcome by telling the children what they did that you liked.
2. To get behavior going, reward every time. To keep it going, reward intermittently.
3. Avoid predictable reinforcement when persistence is desired.
4. Reward improvement.
5. Avoid occasionally rewarding undesired behavior.<sup>41</sup>

Conditional, secondary, or learned reinforcers are identified that serve as positive consequences for appropriate learning and behavior. The rule is: Make some neutral event (e.g., praise, a grade, a checkmark on a chart, or money) a reinforcer, closely following the occurrence of the learning task you want elicited. Three groups of reinforcers are important for teachers: a) social reinforcers, which involve the teacher's behavior (words of praise, attention, smiles, nearness); b) token reinforcers: money, poker chips, points, gold stars that can be exchanged for other reinforcers; and c) activity reinforcers: activities children like to participate in when given a chance (running, games, art activities, singing, eating, recess, going home). Direct Instruction incorporates behavioral principles into its curricula through instructional scripts, signals, continual diagnostic assessment of learning tasks, choral responses, a point system for improving learning academic skills and behaviors, plus teachers knowledgeable about the use of behavioral principles in shaping learning and appropriate behavior.

The starting basis for the above behavioral principles, whether in the general student population or for students with special needs, is: *catching students being good*. Reinforcement must be contingent on getting better. Catch children getting better and praise them for this behavior, then all children in the classroom have an equal opportunity to earn rewards. In many school systems, those who need to learn the most are reinforced the least, and, therefore, are likely to learn less.

When the teacher has the cooperation of students, learning occurs, children *know* they are successful, and their behavior generally is positive.

Each teacher works up with the children rules for proper classroom deportment, and for which children will be held accountable. The rules may be adjusted or changed as needed throughout the school year. Classical Charter School's policy *is* the implementation of behavioral principles (only presented in very sketchy fashion here) by all within the entire school. What undoubtedly will be necessary is for discussing and addressing individual problems at weekly staff meetings: identifying the behavior to be corrected, collecting baseline data, setting up behavioral charts, determining reinforcers to be used, and implementation by all.

Bullying, harassment, hostile behavior that is intentional and involves an imbalance of power between the bully and the bullied, possession of a weapon, repeated willful defiance of a teacher—these will be subject to disciplinary action. Consequences for such actions may include parent notification, suspension, expulsion, or referral to law enforcement officials for possible legal action.

### **Family involvement to support student learning**

The Premack principle is the primary behavioral approach for parents to use at home—“You get to do something fun when you have finished your assignment.” If children have work assigned to be completed at home, parents can be taught to identify reinforcers that their children find motivating. These can be used contingent upon the child completing the assigned task. Each child is required to carry a composition book with stiff cardboard covers and bound pages that always travels between home and school with the student. Teacher/parent comments are used for communication between school and home. Using the notebook for communication makes all comments very open and conspicuous to all—child included.

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

District data reveal high failure rates on state tests. The reason for low achievement is addressed with the following statement by DI's senior author: “What does this imply? It implies that either the instructional problems associated with providing a quality education are insurmountable or educators' approaches to solving them are uninformed.”<sup>42</sup> Educators have been notorious for not adhering to a scientific approach to their instruction. They jumped on the bandwagon of one Fad after another—whole-language reading, looping, cooperative learning, developmentally-appropriate education, whole-math, shared decision-making, learning stations, replacement of textbooks with computers—none of which increased learning.

The use of empirical data, however, permits teachers to know if instruction has been successful or unsuccessful. Any deficiencies that are observed in children require that the problem is addressed *directly*; it is an *instructional* problem. Labels such as “dyslexic,” “slow learner,” “autistic,” “attention deficit,” “dysfunctional family,” “English as a second language,” to name but a few that pervade education, are irrelevant; they stand in the way of proper instruction. Frequent data regarding instruction, then, become crucial evidence needed for upgrading a child, a school, and a school district.

Dr. Roger Bass, professor of special education and author of *Amy's Game*, stated: “The instructional methods needed to fix education are inexpensive and well understood. What's costly and largely unknown is that educators don't use them.”<sup>43</sup> Bass was referring to DI and Precision Teaching, central to instruction in CCS. *Prevention* is the focus: bringing children to

mastery levels of learning, preventing learning problems in children, and preventing children from entering special education unless absolutely necessary, and performed through good instruction.

There is no need to discuss programs/services separately for each special student population. As the reviewers will note, CCS's choice of curricula, taught by general education teachers, accommodates learners of varying abilities and “disabilities.” *True* disabled children will be identified through daily teacher diagnostic teaching. The programs to be used by CCS are the programs of choice for children who are advanced in learning, those at grade level, English Language Learners, and for those presently in special education. The use of homogeneous skill-level groups ensures that all children are taught at their instructional level. Children must master basic skills in reading, math, spelling, writing, cursive handwriting in the early grades—starting in kindergarten—if they are to achieve academically in middle school and high school. All can be taught to read if started at the proper level and provided explicit phonics, and a sequence to teach them systematically. Mastery is crucial; relearning takes anywhere from 3 to 14 or 15 times as much exposure.

Learning Disability (see definition below) comprises the largest category of disabled NYS school-age children (38.4 percent) followed by Speech or Language Impairments (24 percent).<sup>44</sup> The National Center of Learning Disabilities and Dr. Reid Lyon stated, however, that less than five to six percent of children in the U.S. have anything innately neurobiological that underlies their processing problems. Engelmann, senior author of DI curricula, stated this figure should be less than one percent.<sup>45</sup> He worked with hundreds of children who were labeled as having some learning disability or dyslexia. Most are classified learning disabled because of difficulties in reading. When schools classify children who have difficulty learning to read, they are doing so on the backs of other low-performing children who also have been poorly taught, and using ineffective reading programs. The crux of the problem has not been addressed: implementing an *effective* reading program for all children.

In addition to successful reading programs for general education, Engelmann also authored a corrective reading program for children needing remediation, starting in grade 4 to adulthood: a careful and systematic teaching of the skills that *should* have been taught in kindergarten and grade 1. Research previously noted is worthy of being repeated: research informs that almost **9 out of 10** children who exit grade 1 as poor readers will continue to be poor readers at the end of grade 4. If children exit grade 3 as poor readers, **74 percent** will continue to be poor readers in high school. It is imperative that focus is placed on the most critical area, that of *instruction*, and using curricula that have been identified through field testing and research as being effective. This is the full intent of Classical Charter School.

When we read the NYS definition for classifying a child as learning disabled, we see that it is nonspecific and very wide open. Blame is placed on the child, not on instruction. The definition *assumes* that children have been taught by *effective* teachers using *effective* programs. This is an assumption that cannot be supported. Children frequently are classified in grades 3/4 and beyond because they cannot decode the written word at a fluent, automaticity level, nor do they have the necessary skills to decode unfamiliar words; reading is slow, and comprehension of increasingly more difficult text is affected. Self-esteem plummets. Most of these children received poor instruction in weak programs in kindergarten and grade 1. This is *not* a “disorder in...basic psychological processes”; it *is* a disorder with instruction. Engelmann labels this as “dysteachia.” Unfortunately for many students who continue to be poor readers in middle

school, they now have the cognitive ability to understand their plight. Many act out and rebel, resulting in CSEs labeling them as emotionally disturbed—although the real problem is fear and avoidance of failure. The older the child, the more effort and work it takes to correct reading problems: some 16 repetitions of a word for a grade 4 student, but nearly 400 repetitions for a grade 10 student.<sup>46</sup>

Here is the definition for Learning Disability under the *Regulations of the Commissioner of Education* (8NYCRR):

A student with a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term may include such conditions as perceptual impairments, brain injury, neurological impairment, minimal brain dysfunction, dyslexia, developmental aphasia, Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) and Asperger's Syndrome. The term does not include students who have learning problems that are primarily the result of visual, hearing or motor impairments, of mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage.<sup>47</sup>

English language learners suffer an added burden in schools that use weak reading programs. These children need English introduced in a controlled and efficient manner so they can follow the teacher throughout the lesson. Structured immersion using DI is a viable option. “The goal of [structured immersion] is for students to learn English while they are developing basic academic abilities and skills and to develop English language competence while building abilities in the areas of comprehension and problem solving,” wrote Gersten and Woodward.<sup>48</sup> All academic instruction takes place in English, but at a level understood by the student: Each step in acquiring a new skill or concept clearly is specified and taught; vocabulary is controlled carefully, and assessments are frequent to ensure student mastery.

Children pick up nouns for everyday objects fairly easily, but they need intensive instruction in how sentences are developed and spoken in English. DI's *Language for Learning* is very suitable for this purpose, followed by *Language for Thinking* and *Language for Writing*. Children are started in the program at various levels according to their score on a placement test. All ELL, kindergarten, and grade 1 entering CCS will be given a placement test for *Language for Learning*. Structured grammar lessons also will be helpful to ELL children.

*Language for Learning* is beneficial for five- and six-year-old children in kindergarten and grade 1 who have inadequate language knowledge and skill for their age, as well as for those who need speech correction and language classes, or children who are classified. Regarding ELL children, the authors wrote: “Within one school year, children who have never spoken English speak English so well that it is hard to believe they learned so much in less than a calendar year.”<sup>49</sup> Generally, these children have two sessions per day until they begin to acquire more language skills. *Language for Learning* was field tested on children in classrooms before ever coming to publication, which is true for all DI programs. Through the program, children learn: actions, descriptions of objects, information and background knowledge, instructional words and problem-solving concepts, classification, and problem-solving strategies and applications.

After several weeks, English language learning children additionally will be placed in *Reading Mastery* for explicit reading instruction, where they will learn the sounds of English, how to blend sounds into words, and read sentences in stories. The need for explicit vocabulary

instruction continues to be present as children move through the grades. CCS's inclusion of Core Knowledge content in American and world history, geography, and Nebel's science through the grades, taught using DI strategies, will enable ELL children continually to broaden their vocabulary.

“The primary purpose of schooling for all children, including ELLs,” noted Krashen, Rolstad, and MacSwan, “is the development of academic subject matter knowledge. A curriculum which separates subject matter instruction from language teaching in an effort to focus on the latter will not only risk creating significant educational deficits in learners, but will also fail to provide meaningful contexts for language acquisition in school.”<sup>50</sup>

DI provides programs of choice for accomplishing mastery of basic skills. The development of critical skills, concepts, and processes in each subject area meticulously are mapped out. Every necessary sub-skill or concept in a subject area, regardless of how small, is directly and precisely taught and consistently reviewed. Each skill is taught in a manner that allows it to be carefully blended into more complex skills and concepts. The amount of teacher direction and prompting is carefully controlled so that students become increasingly independent in applying the skills. Mistakes made during a lesson are critical feedback for teachers: children's behavior is the dependent variable of the teacher's instruction. It is good to be reminded of DI's maxim: “If the child hasn't learned, the teacher hasn't taught.” In other words, teachers need to be good diagnosticians. This applies to all categories of learners.

District students with disabilities placed into inclusion classes for all learning were anywhere from 2-5 years below grade level.<sup>51</sup> They ended up being dragged through the curriculum rather than learning skills at their needed learning level. With DI, students are taught in small, flexible, homogeneous groups based on skill level, but in heterogeneous groups for content subjects in history, science, etc. Homogeneous grouping is appropriate, efficient, and necessary to bring about the highest level of learning possible. Engelmann provided four criteria for appropriate grouping:

1. The child's performance should be 70 percent correct the first time on material being taught.
2. The child should be at least 90 percent correct the first time on material that's been taught previously and is assumed to have mastered.
3. The child should be able to go through a lesson in the anticipated amount of time and should not require great amounts of additional practice.
4. At the end of each lesson, the child should be nearly 100 percent correct on everything present in the lesson.<sup>52</sup>

Student responses are very frequent and usually done in unison on a teacher's signal. This increases the practice each student gets and makes the most efficient use of instructional time. Individual responses are used to check if particular students have mastered a skill or concept. The pacing is rapid in order to keep student attention. Performance criterion for each exercise is high. Each subsequent lesson teaches no more than 10 percent new material, the remainder being review of previously taught concepts. Every single lesson, and every task in every lesson, is a test of a child's performance. All DI programs were tested extensively on children in classrooms before publication.

### **Meeting federal laws and regulations**

Classical Charter School is knowledgeable about requirements under the *Regulations of the*

*Commissioner of Education: Parts 200 and 201 Relating to the Education of Students with Disabilities, and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).* Contrary to *No Child Left Behind* (NCLB) law, which focuses upon group averages, not on individuals, the IDEA focuses on the individual, not the group. IDEA provides the *raison d'être* for placing children—all children—into homogeneous groups for instruction in basic skills.

The President's Commission on Excellence in Special Education published its nine findings (excerpts presented here) in July 2002<sup>53</sup>:

- Finding 1: Too often, simply qualifying for special education becomes an end-point—not a gateway to more effective instruction and strong intervention.
- Finding 2: The current system uses an antiquated model that waits for a child to fail, instead of a model based on prevention and intervention. Too little emphasis is put on prevention, early and accurate identification of learning and behavior problems and aggressive intervention using research-based approaches.
- Finding 3: General education and special education share responsibilities for children with disabilities.
- Finding 6: Many of the current methods of identifying children with disabilities lack validity. As a result, thousands of children are misidentified every year, while many others are not identified early enough or at all.
- Finding 7: Children with disabilities require highly qualified teachers.
- Finding 8: The current system does not always embrace or implement evidence-based practices once established.
- Finding 9: The focus on compliance and bureaucratic imperatives in the current system, instead of academic achievement and social outcomes, fails too many children with disabilities. Parents want an education system that is results-oriented and focused on the child's needs—in school and beyond.

The Commission produced three broad recommendations in its report which are an integral part of DI curricula and instruction: 1) Focus on results—not on process; 2) Embrace a model of prevention not a model of failure; and 3) Consider children with disabilities as general education children first. How these recommendations are to be fulfilled was described above. In summary:

- Effective, research-based Direct Instruction curricula will be used for all children: at-risk general education, English Language Learners, and those with disabilities.
- Children will be given placement tests for each program teaching basic skills.
- Children will be homogeneously grouped based on results of the placement tests
- Teachers use *every* lesson to diagnose children's progress in learning skills.
- Formative tests are provided after every five lessons; summative tests after 10 lessons.
- Reteaching of concepts is mandatory when children demonstrate lack of mastery.

Section 300.347(a)(2) of the IDEA requires that each child's IEP include:

A statement of measurable annual goals, including benchmarks or short-term objectives, related to—

- (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum; and
- (ii) meeting each of the child's other educational needs that result from the child's disability.<sup>54</sup>

Using present levels of performance (PLOPs), *measurable goals* are to be written, including benchmarks or short-term objectives levels of performance, and only in areas of the child's unique needs. Assessment and ensuring the effectiveness of instruction are integral components of curricula used by CCS, all performed within the general curriculum. This makes CCS totally in compliance with the IDEA with its emphasis upon data collection on a daily basis through use of Precision Teaching, curriculum-based measurements, correcting errors, and diagnostic teaching by DI teachers.

Additionally, the IDEA and NCLB place emphasis on scientifically based instruction—also called research-based, research-validated, or evidence-based instruction—which has demonstrated through a substantial body of research to improve student learning outcomes. Here again, CCS is on firm ground with its chosen curricula.

Individual Education Plans (IEPs) will be provided to teachers during staff meetings for discussion. A CSE meeting will be held for each child who does not have IEP goals written as *measurable* goals and objectives (e.g., PLOP: Jane orally reads grade 3 text at 25 wpm with 5-10 errors. Annual Goal: Jane orally reads grade 3 text at 90 wpm with 0-2 errors.). Commonly, criterion or level of performance is written as a percent (e.g., Joe will read an expository passage of 500 words and tell the main idea with 90% accuracy 70% of the time). Unfortunately, one cannot demonstrate how something looks at 70% correct, or 90% correct. One also does not know how many opportunities there were for responding. A percentage score lacks the time-based information—fluency (i.e., words per minute)—that allows for duplication.

It is difficult to describe ancillary and support services for an unknown student population at this point. It is conceivable that different students/families will have unique and individual needs. Chautauqua Opportunities and Joint Neighborhood Project, however, provide extensive array of services to low-income, minority, and at-risk individuals and families.

### **III. ORGANIZATION AND FISCAL PLAN**

#### **A. Applicant(s)/Founding Group Capacity**

A chart containing names of applicants is included (see below).

After years of seeing high failure rates on state mandated tests, seeing the district implement one progressive/liberal fad after another in its attempt to raise student achievement, lead applicant spoke to others (Nov. 2010) regarding a charter school. *There are no other charter schools in the community nor in the surrounding area.* First meeting was held January 19, 2011. March 2011, articles appeared in *The Post-Journal* that Jamestown was going to close Rogers School at the end of the 2011-12 school year. There was an emotional outpouring from parents of Rogers School children, and from residents in the surrounding area. It was reported that the closed school would be turned into a school district warehouse.

Informal meetings were held until following the meeting with Charter School Office director at Elmwood Village Charter School, November 2011. Communication currently is frequent regarding pertinent information for the application. Lead applicant Deann Nelson did the writing. Other members contributed by contacting relevant organizations for additional information, and setting up meetings with key people who provided necessary information included in the application. Lead applicant is the proposed head of school/director. All other founding members are proposed for board of trustees. We have knowledge of interested future BOT members with specific skills, a parent who wishes to serve as representative on the BOT.

### Applicants/Founding Group

Name	Current Employment	Relevant experience/ skills; role on founding group	Proposed role(s) if any
Deann Nelson	Owner/teacher, private tutoring center for children with learning problems	Ed.D in Educational Psychology; NY permanent certifications (6): SDA, School Psychology, Elem. Ed. N-Gr.6, Guidance, Health K-12, School Nurse-Teacher; adjunct professor, education majors; tutoring children with learning problems; lead applicant	Head of School/Director of CCS
The Rev. Mel McGinnis	Minister, Kiantone Congregational Church	Leadership role in congregation, church council, youth groups; community activist; teacher; leadership role in planning & implementing public interest events	Representative
Scott Davis	Chautauqua Online Wedding Magazine & Directory	Business management & supervision; excellent communication skills; insight & working perspective in regard to multitude of challenges facing implementation of a charter school	Treasurer
Patricia Micciche	Public school art teacher, author, illustrator	Taught art to young children for 25 years; also taught at HS level	Representative
Patsy Lee Nelson Lydell	Business Manager, Jamestown Radiologists	Health Management: supervises 17 employees, purchasing, negotiating, public relations; created citizen action group; teach classes on U.S. Constitution	Secretary
Rebecca Rosen	Contributing editor and marketing coordinator for ChautauquaWedding.com	Disability rights advocate for children with autism; NYS representative for Unlocking Autism; developed interactive online website; director of sales and marketing; produced health & environmental radio talk shows; small business owner	Chair

## B. Board of Trustees and Governance: Attachments 5a, 5b, 5c

### Proposed Founding Board of Trustees

Trustee Name	Voting Y/N	Position on board: officer or constituent representative	Length of Initial term
Scott Davis	Y	Treasurer	5 years
Patsy Lee Nelson Lydell	Y	Secretary	4 years
Melvin McGinnis	Y	Representative	3 years
Patricia Micciche	Y	Representative	3 years
Rebecca Rosen	Y	Chair	5 years

## C. Management and Staffing: Attachments 8a, 8b

### Staff recruitment

Staff recruiting is a year-round job. Applicants will respond to essay questions related to CCS's philosophy and use of Direct Instruction programs: "These are our core principles....how do they relate to how you feel about teaching?" We want people supportive of our core philosophy.

A small school must be cohesive. All must be on board in implementing our mission. Applicants will receive a one-page description of what it means to be a teacher at CCS: implement structured instructional programs; expectations for working relationships with students, colleagues, and parents; and expectations for how teachers work in the classroom.

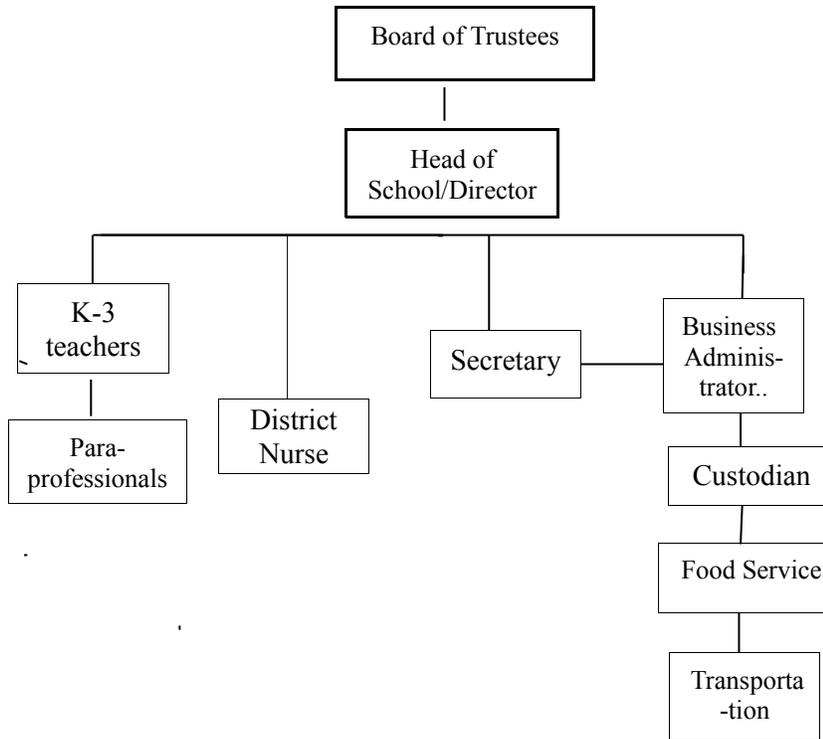
We plan to propose a relationship with State University College at Fredonia teacher training program so that student teachers will be exposed to DI curricula. Substitute teachers who receive in-house training represent a potential source for becoming full-time employees. We will explore a relationship with Jamestown Community College for volunteers to lead "lunch clubs" and receive college credit. We also plan to establish relationships with community service organizations and churches in the area for volunteers who may be trained as paraprofessionals. Information about teaching openings will be sent to key organizations (e.g., Association for Direct Instruction, Precision Teaching), and we plan to post on the internet via social media.

CCS proposes to have a strategic plan for gathering information about candidates so we can make careful decisions pertaining to a job offer: inform candidates whom we are before accepting resumés (structured, research-based programs); collect resumés from interested candidates; team (director, trustee, parent, other) interviews candidates.

### Organizational Chart – Year 1 (see below)

### Staffing budget assumptions aligned with educational program needs

For year one, staff will consist of head of school/director, business administrator, four teachers, two paraprofessionals, secretary, custodian. Each year (i.e., 2014-2016), an additional teacher will be added until there are eight regular education teachers. Teachers employed for year one will serve as mentors to teachers hired in future years. As noted elsewhere in this document, all children are placed in homogeneous skill-level groups for reading and math. CCS's mission is to develop basic skills to a level of excellence for use in all future learning. Whether children are high-performing, low-performing, or somewhere in between, they will be taught by regular



education teachers. Direct Instruction is very compatible with structured immersion for ELL and lower-performing children.

Because CCS is starting small, personnel will serve several roles. Head of school also will be director in charge of teachers and curriculum. In addition to financial duties, the Business Administrator will be in charge of purchasing, food service, custodial supervision, transportation monitoring, office functions, and may work with individual children. The secretary will assume duties of office manager. Nurse services will be provided by the district. As the school grows, additional staff will be needed, thus adjusting the responsibilities of administrative personnel.

**Non-certified instructional personnel**

Research informs that there is no correlation between passing NY state teacher certification examinations and competency in the classroom. Unfortunately, this particularly is true for elementary education teachers. According to §2854, thirty per centum of charter school teaching staff may be noncertified. CCS is interested in individuals who have a strong knowledge base in a discipline and previous work experience. We will look for individuals who are supportive of structure, a classical curriculum, and excellence. All who are hired—certified and noncertified—will receive training in teaching Direct Instruction curricula, along with coaching in their classrooms while teaching lessons.

**Use of data**

CCS is data-driven. The head of school/director, who is the instructional leader of the school, views classroom data (e.g., Group Summary Charts and Precision Teaching standard celeration

charts) on a very frequent basis. Additionally, staff and director review data charts during weekly staff meetings. Teachers are provided additional coaching if data reveal children are showing too many errors on group and independent work. If the teacher is performing well, a struggling child may need placement in a different group. The goal is to use data to inform teachers as to how well they are teaching, and how well their students are learning; data are used to assist teachers in becoming excellent, not as a reason to terminate them.

The assessment strategies described previously, staff development where teachers learn Direct Instruction teaching strategies, along with individual coaching of teachers while they are teaching, have a proven history of success when programs are implemented with fidelity. Direct Instruction is known world-wide for its ability to accelerate at-risk children's learning, addressing §2850.

## **D. Evaluation**

### **Evaluation of educational programs**

As noted in a number of places in this application, data collection is daily and on-going. Data serve a diagnostic purpose for teachers, informing *them* as to how well they are teaching. As Engelmann stated: “The central cause of all failure in school is the teaching. When the teaching fails, the kids fail.”<sup>55</sup> In addition to frequent formative assessments, CCS will use summative assessments (i.e., *Iowa Test of Basic Skills* (ITBS), and state tests for ELA, math, science), but these do not provide the extent of useful data that curriculum-based measurements, standard celeration charts, and mastery of unit tests provide to teachers and administrators, particularly when data are evaluated in weekly staff meetings. Data from Group Summary Charts will be used in informing the board of trustees as to the percent of children who did not complete their grade-level program. This would be significant because DI is designed so that at-risk children complete their grade-level program in one school year.

The ITBS is a valid and reliable norm-referenced test that has been refined technically for many years. It is very accurate in measuring real-world abilities: test scores in early grades predict scores in later years, and scores predict school grades. The ITBS is a partial indicator of progress in general reading ability, but CCS will supplement it with curriculum-based tests that determine how well students have learned the well-defined content of the year's curriculum in all subjects. Hirsch stated: “A system of specific content standards coupled with curriculum-based tests will cause achievement on *non*-curriculum-based tests to rise over time. It will result in higher achievement over-all and a narrowing of the academic gap between rich and poor.”<sup>56</sup> As Hirsch said elsewhere, being “smart” is more dependent on possessing general knowledge than on family background.

For state tests, CCS would look for children to place at levels 3 and 4, and look for evidence of high literacy and high performance in mathematics. The percentages of children who place in levels 1 and 2 would be reported to the board of trustees as CCS's failure rate data. which would need to be addressed.

### **Schedule for school's operational effectiveness and fiscal soundness**

CCS fully understands its obligations for an annual independent audit of its finances. Buffamante, Whipple, Buttafaro, PC of Jamestown, an independent firm, has been contacted to audit the records of CCS each year according to General Acceptable Government Accounting Standards (GAGAS).

Along with its commitment to accelerate and enhance student achievement, the board of trustees must maintain the financial strength of the school. The Finance Committee will review the accounts of the school and recommendations by the annual outside auditor to adjust funds as necessary. GAAP accounting practices will be in place by the Business Administrator. The board will approve cash expenditures at each month's board meeting by reviewing a financial packet submitted prior to the board meeting. The packet will include: a monthly balance sheet, monthly statement of income and expense, monthly statement of cash flows, monthly check register, monthly schedule of bills slated for payment.

The Board will be provided with monthly reports from Head of School on test scores, enrollment, staff issues, special events and students projects, along with documentation to provide rationale and information.

### **Evaluation of teaching**

Teachers are provided extensive training in Direct Instruction techniques prior to the school year. This involves learning from the head of school/director, representatives of the publishing company, as well as Direct Instruction Professional Development Video Series which provide actual classroom footage to familiarize teachers with DI. Additionally, the videos provide practical, down-to-earth review of teaching formats to help teachers become more effective: scripted lessons, using signals, corrective errors, assessing student progress, and monitoring the classroom. Research-based practices are provided which show how these practices are implemented effectively in the classroom. A DI basic philosophical assumption is: All teachers can succeed if provided with adequate training and materials.

DI is data-driven; teachers collect and record data on children on a daily basis. Evaluation of children's achievement—and thus of teacher performance—is ongoing rather than an event. CCS is not a school where teachers retreat into classrooms behind closed doors and “do their own thing.” Rather, it is: We all are in this small boat together so we must be on the same page in addressing our mission. The director frequently examines data records and confers with teachers about children who are under-performing at weekly staff meetings. This is the best test of teacher performance.

A more formal evaluation, however, will occur with the use of teacher observations three times per year. The teacher plans the time and the lesson to provide his/her best effort. The concerns of the observer are three: (1) The first and overriding concern is with the Mission of the school. Is the lesson in accord with the guiding principles of the school? The Mission must guide everything we do. Thus, we stay focused on the essentials of classical education and providing the foundation of excellence. (2) The second concern is with the quality of the presentation. There should be no sense of insecurity with the subject. The teacher must be knowledgeable in presenting the material. There must be evidence of having practiced DI scripts so that they flow smoothly and at a fairly rapid pace. (3) The third concern is: Was the presentation clear, focused, and successful? Were the students distracted or disruptive? Order and discipline in the classroom is essential so that all of the students will have opportunity to learn the material.

Observations and evaluations are written for each teacher. Further meetings and conversations take place as needed. Teachers will have two years to demonstrate their strengths and abilities. Teachers also will be asked to evaluate their own performance and to select an objective upon which they wish to improve. Our school must work at building a culture of *continuous* improvement, one spurred on by recognition of success.

## **Evaluation of school leaders and administrators**

A report from New Leaders offers four principles in evaluating school leaders and administrators. “These recommendations may strike outside observers as stunningly pedestrian, but they are critical if we want to improve the way our schools are run:

1. Base [school leader] evaluations largely on student outcomes.
2. Ensure that the central office staff, i.e., the district employees who support and oversee schools, are likewise held accountable for [school leader] effectiveness.
3. Create demanding performance expectations and real accountability and allow for professional growth and improvement.
4. Ensure that the evaluation system itself can be modified and improved over time.”<sup>57</sup>

A succinct comment was added: it's critical to create conditions so that [school leaders and administrators] genuinely can lead in the first place. Successful school leaders and administrators cite data-driven instruction as one of the most important practices contributing to their success.

For year one, the head of school/director will be evaluated by the Board of Trustees.

## **Evaluation of the Board of Trustees**

It is the board's responsibility for ensuring that the academic program of CCS is successful, that the school's program and operation fulfill its charter, and that the school is a viable organization. It is critical to have trustees who are passionate about CCS's mission and core values. All must be on the same page in regard to where the school is, and where it wants to be in the future. The school's mission statement must be clear, along with the roles and responsibilities of the full Board of Trustees, individual board members, any committees organized, and role of the Head of School. Moreover, there must be a clear demarcation between governance and management, with the focus kept on results. Board meetings, too, need to be focused upon strategic questions rather than just reporting. Essential to the performance of the school is a strong partnership between the board and the Head of School.

The full board should be evaluated annually. If the board is small and there are insufficient number of board members to have a governance committee, it becomes the responsibility of the president to conduct the evaluation. The evaluation would consist of addressing the following questions:

1. Is the mission and purpose of CCS being kept clearly in focus?
2. Is CCS on track regarding program activities to ensure that the organization is not drifting away from its original purposes?
3. Are programs and services consistent with the mission and the charter?
4. Has sufficient monitoring of progress in achieving outcomes and goals occurred?
5. Is the organizational plan that includes concrete, measurable goals, consistent with the charter and accountability plan, on track?
6. Has the board managed resources successfully?
7. Are resources adequate?
8. Did the board present a viable annual budget?
9. Do the board and Head of School have a compatible working relationship?
10. Did an independent annual audit reveal CCS has sound fiscal standing?
11. Does CCS have adequate insurance in force to cover students, staff, visitors, the board, and the assets of the school?

12. Do board members serve as ambassadors, advocates and community representatives of the school?
13. Does the annual written report and public presentation that details CCS's mission, programs, financial condition demonstrate progress toward charter promises.
14. Has the board developed adequate policies to guide the school's board members and staff?
15. Are personnel policies and procedures adequately developed?
16. Did the board adhere to CCS's bylaws and articles of incorporation?
17. Did the board ensure compliance with all federal, state, and local government regulations?
18. Did the board spend most of its time setting the stage/creating the future rather than reacting and responding to immediate needs.

Individual board members also assess themselves annually with a written response to questions. Areas for evaluation include: prepared for and regularly attended and actively participated in board meetings; acted in ways that contributed to the effective operation of the Board of Trustees; worked cooperatively with fellow board members; reached out to diverse constituencies and helped identify and cultivate relationships to support the school as donors, volunteers and advocates; used personal and professional contacts and expertise for the benefit of the school.<sup>58</sup>

### **Family and student satisfaction**

From grade 3 and up, students will be capable of answering survey questions regarding their feelings about why they and their families chose Classical Charter School. From past research studies, most students previously will have attended a public school. A very small percentage may have been home schooled. To gauge satisfaction with and beliefs about their current charter school, students can rate a variety of statements on a 4-point scale.<sup>59</sup> Not all questions are applicable in all grades: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, or (4) *strongly agree*:

- I work hard to earn my grades
- More homework at this school
- Enough extracurricular activities
- Other students at this school help me learn
- Students are interested in learning
- Computer available in my classroom
- I get a lot of individual attention
- I learn more at this school
- I feel safe at this school
- This school is a good choice for me
- Teachers encourage thinking about my future
- Teachers help me understand things
- Most teachers know me by name

Parents input also can be sought by asking them to rate several items on a 4-point scale: (1) *not important*, (2) *somewhat important*, (3) *important*, or (4) *very important*. The following are possible items for response:

- Good teachers at this school
- Child has friends at this school
- Trouble at previous school
- School is smaller
- School is close to home
- More challenging classes
- Small class size
- Fewer student conflicts
- Poor grades at previous school
- Previous teachers did not help child enough
- Parents think this school is better.

Parent satisfaction and participation in the school also is correlated with the following for one

school: *“The model for the founders was related to the idea of community as defined by Martin Luther King, Jr., and it’s the idea that we create a community where everybody’s safe, everybody is mutually engaged with each other and mutually responsible for each other, and mutually obligated to each other. So, the events that we have cover the whole range from just basic grade-level potlucks to work days for parents.”*<sup>60</sup> This is an approach that CCS will emulate.

## **E. Professional Development**

Direct Instruction is a tightly designed program that makes teacher training feasible. The goal of DI is to accelerate learning by maximizing efficiency in the design and delivery of instruction. Rapid pacing and choral group response, punctuated by individual turns, characterize the delivery of a DI lesson. The design theory would be extremely time-consuming to teach during staff development settings. The complexity in the design is a function of the specific content and concepts to be taught. By providing teachers with developed lessons, the complex job of design already is completed. Teachers using the packaged programs learn the design theory while they teach, rather than before they teach, and later begin to extend and modify the programs or even apply the theory to design instruction for other content (e.g., Core Knowledge lessons) for which they may have no formal programs.

The goal in the design of the programs was to include every piece that was necessary to make the lessons successful. This was not to make the programs teacher-proof though. Scripting the lessons allows sharing of “polished stones” across teachers, similar to Japanese teaching. Also, scripting helps reduce the amount of teacher talk. Children learn little from straight teacher talk. Too much teacher talk decreases pupil-motivation, draws out lesson length unnecessarily. It often causes confusion by changing the focus of the tasks, disrupting the development of the larger generalization, of which a teacher usually is unaware when first teaching a program.

Successful use of the programs requires training in the special techniques of delivery. For some teachers, the training will be much more elaborate and precise than it is for others. Just as the program teaches all students, its goal is to teach all teachers. Teachers must make many decisions in response to children's performance. Some of the most important decisions involve placing each child appropriately and moving the children through the lessons at a pace that maximizes their learning potential. Teaching strategy learning would include:

- Group responses
  - immediate feedback
  - massed practice
  - repetitions
- Signals
  - teacher controls pacing, think time
  - individual initiates own response
- Fast pacing
  - reduces management problems
  - covers more material
- reduces memory load
- Structure for teaching *all* students
  - homogeneous grouping
  - seating
  - monitoring: group and individual turns
- Error correction
- Positive reinforcement: increases the likelihood of continuing student participation.

Classical Charter School deliberately is starting small so that teachers may learn the strategies for teaching DI effectively. Head of School/Director, who is trained in and has used DI strategies, will be instrumental in providing staff development and coaching for new teachers. Coaching involves sitting beside the teacher while s/he teaches the lesson to the class.

Discussion ensues later regarding strengths and strategies which the teacher needs to strengthen. Additionally, staff development will focus upon data collection, analyzing data, and applying DI strategies to Core Knowledge content, and helping them to understand the content they teach.

After teachers become competent in teaching DI lessons, they may become peer coaches for new teachers as described by Joyce and Showers,<sup>61</sup> experts in the field of staff development. Not only do educators need to develop knowledge, skills, and effective implementation, but they also need to learn how to be more effective learners. Educator's training should consist of a) understanding the concepts behind a skill or strategy; b) demonstrating or modeling a skill; c) practicing the skill; and d) coaching. In addition, teachers need specific attitudes and skills, persistence, and understanding how training is transferred. Coaching, which may involve using peers, contributes to transfer of training. Peer coaching also facilitates the development of school norms of collegiality. This last particularly is important for CCS, where it is essential to establish its own culture.

The proof that professional development and training work is reflected in data collected by teachers. If children are passing mastery tests, learning is occurring, and teachers are performing satisfactorily. If, during staff weekly analyses of Group Summary Charts, data reveal poor performance, however, the issue must be evaluated: Is more coaching needed? Are students grouped correctly? Has the teacher practiced the scripts sufficiently? Does the teacher have a real commitment to the mission of CCS?

There are no pull-outs when using DI programs; the needs of children are accommodated by giving children placement tests and grouping them according to skills levels. The appropriate placement is where students tend to experience most of what is being presented as easy and sensible; it is not at the edge of knowledge. The appropriate place in the sequence is where students tend to make some mistakes but not too many, and where they are able to complete lessons at close to 100 percent mastery. The more students master, the easier it is to teach new concepts of any kind because the students have a broader base of understanding. Such an approach proved to be successful with many schools in the past, and should be duplicated with CCS as well. There is no advantage to dragging children through a curriculum for which they lag far behind in the necessary skills. When children are placed appropriately, teachers who learned and practiced the strategies listed above will find that they are successful. Since DI curricula have been in the public domain for more than four decades, we can rely on past experience.

It is a truism that you cannot change what you do not measure. To be accountable for identifying and solving problems that prevent acceleration of student performance, the system must have data—both on the performance of every student and on the performance of every teacher. Effective teaching results in positive data about children, which leads to teachers feeling rewarded by their teaching. Administrators reasonably can assume that teachers satisfied with the outcome of their teaching would want to continue in their relationship with CCS.

Accountability encompasses the responsibilities necessary to achieve the acceleration goals. Acceleration will be achieved when the system that causes the acceleration carefully is laid in place and maintained. Accountability begins with the participation of the entire school staff. Further, the school must be accountable for inducing behaviors beyond the classroom that facilitate learning and cooperation. Ultimately, CCS must maintain a high fidelity of implementation over time. The training that leads to teachers being effective and able to accelerate performance of students is the training that future CCS teachers will need. The fidelity of the implementation will be revealed through data and stability in the high performance of

students. Research on teachers shows that individuals can collaborate to block change or inhibit progress just as easily as they can to enhance the process.

DI is a “best practice”; it is not experimentation. The programs have extensive research validation; moreover, they were field tested on children in classrooms *before* publication, unlike many curricula in the public domain. The strategies taught to teachers also will be utilized in teaching content subjects. Considerable sharing and collaboration, however, may occur during weekly staff meetings where individual children and issues will be discussed. For collaboration to bring its intended benefits, it, too, needs to be structured and purposeful, with efforts guided by clear goals for improving student learning.

## **F. Facilities**

The founding group is exploring facilities with the assistance of a realtor from CJM Construction Consulting. The group is interested in renting, leasing, or sharing space in a facility within the city of Jamestown. Exploratory meetings were held with Benderson Development Company, LLC regarding current leasing space available and for growth within Jamestown. The facility would be handicapped accessible. The district closed a school at the end of the 2011-12 school year. To date, however, there is reluctance by the district to permit CCS to lease space in the now-closed school.

An architect from Habiterra Architectural firm provided CCS benchmarks for estimating required space: younger grades require more classroom space than older grades. Typical classrooms are 600 to 900 square feet and \$20 per square foot. Using 60 square feet per student x 25 students per class = 1,500 square feet allocated for each class.

Needs for year 1 consist of the following:

- four core classrooms, each with sufficient capacity for 25 students, and with room to expand four additional classrooms, for a total of eight by 2017-18
- front office space
- health room in close proximity to the front office
- cafeteria/auditorium/gymnasium multi-purpose room
- office space for HOS and Business Administrator for year 1; additional office space may be needed as the school grows.

## **G. Insurance**

Although we have not yet concretely identified a building, Slone-Melhuish & Co, Jamestown, gave us a quote of \$11,650 for the following insurance coverage: General Liability, Workers Compensation, Employee Benefits, Automobile/Bus Liability, Umbrella/Excess Liability, Educators Legal Liability, School Board Errors & Omissions (Directors & Officers Liability), Sexual Misconduct Liability, Crime/Fidelity Coverage, Property/Lease and Equipment Breakdown, Student Accident Coverage .

Once chartered, the Trustees will begin the process of informing the insurance company so that full coverage is provided for the school. The policy will be made available to the NYSED for review; the school will not begin operation until the appropriate insurance policies are effective.

Classical Charter School's Board of Trustees will ensure that appropriate insurance is in place for any building, clearly spelling out the school's responsibility to obtain full insurance coverage needed to run a school.

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

### **Health Service Policy**

The school will request the following health services from the district in compliance with §2854(1)(b) and Education Law §912: school nurse, school psychologist, speech language pathologist. The school requests minimal school health services: physical examinations upon entrance to school and in grades K, 2, and 4; vision screening test upon entrance to school and in grades K, 1, 2, 3, and 5; hearing screening test upon entrance to school and in grades K, 1, 3, and 5; scoliosis (spinal) screening test for all students in grades 5 and 6; the maintenance of cumulative health records; written notification to inform parents, other persons in parental relation to the child, pupils and teachers of the child's health condition; emergency care of ill or injured students; and compliance with enforcement of mandatory immunization requirements; guidance to those in need to know in procedures for preventing and correcting defects and diseases; instructing school personnel in procedures to take in case of accident or illness; survey and make necessary recommendations concerning health/safety aspects of school facilities, plus provision of health information.<sup>62</sup>

All medicines administered to children will have a Form 504, and the school will follow applicable law. Any medication requiring refrigeration will be stored in the refrigerator under lock and key. Other room temperature medications will be stored in a cabinet under lock and key. Only self-directed students may administer medication. Medications (504) will be kept in a locked box in the medical room. The Head of School/Director will have a key. If a child becomes sick during the school day or needs emergency medical treatment, the parent will be notified. Parents must provide names of emergency contacts when students are registered for school. If a parent or designee cannot be reached, appropriate action will be taken by staff (e.g., in an emergency, the child will be taken to W.C.A. Hospital). Efforts will continue to reach the parent or guardian.

### **Food Services**

Classical Charter School will make lunch available to students. CCS will participate in the Federal Free- and Reduced-Priced lunch program administered by the U.S. Department of Agriculture. CCS will contract with Jamestown Public Schools to provide food service to students. The School will use the Federal Income Eligibility Guidelines for determining eligibility for free and/or reduced price meals. In coordination with the district, CCS will comply with all applicable standards and guidelines, such as requirements for meal pricing, determination of eligibility, nutritional value, hygiene, sanitary standards, caloric content, food groups, reporting requirements, and any other areas of compliance.

### **Transportation Services**

Classical Charter School plans to enter into contract with Jamestown Public Schools for the provision of at-cost supplemental transportation services that may be needed for any child. Per §2853(4)(b), a charter school is deemed a nonpublic school, thus requiring notification to the district that transportation services are desired for students whose IEP or 504 plan states that transportation is necessary, and for children living more than two miles from the school. A letter was sent to the district prior to April 1, 2012 requesting transportation services in anticipation of CCS receiving a charter for the 2013-14 school year.

## **I. Family and Community Involvement Furthering the school's mission/program**

Parent involvement is based upon CCS's philosophy that it exists to raise the academic competence of its students. It is CCS's responsibility to involve parents in building a supportive academic environment. Public schools of choice belong to the people, and the school only is as strong as the intelligent and informed support of parents and people in the community. The public understanding of and participation in public schools of choice will only serve to strengthen CCS. Parental involvement is encouraged in development of implementing goals and objectives of the school.

The culture developed within a school is critical in furthering the school's mission and programs. Not only are good grades and scores important, but relationships of all kinds are healthy and matter. Parents should care how both the adults and children treat each other. Good culture is something built carefully and intentionally, requiring dedication, long-term commitment, tenacity, and understanding—for administrators, teachers, parents, and children. CCS will work on keeping morale high among adults. A “gotcha” mentality is to be avoided at all cost. High turnover frequently ensues in such an atmosphere, resulting in no clear culture because both adults and students haven't built connections.

The school's mission will be furthered with a culture of high expectations with no excuses for failure of a child to learn and behave in the school. Additionally, a norm of collaboration needs to be fostered among teachers and school leaders. School leaders must show parents what is happening in the school, talk about the culture, and have specific activities and events to make it happen.

Parents are expected to volunteer at least 15 hours a year at CCS to support the school and help in classrooms. The school community must have a vibrant sense of being a family, which includes parents. Even parents with only minimal education can benefit from being part of the school “family.” Kole Knueppel, co-founder of Schools That Can, stated, “The driver of school culture is having high expectations for kids...mixed with high levels of love and support.”<sup>63</sup> Additionally, added Borsuk of Marquette University Law School, almost everyone feels connected, they all know what the goals are, and they work together to reach those goals. Lunch clubs present an excellent opportunity for parents, organizations, college student volunteers, and senior citizens to team up with children in pursuing interests: martial arts, chess, music, art, school newspaper, board games, sports, to name but a few.

### **Parents/community planning, implementation, program design**

Planning, implementation, and program design of the charter school is being done by the founding group. In order to achieve excellence in education for at-risk and not-at-risk community children, a strong academic program, supported by extensive and rigorous research, is a *sine qua non*. It is doubtful that parents of at-risk children, and possibly even community residents, have the knowledge and expertise to research a viable program that will produce high achievement. The founding group is concerned that fads would be selected—similar to what has occurred in many districts—rather than base selection upon rigorous research and evidence-based curricula. There are many opportunities for implementing parental suggestions in non-academic areas: lunch clubs, as noted above, programs for special holidays, children's chorus, fundraisers, drama, and many others.

## **Partnerships**

Although not in a confirmed partnership, Classical Charter School's philosophy is consistent with the mission of Hillsdale College's Barney Charter School Initiative. The college's mission is as follows: “[Hillsdale College] considers itself a trustee of modern man's intellectual and spiritual inheritance from the Judeo-Christian faith and Greco-Roman culture, a heritage finding its clearest expression in the American experiment of self-government under law.” The Barney Charter School Initiative seeks groups of parents and local citizens who care deeply about education, who are in the process of applying for a charter, and wish to have an association with Hillsdale College. The college provides assistance to the formation of schools' academic programs. With the inclusion of Core Knowledge in CCS's curriculum, strong emphasis is placed upon American history, the Constitution, and civics. Currently, CCS is in an exploratory relationship with Hillsdale College.

## **J. Financial Management**

Classical Charter School will utilize a Business Administrator (BA) to administer the daily fiscal and accounting functions of the School. The Board of Trustees (BOT) and Head of School (HOS) will provide fiscal oversight. The School will contract with an independent certified public accountant (CPA) to provide support to the School in analyzing, reconciling, and adjusting account balances, and to ensure the records are maintained in accordance with generally accepted accounting principles (GAAP). The CPA also may assist in developing the School's charter of accounts and implementation of an accounting software system. Preliminary contact was made with Moore & Myott LLP of Jamestown.

*Internal financial control policies and procedures for CCS:*

### **1. Accounting System**

**Policy:** The school shall maintain an accrual basis accounting in accordance with generally accepted accounting practices (GAAP). All financial statements and reporting to the IRS will use this method.

**Procedure:** The school shall maintain an accrual basis accounting system in accordance with GAAP. All financial statements and reports to the IRS and other governmental entities shall be completed by the school or an accounting firm selected by the school on an accrual basis, or otherwise in accordance with IRS or other regulations.

### **2. Books of Account**

**Policy:** Maintained in accordance with GAAP, and include Budget Reports, General Ledger, and detailed journals for all cash receipts and cash disbursements (including payroll).

**Procedure:** The BA shall maintain all books of accounts. An accounting software package will be utilized to properly record all assets, liabilities, net assets, revenues, expenses and budgets. A certified public accountant will provide support to the BA.

### **3. Chart of Accounts**

**Policy:** A corporate Chart of Accounts in accordance with GAAP shall be developed by the BA to properly record all accounting activity.

**Procedure:** The BA shall record all school fiscal transactions to the Chart of Accounts in accordance with GAAP. The HOS will allocate revenues and expenses.

### **4. Financial Statements**

**Policy:** Financial statements shall be prepared by the BA, reviewed by the HOS and BOT.

**Procedure:** The BA shall prepare monthly balance sheets and statements of activity. These

statements will be prepared in accordance with GAAP, and include a detailed reporting of asset liability, revenue and expense categories, and a comparison between year-to-date actual and year-to-date budget data. Financial statements shall be reviewed by the BOT monthly.

#### **5. Bank Account Management: Issuing/Signing Checks**

**Policy:** Check signing procedures as established by the BOT shall be adhered to by staff.

**Procedure:** School checks shall be signed by the HOS. Checks in excess of \$5,000 will require second signature of a BOT member. Checks shall be issued only when within the approved budget and with the approval of the HOS. Checks shall be prepared for signature by BA. The BA shall not have check signing authority or withdrawal authority. Voided checks shall be retained to insure proper maintenance of checking account records.

#### **6. Bank Account Management: Opening/Closing Accounts**

**Policy:** The signature of the HOS is required to open or close accounts, subject to restrictions of such authority established by the BOT and by state law or regulation.

**Procedure:** The HOS, after consultation with and authorization by the BOT Chair, shall secure any necessary signatures to open or close a charter school account.

#### **7. Bank Account Reconciliation**

**Policy:** Reconciliation of each charter school account shall be done within sixty (60) days of receipt of bank statements.

**Procedure:** The BA shall reconcile all bank accounts monthly. The BA will open all bank statements and review cancelled checks and monthly bank statement activity, and compare the cash receipts log to the deposits listed on the bank statement.

#### **8. Petty Cash**

**Policy:** The school shall maintain a petty cash fund to be used for reimbursements to employees for minimal out-of-pocket business-related expenses, not to exceed \$100.00.

**Procedure:** The BA shall reimburse employees for out-of-pocket expenses, not to exceed \$100.00, upon submission of a petty cash reimbursement voucher, approved by the HOS, receipts required. All receipts will be verified by the BA, make any required payment, and maintain the petty cash fund. Replenishment of the petty cash fund will be documented with a check request prepared by the BA as needed. The BA will count and reconcile the petty cash fund monthly.

#### **9. Accounts Receivable**

**Policy:** The school will maintain accounts receivable in accordance with GAAP for scheduled receipts from the school districts, grants or any other amounts due but not yet received.

**Procedure:** All revenues will be recorded on an accrual basis in accordance with GAAP. The BA will maintain an aged schedule of amounts receivable, which lists payor, date, description, and account. The BA will reconcile such schedule to the general ledger on a monthly basis.

#### **10. Accounts Payable**

**Policy:** The school, whenever practical, shall pay invoices within 60 days of their issue, unless alternative arrangements are made with vendors or unless a dispute arises. Invoices of an amount which precludes payment within 60 days may be put on a payment plan, allowing a monthly payment agreeable to both the school and the vendor, unless another arrangement is reached.

**Procedure:** All accounts payable shall be recorded on an accrual basis in accordance with GAAP. Accounts payable shall be maintained by the BA who shall ensure timely payment and the development of payment plans. The BA also shall maintain an aging of accounts payable schedule listing the payee, transaction date, amount and payable description and account. Payments of invoices shall be processed weekly. All purchases in excess of \$5,000 shall be

approved by the BOT. All invoices will be approved by the BA. No payment will be made without a properly approved invoice or other supporting documentation. All contracts and loans shall be approved by the BOT.

### **11. Payroll System**

**Policy:** The school shall maintain a payroll system approved by the BOT.

**Procedure:** Documentation of authorized pay rates shall be maintained in the employee's personnel file. Personnel files shall be secured with access limited to authorized individuals. The school will contract with a payroll service to provide payroll processing. Personnel will be paid biweekly by check. Personnel electing direct deposit will receive a check stub.

Employee time sheets will be maintained daily. Time sheets, signed by the employee and approved by a supervisor, shall be forwarded to the BA at the end of the pay period for payroll processing. The BA will review the time sheets for signatures and approvals, review time worked and verify for mathematical accuracy, summarize the payroll information and forward it to the payroll service for processing. The BA will review the payroll reports and distribute the paychecks. All payroll charges will be authorized by the HOS. The BA will record each payroll to the accounting system, including any payroll accruals, in accordance with GAAP. The BA will be responsible for payment of all payroll-related liabilities. A deferred compensation program may be established in accordance with IRS and personnel policies and administered by a third party. All services performed by independent contractors will be processed as accounts payable. At the close of the fiscal year, Forms 1099 will be issued to independent contractors in accordance with IRS regulations.

### **12. Mail Management: Incoming Checks**

**Policy:** All incoming mail is opened and distributed by a designated staff person. Any checks received are immediately restrictively endorsed by the mail opener.

**Procedure:** All mail shall be opened by an employee designated by the HOS, except the BA. The designated employee shall record the name, date received, name(s) or donor, address (if available), amount, and type of receipt. The designated person shall stamp the check "for deposit only" into the school's account, and shall present these checks to the BA who then shall prepare the deposit slip and deposit the checks into the appropriate account. A copy of each check shall be attached to a copy of the deposit slip and deposit receipt and shall be filed and used for reconciliation of the bank statement. The BA will receive the documentation related to the cash receipts deposit and record the activity to the accounting system. The BOT will review all cash receipts monthly, including a comparison of amounts received to the budget.

### **13. Budget of Funds**

**Policy:** The BOT shall approve an annual operating budget for the school. Adjustments to budget categories during the year shall be approved by the Board.

**Procedure:** The HOS shall develop, in conjunction with the BA, the school's annual budgets. Budget assumptions in the initial year of operations will be based on known expenditures of similar entities, modified for the school's specifications and expectations. Future budgets will be based on the school's history, specifications and expectations. Budgeted expense categories shall include the cost of personnel instruction, administration, facilities, operations and other spending categories of the school. Detailed expenses, such as supplies, repairs and maintenance, travel, contracted services, utilities, rent, and other expenses will be budgeted according to the above spending categories. The BOT will approve the annual budget of the school by June 1 of the immediately preceding year. The Board also will approve any amendments proposed during the

year. The BOT will compare year-to-date revenues and expenditures to the budget and review significant variations on a monthly basis.

#### **14. Capital Depreciation: Dispositions and Depreciation**

**Policy:** The school shall, either independently or with the assistance of an accountant, maintain appropriate fixed assets and related depreciation accounts.

**Procedure:** All property and equipment acquisitions and dispositions shall be approved by the BOT. Assets in excess of \$500 shall be capitalized and depreciated over their useful life in accordance with GAAP for nonprofit organizations. Asset purchases of under \$500 and software purchases shall be expensed. The BA will reconcile the fixed asset and related depreciation schedules to the general ledger account monthly.

#### **15. Staff and Travel Expenses**

**Policy:** Staff shall be reimbursed for travel and related expenses while on approved school business.

**Procedure:** All out-of-town travel shall be approved by the HOS in advance. Travel reimbursement forms shall document pertinent information. All receipts and substantive documentation must be attached to the travel reimbursement form. Submitted travel reimbursement forms shall be reviewed by the BA. Staff shall be compensated within 20 business days of submissions of a complete and accurate reimbursement form to the BA, reviewed, and approved for payment; requests submitted by the BA and HOS shall be reviewed and approved for payment by a member of the BOT.

#### **16. Audits: Financial Regulatory Forms**

**Policy:** Independent audits of the financial statements shall be conducted annually by a New York State Certified Public Accountant selected by the BOT. Annual financial audits will be conducted in accordance with generally accepted auditing standards. Financial regulatory forms shall be completed as necessary by the school or accounting firm selected by the HOS and BA.

**Procedure:** Appropriate financial forms and reports shall be filed with the charter entity, federal government and appropriate state agencies. Upon completion, audits shall be reviewed by the BA and HOS and submitted to the BOT for review.

#### **17. Insurance**

**Policy:** The school shall maintain appropriate insurance coverage.

**Procedure:** At a minimum, the following insurance shall be maintained: (a) Commercial Package (including property and liability); (b) Directors and Officers Liability; (c) Disability; and (d) Workers Compensation. The school also shall contribute to the state Unemployment Insurance Fund in accordance with applicable law.

#### **18. Personnel Leave**

**Policy:** The school shall carry accrued vacation leave on financial statements as a liability, in accordance with personnel policy.

**Procedure:** Employees use of accrued leave shall be requested of the designated person in accordance with established personnel policy. Personnel records, including accounting of accrued leave, are maintained by the designated person.

#### **19. Contracts**

**Policy:** The execution of contracts and grants shall be within the scope of the school's mission, goals, and annual plans.

**Procedure:** The school may enter into contracts for such things as professional services or rentals or to perform a function with the scope of the school's mission, goals, and annual plans. All

contractual agreements shall be in writing, and signed and dated by the HOS. All contracts of the school must be approved by the BOT.

#### **20. Investment Policies**

**Policy:** The school's funds shall be invested in money market funds and certificates of deposit.

**Procedure:** The HOS shall identify excess funds available for investment, and approve the transfer of such funds to be made by the BA.

#### **21. Borrowing Funds**

**Policy:** All borrowing of funds, and the establishment or increase of all credit lines must be approved by the BOT.

**Procedure:** Based on annual audits, financial statements, and cash flow projections, the HOS may establish credit lines and borrowing limits as directed by the BOT. Borrowed funds will be repaid with appropriate, measurable and identifiable revenues in accordance with GAAP. The BA or his/her designee shall alert the BOT if lines of credit or borrowing limits ever are not adequate to meet the needs of the organization. The BOT may amend the borrowing policy and credit limits.

#### **22. Bequests and Contributions**

**Policy:** Non-restricted bequests and contributions shall be used for operations or special projects as designated and approved by the HOS and/or the BOT, consistent with conditions set forth by the BOT. Bequests and contributions that are donor restricted shall be used for the purpose articulated by the donor, except that in no case shall the school accept any such bequest or contribution for which the donor restriction violates any federal or New York state law.

**Procedure:** Bequests and contributions will be properly budgeted and accounted for in accordance with GAAP for nonprofit organizations. The BA will maintain supporting schedules to document revenues and expenditures related to unrestricted, temporarily restricted, and permanently restricted net assets. Non-restricted bequests and contributions shall be used for operations or special projects as designated and approved by the HOS and/or BOT. Bequests and contributions shall be used for the purpose articulated by the donor. The BOT will review/approve expenditures monthly basis in accordance with donor stipulations.

#### **23. Credit Cards**

**Policy:** The school may maintain corporate credit cards which shall be issued to staff as designated by the HOS. Such credit cards shall be used solely for school business.

**Procedure:** All credit cards account billing shall be given immediately to the BA. The BA shall maintain a system of all charges reported by staff; each charge shall be checked against the bills. The use of credit cards shall adhere to established personnel policy. In the event of termination of employment, staff shall be required to return any credit cards that have been issued to them.

#### **24. Purchasing Practices**

**Policy:** Guiding the purchase of all goods and services will be: (a) price; (b) quality; and (c) dependability. Particular vendors may be chosen for any one or any combination of these factors. At all times the selection of a particular goods, service, or vendor shall be with the intention of maintaining a top-quality school.

**Procedure:** For a product costing more than \$10,000, the HOS or her/his designee, shall make reasonable effort to secure quotes and product specifications from three providers of the product or a similar product. All contractual agreements shall be in writing, and signed and dated by the HOS or her/his designee.

**K. Budget and Cash Flow**

The start-up period will run from January 2013 through June 30, 2013. Costs during this period are minimal, including hiring the head of school (HOS) and business administrator (BA) for the purpose of getting the school up and running, as well as overseeing the lottery process. Total start-up budget is less than \$90,000. The school will begin fund raising efforts once chartered. The group plans to approach local foundations, and to explore other funding avenues.

Classical Charter School's start-up budget plan, year 1 budget, and the budgets for years 2-5 are conservative on both the revenue and expense side. A balanced budget, using the 95% level, is projected for each year of the first charter period. The following assumptions are made regarding the budget:

- Per pupil revenue from the district will be a flat \$10,164 over the life of the charter.
- Fifty-four percent of students are eligible for free lunch.
- Insurance coverage will begin July 1, 2013.
- The School will apply for Title I funding.

The following is staffing for the charter period:

<b>Position</b>	<b>Start-Up</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Head of Sch/Dir	1	1	1	1	1	1
Business Admin.	1	1	1	1	1	1
Teachers		4	5	6	7	8
Substitute Teacher		1	1	1	1	1
Paraprofessionals		2	2	2	3	3
Secretary		1	1	1	1	1
Custodian		1	1	1	1	1
<b>Total</b>		11	12	13	15	16
<b>No. Students</b>		100	125	150	175	200

Compared to other parts of the state, particularly downstate, salaries in Chautauqua County are considerably lower. Salaries are expected to increase by three percent per year. For those who elect to join, a retirement plan will be offered; the School will match up to three percent of an employee's salary. It is expected that 50 percent of employees will join the plan. The School will provide health insurance through Healthy New York, implemented by Independent Health.

A potential facility is available through Benderson Development Company, LLC, Buffalo, that will permit the school to grow. Leasing would be \$5 per square foot. The group continues to explore other facility options, however. The budget includes all costs of running the school, including academic purchases, textbooks, assessment program, most furniture, computers for staff, white boards, utilities, and insurance, among other daily costs.

Once chartered, we will apply for all monies for which the school is eligible. In the event that we receive money, we will modify staffing, as well as consider ideas such as musical instruments for students.

Classical Charter School is showing a balanced budget each year of the charter, including start-

up phase. All assumptions are very conservative. Further, CCS chose to build the budget based on 95 percent figures rather than on 100 percent. The budget includes no fund raising or grants (except the Charter School Program (CSP) Planning and Implementation grant). Without any additional fund raising or securing any further grants, the school still has a surplus of slight more than \$4 million. CCS will begin raising money once chartered to ensure that the budget remains balanced.

### L. Pre-Opening Plan

The school's pre-opening period will be considered January 2013 through August 2013. The pre-opening period will set the groundwork for successful execution of the school. Key: HOS=Head of School; BA=Business Administrator; S=Staff; BOT=Board of Trustees.

Task	J	F	M	A	M	J	J	A	Responsible Party
<b>Management</b>									
Elect officers, adopt bylaws, develop policies	x	x	x						BOT
Handbook: Staff policies; Human Resources plan	x	x	x						BOT, HOS
<b>Staff</b>									
Hire Business Administrator	x	x	x						BOT, HOS
Recruit key staff	x	x	x	x	x	x	x		HOS, BA
Develop professional development plan	x	x	x	x					HOS, BA
<b>Education Plan</b>									
Ensure curriculum alignment w/ NYS learning standards	x	x	x	x	x	x	x	x	HOS
Order curriculum materials	x	x	x						BA
Set up classrooms							x	x	HOS, BA, Staff, BOT
PD for staff (2 weeks)								x	HOS
<b>Outreach, Lottery, Enrollment</b>									
Family/student outreach	x	x	x						HOS, BA, BOT
Student lottery; receive applications by 4/1/13; wait list; notify families				x	x				HOS, BA
Request records from public schools					x	x			HOS, BA
New student/parent orientation								x	HOS, BA, Staff
<b>Facilities</b>									
Research w/ brokers; Identify site; meet disability regulations	x	x	x						HOS, BA, BOT
Adapt site			x	x	x	x			HOS, BA, BOT
Obtain Certificate of Occupancy						x	x		BA
Renovation/equipment needs; research vendor costs; purchase	x	x	x	x	x	x			BA

<b>Operations</b>									
Organize website			x						HOS, BA
Organize food service, transportation plan					x	x			BA
<b>Financial Management</b>									
Fund raising; solicit funds from professional networks			x	x	x				BA, BOT
Research and apply for grants			x	x	x				HOS, BA
Develop financial management plan; budget; bank account; insurance; 501c3 status application	x	x	x						BA
Explore necessary software	x	x	x						BA
Research insurance	x	x	x						BA, BOT

**M. Dissolution Plan**

In the event CCS must be dissolved, the process will be managed in accordance with Education Law § 2851(2)(t):

1. notification to parents of children enrolled in CCS
2. a list of students attending CCS will be sent to the local district
3. student records will be transferred to the district; parents will be notified of the transfer
4. remaining assets, after satisfaction of outstanding debts pursuant to Education §220, will be transferred to another charter school
5. an escrow fund of \$75,000 in the budget plan will be used to pay for legal and audit expenses that would be associated with the dissolution.

The BOT chair, Head of School, Business Administrator, and legal counsel will review and confirm a dissolution plan and timeline. In addition to enumerated steps above, the Head of School will conduct a school-day meeting with students to discuss the school's closing and the ensuing placement process. An evening meeting with parents and others will be held to discuss CCS's closing and the transfer of students to other public schools. Additionally, CCS will use its website as a primary source of information about the school's closing, the dissolution process, and the return of students to their district schools.

The Business Administrator will provide written notice to the district(s) regarding transportation, food service closure to ensure adequate time for modifications to existing practices and procedures. The Business Administrator also will be responsible for developing a plan that will direct a smooth and efficient transfer of assets process: maintain an up-to-date inventory of the assets of the school; attend to the payment of all CCS's outstanding debts; determine the process for distribution of assets (which school(s), when, how, by whom). The plan will be presented to the Board of Trustees for review and approval prior to implementation.<sup>64</sup>

## Attachment 1

### Admissions Policy and Procedures

Classical Charter School is a non-sectarian, public school. Classical Charter School does not discriminate on the basis of ethnicity, national origin, religion, gender, or disability. The admission process is as follows:

#### Application and Admission Periods and Procedures

After Year 1, where CCS will recruit incoming K-3 grade children, Classical Charter School will hold a recruitment period for students entering kindergarten. The period lasts for a minimum of thirty days. By the New York Charter Schools Act, applications will be accepted from February 1 until the close of business on April 1 of each year. Applications are available in the main office. Applications can be completed in person, mailed, or e-mailed as an attachment to anyone requesting an application. All completed applications must be dated to indicate receipt and must show the initials of the staff member accepting the application. Students who will be five by December 1 of the current year are eligible for kindergarten. Students who will not be five by that time are not permitted to complete an application.

If an admission preference is checked, applicants must provide proof of eligibility by the application deadline. Documentation provided by parents that is not eligible will void an application's eligibility for an admission preference unless corrected before the application deadline. Families who submit an application with an admission preference, but submit documentation after the application deadline, will be considered timely for the lottery, but they will not be eligible for any admission preference.

Classical Charter School will have two admission preferences: sibling and community school district. Parents must provide legal documentation at the time of application that they qualify for one of the enrollment preferences.

#### ***Sibling***

In order to meet the needs of parents and guardians that care for more than one child attending elementary school, enrollment preference is given to siblings of currently enrolled students that *reside in the same home*. For this purpose, in order to be considered for sibling status, applicants must meet one of the following criteria:

1. Brothers or sisters that reside in the same home under the supervision of the same parent(s) or legal guardian(s);
2. Children that reside in the same household that have the same legal caregiver. *Legal proof of guardianship and residence are **required** for both instances.*

The sibling preference is paramount to other preferences. Families who qualify for other admission preferences, but not the sibling preference, will be admitted, depending on the number of available spaces, *after* families who qualify for the sibling preference.

Any of the following documentation meet the standard for legal proof of guardianship:

- Birth certificate, with name of parent submitting an application listed on the certificate
- Court documentation from the State of New York verifying legal guardianship.

Any of the following documentation meet the standard for proof of residence:

- Apartment lease or deed, with name of parent submitting an application listed on the certificate;
- An original, notarized letter from a landlord or management company attesting that the applicant lives at the residence in question;
- Two current billing statements, with the name of the parent submitting an application listed on the proof of guardianship. The following constitute acceptable forms of billing statements:
  - Gas utility bill
  - Electricity utility bill
  - Cable television bill
  - Receipt of rent payment
  - Pay-stub from employer
  - Bank statement.

### ***Community School District***

The second preference applies to applicants who reside within the community school district in which the charter school is located.

This preference does not supersede the *sibling* preference, but it is secondary to it. An applicant with only a community school district preference will not earn a spot *before* a student with a sibling preference.

### **Outreach Plan**

- **Information sessions and tours:** During the recruitment period, open houses are held weekly in the morning and evenings. These meetings are open to all interested families and provide families with an opportunity to complete applications. During the school year, school tours will be available weekly by contacting the school's main office.
- **Website:** Classical Charter School will leverage its website to disseminate information about upcoming information sessions and tours.
- **Community outreach:** Classical Charter School will seek and develop relationships with organizations that serve families of preschool children within the community, including those that service students with disabilities and English Language Learners. These organizations include, but are not limited to, local day care centers, preschools, Head Start programs, community boards, community-based organizations (health-based organizations, WIC Centers, etc.), and public libraries in the community school district. In addition to mailings announcing our recruitment period, Classical Charter School staff also will make presentations to Head Start and other programs that have potential

applicants. This information will include school brochures and the dates of upcoming information sessions, as well as key features of Classical Charter School's academic program.

- **Flyers:** Flyers are distributed to all current students
- **Language Accessibility:** Staff persons are available at open house to work with Spanish-speaking families.

All methods of outreach, including information sessions, tours or any meetings and interviews used during the recruitment period expressly will state that they are not a requirement for admission.

### **Lottery: When student application numbers exceed available space**

If the number of applications submitted exceeds the number of spaces available in kindergarten admission class, a lottery is conducted. Postcards announcing the date and location of the lottery are mailed to all applicants following the application deadline. The lottery date also will be posted on the student application. Kindergarten lottery is held between April 1 and April 15. It is open to the public.

All kindergarten applications received before the April 1 deadline are entered into a drawing where all names are called. When a name is drawn from the lottery, it is posted immediately on Classical Charter School's lottery board, where spaces have been reserved for families who qualify for the sibling and community school district preference, in that order.

Following the lottery, letters are mailed to inform parents/guardians of acceptance of their number on the waiting list. Parents/guardians of accepted students are asked to RSVP and attend a scheduled enrollment date.

### **Ensuring that Admissions Process Adheres to Legal Requirements**

Prior to conduction of the lottery, an independent, unaffiliated observer of the lottery will review the applications and assure the following:

- All applicants turned five years of age by December 1 of the school year that they are entering;
- Every application received from Classical Charter School within the February 1 to April 1 time-frame had a corresponding lottery card with the student's name on it.

The drawing also is performed under the observation of an independent, unaffiliated observer, who will bring the lottery cards to the lottery site in a sealed envelope following review. During the lottery, the observer will assure that the following standards are met:

- The procedures for the lottery were read aloud to the public and available for public viewing;
- Each eligible kindergarten application had a card that was placed into the lottery drum, and that no other materials were placed into the drum;
- Names of applicants were drawn directly from the lottery drum, and from no other source;

- Names were called out accurately;
- Names were recorded accurately on the lottery board and in the lottery logs kept by Classical Charter School staff during the time of the lottery, according to procedures described at the lottery.

The lottery board also is open to the public as well as a lottery log that records names of kindergarten applicants as they are called.

### ***Wait-List Management***

The wait-list is comprised of applications that were not selected from the kindergarten lottery as well as applications submitted throughout the school year. Wait-list applications are accepted year-round for grades 1 through 3, and for the current kindergarten class after the pre-determined application deadline. These applications are placed on the wait-list by the date and time the application was received. Kindergarten applications received after the April 1 deadline are placed in order of receipt *behind* applications placed on the wait-list from the kindergarten lottery.

Wait-list applications are considered active until the application is pulled from the wait-list (and a parent either accepts or declines the offer), a parent withdraws the application, or the grade level and class pertinent to the application has graduated from Classical Charter School.

In the event that a child's grade level placement has changed between the time of application and the time that the application is called from the wait-list (e.g., retention or promotion), the student's application will be placed in the appropriate grade level, in order of date and time applied. If the application is eligible for an admission preference, it will be placed within that preference, in order of date and time applied.

### ***Wait-List Enrollment Procedures***

Wait-list applications are considered if space becomes available at the beginning of each new school year or when space becomes available at Classical Charter School. Calls are made to all telephone numbers available on the application, and a record of those calls is maintained. Parents must accept within 24 hours of the telephone call or their space will be forfeited to the next applicant on the wait-list.

### ***Admissions Preferences and the Wait-List***

Wait-list applications are ordered first by the kindergarten lottery results, followed by the date and time of applications received post-lottery. Additionally, the wait-list is subject to the same admissions preferences as those in the lottery. Applications of families who qualify and provide evidence of admission preference will move up to the top of each grade's wait-list; order within each preference is determined by the date and time of application.

Families who qualify for the sibling preference automatically move to the top of their respective grade's wait-list. With the New York Charter Schools Act, the admission preferences will include both the sibling and the community school district preference. Families who qualify for the

sibling preference will move to the to of the wait-list, followed by families who qualify for community school district preference.

### ***Withdrawal or Transfer Procedures***

Parents/guardians may withdraw their child at any time from Classical Charter School. When a parent or legal guardian withdraws a student from the school, they must complete a withdrawal form. This form can be obtained from the main office. The withdrawal process is complete when the signed withdrawal form is returned to the main office and is logged into the appropriate data systems. This includes confirming enrollment with the new school.

In the case that returning students do not attend the first day of school, they are subject to the same 24-hour rule that applies to families being called from the wait-list. Following the first absence, Classical Charter School calls absent students and gives them 24 hours to report to school. If the student does not report to school within that time-frame, the returning student is considered to have withdrawn. Auto-withdrawn students must submit a wait-list application and be placed in the order of date and time of application.

Classical Charter School staff will not send out information on any student at any time unless an official request has been made from another school on behalf of the student who withdrew. When a parent or legal guardian withdraws a student from the school, they first complete a withdrawal form. This form can be obtained from the main office. The withdrawal process is complete when the signed withdrawal form is returned to the main office and is logged into the appropriate data systems. The new school is contacted to confirm enrollment. If a parent/guardian's signature cannot be obtained, the student is considered officially withdrawn only after enrollment at the new school is confirmed. Once the student officially is withdrawn, the student's file is moved from the current student file to a withdrawn student file cabinet. Withdrawn student files are maintained in the main office and filed by the year of withdrawal. Records of students will be kept for nine years.

**Attachment 2**  
**Samples of Evidence of Community Outreach**

**Letter to Jamestown Board of Education**

24 East Main Street  
Frewsburg, NY 14738  
October 10, 2011

Board of Education  
Jamestown Public Schools  
197 Martin Road  
Jamestown, NY 14701

Dear board of education members,

This letter is to inform you that it is the intent of our founding group to file application with the state education department in January 2012 to become a charter school in the Jamestown area, serving Jamestown and children of interested parents in the surrounding area. We feel that it is important to offer parents an educational choice for their children. Classical Charter School is designed as kindergarten through grade 3, with a grade to be added each successive year until it is a K-6 school.

It is our wish to work cooperatively with the district in educating at-risk children. The board of regents looks with favor upon cooperative arrangements between a district and charter schools within the district. We believe that we can be helpful in this task. Further, as advocated under Education Law §2852, we are willing to partner with Bush School, a low-performing school within the district, to which some children in the Rogers School area will be sent. We note with dismay high failure rates, particularly in English Language Arts (2009-10 school year), for some grades and schools. Bush School grade 4, for example, showed a failure rate of 71 percent; Love, grade 4, 64 percent; Jefferson, grade 6, 70 percent. Highest failure rates were noted at Washington: grade 8, a dismaying 78 percent; grade 7, 72 percent; with grades 5 and 6 both falling at 65 percent. We wonder what the impact will be upon academics at the high school with the entry of such low-performing students? Other grades showed somewhat lower percentages but nevertheless quite high.

Additionally, we strongly urge the board of education to give serious consideration to leasing space to Classical Charter School at Rogers School, which, according to our understanding, is to be used for other purposes at the close of the current school year. District parents and community residents are very disconcerted that this community treasure, expensively upgraded and rewired for computer use with taxpayer money, will be converted to a function other than as a school in which Jamestown children will be educated.

We seek further discussion with the board of education and superintendent regarding what is written above. It is to the advantage of all parties—Jamestown's children, the district, and Classical Charter School—to work together cooperatively.

Sincerely,

The Rev. Mel McGinnis, founding group member, Classical Charter School  
cc: Mr. Daniel Kathman, Superintendent

To: Individuals and organizations interested in academic excellence for young children

From: Founding group for Classical Charter School

Date: November 19, 2011

The founding group for Classical Charter School, a potential charter school for Jamestown and the surrounding area, sees a need to offer parents a choice in the type of education their children receive. As such, we plan to file application in January 2012 to obtain a charter. If our group is successful, opening will be September 2013. To our knowledge, there is no other charter school in our area.

We plan to give a presentation on Classical Charter School, December 3, 2011, 2 PM, in the Fireplace Room at the Prendergast Library. We are asking for your help in informing others about our December 3<sup>rd</sup> presentation, and posting the enclosed flyer.

Our current thinking is that Classical Charter School initially will open as a kindergarten through grade 3 school, 20 children per grade. Additional grades and classes will be added each successive year until the school is K-6. Classical Charter School will offer a rigorous academic program. The programs we chose are powerful, validated by research, and with years of demonstrated effectiveness for children of all abilities—high-performers, average, low-performers, children with disabilities, and especially for at-risk children.

It is important that a potential charter school demonstrate community interest and support for academic excellence for young children—especially for at-risk children in our community and in the surrounding area. We need the involvement of many: parents of young children, community residents, interested individuals, organizations, churches, and various groups.

In you have questions, concerns, or comments, please contact:

Deann Nelson

487-7225

[dsnelson67@gmail.com](mailto:dsnelson67@gmail.com)

# **CLASSICAL CHARTER SCHOOL**

## **Foundation for Academic Excellence\***

**A proposed K-3 school. A grade added each year to K-6.**

*Providing Educational Choice to Jamestown  
and the Surrounding Community*

**December 3, 2011 2 PM**

at

**Prendergast Library, Fireplace Room  
509 Cherry St., Jamestown, NY**

**Parents, grandparents, community residents,  
and anyone interested in academic excellence  
for young children:**

**ALL are invited to a community presentation  
to learn about Classical Charter School**

**\*Children who leave grade 1 as poor readers have nearly  
a 90% chance of being poor readers in grade 4.**

**Press Release for 12/03/11 Event  
Classical Charter School**

The founding group for Classical Charter School, a proposed charter school for Jamestown and the surrounding area, desires to provide parents with a choice in the type of academic education their children receive. A presentation about the proposed school will be given at 2 PM, Dec. 3, 2011 in the Fireplace Room at the Prendergast Library, 509 Cherry Street, Jamestown.

Classical Charter School will provide a strong foundation for academic excellence, beginning in kindergarten. Programs will be used that are powerful, validated by research, and with years of demonstrated effectiveness for children of all abilities—high-performers, average, low-performers, children with disabilities, and at-risk children.

It is important that a potential charter school demonstrate community interest, support, and involvement for academic excellence for young children. We urge parents of young children to attend, as well as community residents of all ages, and representatives of organizations, churches, and various other groups that have knowledge about, or come in contact with, at-risk children.

The founding group believes that academic achievement largely is a function of the instructional programs and methods used by a school, and that all children can master basic skills. The group is concerned by research informing that nearly 90 percent of children who leave grade 1 as poor readers will continue to be poor readers in grade 4. Moreover, 74 percent of children who leave grade 3 as poor readers continue to be poor readers in high school, putting graduation in jeopardy. Tragically, children who do not master basic skills become lost academically, and frequently become discipline problems, negatively affecting every aspect of their lives. Classical Charter School seeks to prevent these tragedies.

## Facebook Comments

**Food For Thought- The Superintendent from Jamestown City School District stated on January 13, 2012 in the Post Journal; "We need teachers to improve their techniques. We have to improve our curriculum. We have to improve our supervision of students. We have to engage many more parents and families. It only works when all of the pistons are working together, and there's lots to do," REALLY MR. ...KATHMAN? It was brave of you to admit there is a big problem in the Jamestown Public School District. Something that all of us have known for many years. Sadly, so many children have slipped through the cracks. To read the entire article The Race Is On -JPS Using Race To The Top Funds In Multiple Ways click here: <http://www.post-journal.com/page/content.detail/id/597424/The-Race-Is-On.html>**

**See More**

**[The Race Is On - post-journal.com](http://www.post-journal.com) | [News, Sports, Jobs, Community Information - Jamestown](#) | [Post-Jou](#)  
[www.post-journal.com](http://www.post-journal.com)**

For Deke Kathman, Jamestown Public Schools superintendent, the federal Race to the Top program is a good thing.

**Did you know that Direct Instruction, one of the most powerful programs for teaching basic skills to young children, also is used around the world?: Australia, England, Philippines, Africa, to name but a few. Children master basic skills. Because they're successful, they enjoy school. The skills they learn are used in acquiring further knowledge because they have learned to read well, perform math well, spell and write well.**

### Classical Charter School-Jamestown

Thanks for the kind words about the presentation. It should be stated that Classical Charter School wants to work cooperatively with the district. We have made this known in a conversation with the superintendent and with a letter to the board of education. Further, the state education department encourages charter schools to partner with low-performing schools. As such, we proposed to the board and superintendent that CCS partner with Bush School, a K-

### Classical Charter School-Jamestown

Several months ago, there was an article about Rogers School being utilized for a charter school, in the Jamestown Post Journal. I thought that it was worth posting. Please click link below:

<http://www.post-journal.com/page/content.detail/id/586660/Use-Rogers-For-Charter-School.html?nav=5071>



### Classical Charter School-Jamestown

**The founding group for Classical Charter School, a potential charter school for Jamestown and the surrounding area, sees a need to offer parents a choice in the type of education their children receive. As such, we plan to file application in January 2012 to obtain a charter. If our group is successful, opening will be September 2013. To our knowledge, there is no other charter school in our area.**

**We plan to give a presentation on Classical Charter School, December 3, 2011, 2 PM, in the Fireplace Room at the Prendergast Library. We are asking for your help in informing others about our December 3rd presentation.**

# **Would you like your child to attend a school where children:**

- excel in reading?
- master math?
- learn rich content in history, science, art, and music?
- learn values, decorum, respect, discipline, and studiousness?

## **Come and Learn About**

# ***CLASSICAL CHARTER SCHOOL***

March 16, 2012 7 pm

Prendergast Library

Fireside Room

509 Cherry St., Jamestown

Pass the word to friends and community members.

See Classical Charter School on Facebook.

# Quiere usted que su niño asista a una escuela donde los niños:

- ¿Tienen éxito en las matemáticas y en la lectura?
- ¿Aprenden contenido rico en la historia, las ciencias, el arte, y la música?
- ¿Aprenden respeto, disciplina y como ser estudiosos?

Venga y Aprenda de

## *CLASSICAL CHARTER SCHOOL*

El 16 de marzo a las 7 de la noche  
Prendergast Library  
Fireside Room  
509 Cherry St., Jamestown

Invite a sus amigos y los miembros de la comunidad.  
Venos en Facebook.

To: Individuals and organizations interested in academic excellence for young children  
From: Founding group for Classical Charter School  
Date: March 4, 2012

The founding group for Classical Charter School, a potential charter school for Jamestown and the surrounding area, sees a need to offer parents a choice in the type of education their children receive. **Failure rates for Jamestown students on state tests are high. All 3 middle schools are on a state list of schools needing improvement.** In 2011, nearly 60% of Jamestown students in grades 3-8 failed the ELA test. That means they could not read, write, or spell well. Think of the impact this will have on Jamestown High School as these students move to grade 9!

By June 25 we must submit a letter of intent to the state education department. The application deadline is July 18, 2012. If our group is successful, Classical Charter School will open September 2013. To our knowledge, there is no other charter school in our area.

**We plan to give a presentation on Classical Charter School, 7 PM, March 16, 2012, in the Fireplace Room at the Prendergast Library. We are asking for your help in attending our March 16 presentation, informing others, and posting the enclosed flyer.**

Classical Charter School will open as a kindergarten through grade 3 school, 20 children per grade. Additional grades and classes will be added each successive year until the school is K-6 (possibly K-8). Classical Charter School will offer a rigorous academic program. The programs we chose are powerful, with years of demonstrated effectiveness for children of all abilities.

It is important that a potential charter school demonstrate community interest and support for academic excellence for young children—especially for at-risk children in our community and in the surrounding area. We need the involvement of many: parents of young children, community residents, interested individuals, organizations, churches, and various groups.

In you have questions, concerns, or comments, please contact:  
Deann Nelson      487-7225      [dsnelson67@gmail.com](mailto:dsnelson67@gmail.com)

### Attachment 3a

#### Sample Weekly Student and Teacher Schedule: Grade 3

TIME	MONDAY	TUESDAY	WEDNESD..	THURSDAY	FRIDAY
8:00-8:30	8:00 Teachers arrive; 8:15-30 Students arrive	8:00 Teachers arrive; 8:15-30 Students arrive	8:00 Teachers arrive; 8:15-30 Students arrive	8:00 Teachers arrive; 8:15-30 Students arrive	8:00 Teachers arrive; 8:15-30 Students arrive
8:30-9:00	Morning Gathering	Morning Gathering	Morning Gathering	Morning Gathering	Morning Gathering
9:00-10:30	*Reading, Spelling, Writing	*Reading, Spelling, Writing	*Reading, Spelling, Writing	*Reading, Spelling, Writing	*Reading, Spelling, Writing
10:30-10:45	Recess/Snack	Recess/Snack	Recess/Snack	Recess/Snack	Recess/Snack
10:45-12:00	Mathematics, Precision Teaching	Mathematics, Precision Teaching	Mathematics, Precision Teaching	Mathematics, Precision Teaching	Mathematics, Precision Teaching
12:00-1:00	Students: Lunch/Recess/ Clubs; Teachers: Lunch/Planning	Students: Lunch/Recess/ Clubs; Teachers: Lunch/Planning	Students: Lunch/Recess/ Clubs; Teachers: Lunch/Planning	Students: Lunch/Recess/ Clubs; Teachers: Lunch/Planning	Students: Lunch/Recess/ Clubs; Teachers: Lunch/Planning
1:00-2:30	CK† Am/world History & Geography, Art, Music. Science. Writing in content subjects, PE	CK† Am/world History & Geography, Art, Music. Science. Writing in content subjects	CK† Am/world History & Geography, Art, Music. Science. Writing in content subjects	CK† Am/world History & Geography, Art, Music. Science. Writing in content subjects, PE	CK† Am/world History & Geography, Art, Music. Science. Writing in content subjects
2:30-3:00	Independent Reading, Interventions, Precision Teaching	Independent Reading, Interventions, Precision Teaching	Independent Reading, Interventions, Precision Teaching	Independent Reading, Interventions, Precision Teaching	Independent Reading, Interventions, Precision Teaching
3:00-3:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:15-4:00	Teacher Planning + S. help	Teacher Planning + S. help	Staff Meeting	Teacher Planning + S. help	Teacher Planning + S. help

\*Homogeneous grouping for reading instruction across the grades. This necessitates a uniform schedule throughout the school day. The schedule is modified for low-performing kindergarten children: a PM language/reading period is provided until it is determined that *Reading Mastery I* will be completed by end of school year.

†Core Knowledge

**Attachment 3b**

**Proposed School Calendar 2013-2014**

August			January		
5-9	Teacher Professional Dev.		2	Staff and students return to school	
12-16	Teacher Professional Dev.		17	NO SCHOOL: Martin Luther King Day	
19-23	Teacher Professional Dev.				
26-30	Teacher Professional Dev.				
				Instruction Days	21
September			February		
2	Labor Day		17	NO SCHOOL: President's Day	
4	FIRST DAY OF SCHOOL		21	Teacher Professional Dev.	
26	OPEN HOUSE				
	Instruction Days	19		Instruction Days	19
October			March		
14	NO SCHOOL: Columbus Day		21	Teacher Professional Dev.	
	Instruction Days	22		Instruction Days	20
November			April		
7-8	Teacher/Parent Conferences: Modified Program		14-25	NO SCHOOL: Spring Break	
11	NO SCHOOL: Veterans Day		28	Staff and students return to school	
27-29	NO SCHOOL: Thanksgiving				
	Instruction Days	17		Instruction Days	12
December			May		
23-31	NO SCHOOL: Break		26	NO SCHOOL: Memorial Day	
	Instruction Days	15		Instruction Days	21
			June		
			25	Half-day	
			26	Half-day	
			27	LAST DAY OF SCHOOL	
	Instruction Days = 183			Instruction Days	17
	Professional Dev. Days = 22				
				Total Instruction Days	183

## **Attachment 4 Student Discipline Policy**

### **EARLY IDENTIFICATION / RESOLUTION OF STUDENT DISCIPLINE PROBLEMS**

Student support personnel, administrators, teachers, and others should communicate about students when they believe such students present a possible discipline problem. Appropriate personnel will conduct an investigation of the reports and/or communication, which may include conferences with the student, parents/guardians, teachers, other support personnel or others, as s/he deems appropriate for the early identification and resolution of the suspected problem. If an administrator suspects that the problem may be a manifestation of a disability, s/he will refer the matter to the appropriate Committee on Special Education in the manner prescribed by 200.4 of the Commissioner's Regulations and by School policy.

### **EXPECTATIONS FOR APPROPRIATE STUDENT BEHAVIOR**

Classical Charter School is an academic institution. All behaviors should reflect the seriousness of this endeavor. Every effort is made by teachers and staff to provide positive discipline—that is, to catch children being good. Each student is a valuable member of the school community. A community which values the dignity and worth of each individual is created by each member taking personal responsibility for his or her behavior and respecting the personal and cultural differences of others.

Students will display a courteous attitude at all times. When students fail to do this, disciplinary action may take place. Discipline and self-control are essential to the academic and social success of each child. Classical Charter School is committed to fostering in each student self-discipline, sound moral character, and respect for our community of unique individuals. With these ethics in mind, the following expectations apply:

#### **Students will:**

- Show respect for teachers and supervisors at all times.
- Treat others respectfully and politely, observing the golden rule of doing unto others as they would want to be treated.
- Strive to maintain high academic standards.
- Respect the personal space, property, and privacy of others.
- Be kind, courteous, and thoughtful.
- Respect and keep our environment clean.
- Complete all class assignments and submit when due.
- Exhibit a spirit of scholarship and good sportsmanship.
- Exercise good manners at all times. This includes:
  - Not interrupting others or speaking out of turn.
  - Raising one's hand to be called upon.
  - Addressing adults by their appropriate title (Mr., Mrs., Miss, Ms., Dr., etc.)
  - Using polite responses frequently, such as: “Thank you,” and “Please.”
  - Use appropriate language. Swearing is forbidden.
  - Remove caps indoors.

#### **Students will not:**

- Harm another person's body or property, self-worth, or group acceptance. Listed below

are bullying behaviors:

- Pushing, shoving, kicking, scratching, spitting, biting, causing someone to fall
  - Initiating fights
  - Making threatening gestures
  - Threatening physical harm
  - Taking items from others
  - Destroying others' property
  - Name calling
  - Making insulting remarks
  - Teasing or taunting
  - Gossiping or spreading rumors
  - Giving mean looks or making insulting gestures
  - Insulting a student's intelligence, athletic ability, race, gender, clothing, family, etc.
  - Defacing or destroying a student's school work, personal property, or clothing
  - Undermining relationships
  - Excluding someone from the group to be hurtful
  - Undermining others' relationships
  - Ostracizing
- Misuse school or personal property of others
  - Litter or harm school property
  - Use profane, rude, or disrespectful language or gestures
  - Possession, use, distribution or sale of drugs on school grounds or at school events
  - Continual disruptive misbehavior
  - Storing, possessing or carrying dangerous weapons
  - Continual unexcused absenteeism
  - Acts of violence, arson, forgery, extortion, intimidation, smoking
  - Attempt to perform any act, including but not limited to the acts listed above, that is in violation of law and/or school rules.

## **ATTENDANCE**

**Absences.** In compliance with New York Education Law (§3210(1)), all children are expected to be at school each day unless they are ill or there is an emergency. All absences require parental documentation explaining the child's absence. Any student with more than 15 absences (excused or unexcused) shall be retained the following school year. Parents may appeal this decision if a medical condition exists which may have prevented normal attendance.

If a child is absent from school, a note is required from the parent/guardian upon return of the child to school stating the reason for the absence. Undocumented absences cannot be excused.

Students who are absent for family, church trips or other reasons not considered excused by state policy will be given an unexcused absence. Work may be provided ahead or made up upon return if cleared with the director before the absence occurs. In certain cases, travel for an educational purpose may be excused. Approval must be obtained prior to the travel and an age appropriate report must be turned in for the absences to be excused.

**Tardy.** If a student arrives after the designated time for school to begin parent and student will

need to go to the administration office to sign the student in and get a tardy slip to present to the teacher. Failure to wake-up on time does not excuse a tardy. Students must be in their classroom at the designated time.

**Make-up Work.** Students will be allowed an equal number of days to makeup work for excused absences and early dismissals as were missed.

### **DISCIPLINARY ACTION**

A discipline problem, a misbehavior, or a case of indiscipline will be considered to be any action taken where it is not wanted. Logical consequences will follow. Responsibility is learned by accepting—sometimes suffering—the consequences of our choices. Children should not be spared the negative consequences of their own behaviors. No excuses are accepted. It is the job of Classical Charter School to help children learn successful, responsible behavior.

Most infractions of school rules will be addressed immediately by the teacher or staff member involved, and appropriate consequences will be decided. The following disciplinary steps may be taken by staff and/or administration for violation of student disciplinary code when a student's behavior is inconsistent with the school's mission or standards of conduct:

- Contingency Contracts
  - Individualized for the helping the student development of positive, pro-social behaviors
  - Based on logical consequences for violating the rules.
  - The student will be expected to evaluate his/her behavior with the teacher, and to identify actions that will result in pro-social behavior. This action plan should include describing the inappropriate behavior, identifying the rule or expectation, and alternatives to the behavior for the future.
  - Apology, restitution, or other appropriate response may be required. The student will be expected to correct his/her behavior immediately.
  - No excuses for a recurrence of the behavior will be accepted.
- Verbal warning/reprimand
- Written warning
- Written notification to parents/guardians
- Detention
- Time out: In-class suspension, or isolation of the student from the rest of the ongoing activities
- In-school suspension
- Suspended to go home with parent
- Suspended from transportation
- Suspended from social or extra curricular activities
- Suspension of other privileges
- Barred from attending school
- If the action plan is not successful and the behavior persists, the teacher and head of school/director will determine appropriate disciplinary action which may include on-campus community services, after-school detention, limits on free play, exclusion from off-campus activities, parental attendance in class, suspension, expulsion, or dismissal from the School.

Depending upon the nature of the violation, student discipline should be progressive (i.e., a student's first violation should merit a lighter penalty than subsequent violations). Staff member/adm will take into account relevant factors in determining an appropriate penalty.

## **BULLYING**

Bullying, intimidation, repeated teasing or taunting, use of offensive or degrading language including, but not limited to remarks that demean a person's race, religion, sex, national origin, disability, intellectual ability or physical attributes are specifically prohibited. The School has a zero tolerance for bullying. Bullying will result in an automatic office referral, and in accordance with state law, can result in expulsion.

## **GUIDELINES FOR STUDENT SUSPENSION**

1. Keep careful records of all violations of school regulations.
2. Utilize all school and community agencies which might prove helpful.
3. Record all attempts to deal with problems, including conferences with parents/persons) in parental relation, teacher observations, record of referrals to other personnel and agencies and their reports.
4. When the staff member has exhausted all available alternatives and resources and feels that the student's continued presence in school would constitute a threat or danger to himself-herself or other students, or that the student is "violent and/or disruptive" as defined in accordance with law and Commissioner's Regulations, the matter should also be referred to the head of school/director.
5. When a student has been suspended and is of compulsory attendance age, immediate steps shall be taken to provide alternative instruction which is of an equivalent nature to that provided in the student's regularly scheduled classes.

## **DISCIPLINE FOR SUSPENSION / EXPULSION: SPECIAL NEEDS STUDENTS**

For a student whose behavior merits suspension or expulsion and who is either identified as a student with special needs under 20 USC §1400 et seq. Or qualifies as a student suspected of having a disability under 34 CFR 300.534, the school will:

- Provide a free and appropriate education in accordance with 20 USC §1400 et seq. to students who are suspended or removed for disciplinary reasons for more than 10 school days (as defined in 34 CFR 300.536);
- Address behaviors that result in suspensions or removals for more than 10 school days (as defined in 34 CFR 300.536) by providing functional behavioral assessments and behavioral intervention plans in accordance with 34 CFR 300.530;
- Conduct a manifestation determination review in accordance with 34 CFR 300.530 to determine the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement;
- Provide the parent of the student a copy of the procedural safeguards notice in accordance with 34 CFR 300.530 and 34 CFR 300.504;
- Expedite the resolution of disagreements between parents and the school regarding certain disciplinary actions;
- Ensure protections for students who qualify under 34 CFR 300.534; and
- Expedite evaluations of students suspected of having a disability during the suspension period. The school will work closely with the Committee on Special Education to establish clear guidelines for communication and decision-making on disciplinary

matters. The school will maintain written records of all suspensions and expulsions of both general education students and special education students. These records will include the name of the student, a description of the behavior, the disciplinary action taken, the names of staff members involved in the incident, and the number of days a student has been suspended or removed for disciplinary reasons. Student records will be stored in locked cabinets and a record access log will be maintained listing all persons who reviewed the information and when such information was reviewed.

**Alternative educational services.** CCS will ensure the provision of alternative educational services to any student who has been suspended or expelled, to the extent required by applicable law. “If the school district suspends a child with a disability for more than 10 days, regardless of severity of the child's misconduct (i.e., violation of a code of conduct v. possession of a weapon), the school must continue to provide the child with FAPE. The child will participate in the general education curriculum, make progress on the IEP goals, and receive a functional behavioral assessment, behavioral intervention services and modifications to prevent the behavior from reoccurring. (Section 1415(k)(1)(D)) The decision to place a child into an interim alternative educational setting is determined by the IEP Team, not the principal, superintendent or school board.” (Wright, P. and Wright P., *IDEA 2004*, 2005).

#### **CHILD ABUSE/NEGLECT**

The faculty and staff of Classical Charter School are required by law to report any suspected case of child abuse or neglect to the Department of Social Services.

#### **INTOLERABLE BEHAVIORS:**

The following behaviors may result in immediate dismissal or suspension from school without discussion. A recommendation for expulsion will be made to the head of school/director.

- Any action or threat of an action that could jeopardize the safety and well-being of others
- Possession of illegal drugs (including counterfeit)
- Repeated willful defiance of a teacher or refusal to follow directions given by an adult in charge
- Bullying.

#### **CELL PHONES AND OTHER ELECTRONIC DEVICES**

Cell phones and any other electronics must be **turned off** and **in backpacks** between 8:00 AM and 4:00 PM.

#### **LATE WORK**

Classical Charter School realizes that families are busy, and very occasionally students have special circumstances that prevent them from being able to complete assigned work on time. In some cases, they may have forgotten their homework at home. In grades 3 and above, each student will be allowed two late assignments per semester, for which no grading penalty will be given. These guidelines are intended to help children learn to meet deadlines and to build strong study skills. Teacher-directed instruction at Classical Charter School includes teaching students organizational and time management skills.

#### **EXTRA CREDIT**

Instruction is based on having students demonstrate consistent performance and the completion of all required classroom work. **Extra Credit Is Not Available.** Teachers may offer optional enrichment for students to extend classroom lessons after required assignments are completed. Optional enrichment cannot be used by students to raise their grade.

*SCHOOL TRUSTEE BACKGROUND INFORMATION*

**Name: Rebecca Rosen**  
**(Include preferred honorific.)**

**Daytime Telephone:** [REDACTED]

**Home Mailing Address:** [REDACTED]

**Personal E-Mail/Fax:** [REDACTED]

**Business Address:** [REDACTED]

**Business E-Mail/Fax:** [REDACTED]

**Charter School Name: Classical Charter School**

**Charter School Address: To be determined**

**To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):**

Chair, Board of Trustees

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

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**Background**

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. Deann Nelson approached me to become a member and I accepted. Deann and I were very active in advocating for and educating disabled children. I see a need for a charter school of excellence in my community.
4. Please explain why you wish to serve on the board. Our area is in desperate need of an alternative to public schooling which, by many accounts, is not living up to academic expectations. I would find it highly rewarding to be able to contribute in the formation of a successful charter school.
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):
6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.  
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.  
If the answer to this question is yes, please provide an explanation.

### **Conflict of Interest**

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
 I / we do not know any such persons.  Yes.  
If your answer is yes, please indicate the precise nature of your relationship here: Mr. Davis and I work for the same business.
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons.  Yes. If yes, please indicate the precise nature of your relationship here: Deann Nelson and I are friends.

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No.  Yes:

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.  Yes:

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest.  Yes:

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.  Yes:

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes:

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None.  Yes:

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. Any individual so involved would be required to remove her/himself immediately. The number one priority of the board is integrity.

### **Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy.

Our mission statement is: Providing the foundation for academic excellence. We see a need for district children to master the basic skills in reading, writing, math, spelling, and cursive writing so that they will be prepared to excel in academic content subjects through the grades. Currently, all three district middle schools are on the state list for needing improvement. Our proposed charter school curricula is validated by a great deal of research. It has proven its value in many countries around the world. It will maximize each student's potential ultimately in achieving a high standard of living and quality of life.

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

Direct Instruction is one of the most researched of education curricula. It is used in schools all over the world. It is used very successfully for low performers, high performers, English Language Learners, disabled children. Direct Instruction has been thoroughly researched, as well as field tested, which is crucial. Core Knowledge, another component for content subjects, also is supported by research. CCS's education program will provide students with a foundation which will facilitate them in acquiring a quality education.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. (1) Hiring the best people available to us; (2) Providing excellent training in our chosen curricula; (3) Frequent data examination, and using data to guide decisions; (4) Creating good policies and regulations, and enforcing them; (5) Be fiscally prudent; (6) Consider the school as a family, including the parents of our students; (7) Be visible in the community; (8) Conduct meetings that are open to the public; (Maintain oversight of the business and affairs of the school.

### **Other**

20. Please explain your understanding of the appropriate role of a public charter school board member. The role is to maximize the positive effects of every decision made by the board. These decisions must be taken seriously because they play a part in the development in the lives of all children entrusted to us for educating.

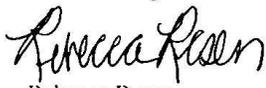
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I have read the by-laws and proposed policies.

22. Please provide any other information that you feel is pertinent to the Department's review.

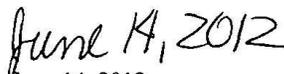
There are no charter schools in our community, or in Chautauqua County. Jamestown is a very disadvantaged community. We have a growing Hispanic population, plus high numbers on free and reduced-price lunch. Classical Charter School is an opportunity to demonstrate what is possible for at-risk children when strong and powerful curricula are used to teach basic skills and content. We recognize the importance of providing children mastery, especially in reading, but also in other basic skills. These are the foundation skills for all content and academic learning. They must be mastered in order to be properly utilized.

**STATEMENT OF ASSURANCE**

I, Rebecca Rosen, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.



Rebecca Rosen  
Signature



June 14, 2012  
Date

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## Rebecca J. Rosen



### Education:

B.A. in Anthropology, SUNY at Fredonia, NY, *summa cum laude*, 1986

A.S. In Cultural Anthropology, Jamestown Community College, Jamestown, NY, *summa cum laude*, 1988

### Employment History and Experience:

**Contributing Editor/Marketing Coordinator of ChautauquaWedding.com**, 2011 to Present  
**Director of MediaOneBridal.com.**, 2008-2011

- Developed and formulated an interactive online website in conjunction w/ various forms of advertisement for a multimillion dollar corporation.
- Administrated and coordinated day to day operations for over 100 clients.
- Coordinated, supervised and scheduled services with city, county officials as well as private businesses for national contest.
- Director of Sales and Marketing:

**Radio Talk Show Producer**, 2000-2008

- Produced health and environmental radio talk shows
- Topics included: autism, vaccines, environmental toxins, teenage rape crisis
- Researched and organized various health topics for talk show host
- Procured national researchers, authors, and experts in various fields as talk show guests
- Promoted and publicized shows to over 40,000 listeners on a weekly basis
- Awarded the NYS Broadcasting Association's *Best Talk Radio Program*, 2002

**Small Business Owner: Forever Yours Bridal Flowers**, 1992-2008

- Owner and floral designer
- Administrated day-to-day operations
- Created and designed all floral arrangements for various events
- Interacted with customers to implement their visions into floral concepts
- Promoted and publicized the business through internet, radio, TV, and newspaper

**Disability Rights Advocate For Children With Autism**, 1999-2008

- Represented parents with autistic children at Committee on Special Education meetings
- Procured and promoted accurate autism research, programs, and legal state and federal entitlements

**New York State Representative for Unlocking Autism**, 1998-Present

- Researched, created, and implemented a multi-media program for autism awareness for school districts, medical personnel, and various others

- Wrote/produced PSA radio commercials for autism awareness for more than 10 years
- Formulated a sensory experience to demonstrate the multi-sensory deficits individuals with autism experience; presented the program to school districts, medical personnel, and community members who “experienced autism”
- Lectured to hundreds of school districts, community groups, and medical personnel about accurate up-to-date autism medical information, specialized programs, and day-to-day life experiences
- Implemented and developed an annual Autism Awareness Education Campaign involving radio/TV public service announcements, billboards, and local informational brochure stands in Chautauqua and Erie counties.
- Wrote/produced PSA radio commercials for autism awareness for more than 10 years
- Lectured to city, county, state, and federal officials about the importance of disseminating accurate and timely autism medical/lifestyle information; purpose, to create an informed and educated populace, and promote better services
- Initiated and enlisted city, county, state, and federal officials for stronger autism legislation

#### **County Coordinator for Smithsonian Institute**

- Worked with the national coordinator to locate, classify, and catalog outdoor sculpture in Chautauqua County (1800-1960)
- Smithsonian created a national registry: *Save Outdoor Sculpture* (SOS)
- Enlisted the assistance of many volunteers

#### **Authored *Reflections: 19<sup>th</sup> Century Gravestones***

- Created and coordinated county-wide research project to catalog and classify 5,000 gravestones (1800-1865)
- Developed classification forms and cataloging techniques
- Recruited and organized over 100 volunteers, ages 12-75, to procure and collect information from 500 cemeteries in Chautauqua County
- Developed an educational multi-media program to encourage and promote children and young adults about the historical importance of gravestones
- Lectured to over 5,000 secondary classes, and community and historical groups in New York and Pennsylvania
- Authored a field guide promoted by local and national bookstores
- Initiated and facilitated new and stronger state legislation in conjunction with NYS Senator Jess Present and Assemblyman William Parment

## *SCHOOL TRUSTEE BACKGROUND INFORMATION*

**Name:** Scott A. Davis

**Daytime Telephone:** [REDACTED]

**Home Mailing Address:** [REDACTED]

**Personal E-Mail/Fax:** [REDACTED]

**Business Address:** [REDACTED]

**Business E-Mail/Fax:** [REDACTED]

**Charter School Name:** Classic Charter School

**Charter School Address:** To be determined

**To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):** Treasurer

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

---

### **Background**

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your

appointment/election to the board. I affirm.

3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. The original founder, Deann Nelson, Ed.D. informed me of her plans and the need of a charter school in our area. I immediately made myself available to become an active participant on her founding board. I look forward to being on the board of trustees.
4. Please explain why you wish to serve on the board. I know Deann Nelson to be an individual of not only high character, but one who is also devoted to establishing the highest level of academic achievement in our community. I would do anything to encourage and help her achieve this endeavor.
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  
This does not apply to me. Yes.  
If the answer to this question is yes, please provide an explanation.

### **Conflict of Interest**

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
I / we do not know any such persons. Yes.  
If your answer is yes, please indicate the precise nature of your relationship here: I know Rebecca Rosen. We both work for ChautauquaWedding.com.
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons.  Yes.

If yes, please indicate the precise nature of your relationship here: Deann Nelson, the proposed head of school, provided nursing services to my mother several years ago.

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No.  Yes:

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.  Yes:

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest.  Yes:

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.  Yes:

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes:

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None.  Yes:

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would bring the issue to the attention of the board and formally request that the individual resign from the board in light of the conflict of interests.

## **Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy. The school will set the standard for excellence in both researched and applied instruction within our community which will be exemplified by the resulting levels of high academic achievements.

18. Please explain your understanding of the educational program of the charter school. The program has been field tested and proven to be highly effective in yielding excellent results. The program has been used all over the world for many years. It has a proven track record. Children of widely disparate intellectual abilities master skills with Direct Instruction curricula. Core Knowledge and Nebel's science program also are strong curricula. Children benefit from these programs.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. Direct Instruction, coupled with parental participation, will ensure that the school achieves its objectives. The strong emphasis placed upon reading skills and other basic skills will provide students with the necessary tools required in academic advancement and overall quality of life. The board will need to provide opportunities for families to become involved in the school: volunteering, work days, good communication, among others. Participating parents are ones who will tell other parents positive things about the charter school, which will encourage their interest. In addition, the board will need to engage in fund raising activities, and to be fiscally prudent.

## **Other**

20. Please explain your understanding of the appropriate role of a public charter school board member. To be well informed, contribute and complement the efforts of the entire board in the effort of advancing the quality of education available within our community.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I have read the application, by-laws, and proposed policies.
22. Please provide any other information that you feel is pertinent to the Department's review. Jamestown is a very disadvantaged community. There are no charter schools in our area, but there is great need for a high-quality charter school. Our three middle schools have high failure rates on state tests. As I understand the national situation, there also is great need to educate students about our government, our country, our Constitution, and about civics. These will be taught in our charter school.

**SCOTT A. DAVIS**



**ACADEMIC**

**BACKGROUND:** **B.S.** Business Administration, SUNY at Fredonia, NY; Member of Business-Economics Club; Dean's List  
**B.A.** Philosophy, SUNY at Fredonia, NY; Dean's List  
**A.A.** Economics

**RECENT  
ACCOMPLISHMENTS:**

***Sales Project Analyst  
June 2007 to October 2007***

**Media One Group**, Jamestown, New York. Group of five radio stations in Jamestown, NY

**Responsibilities included:**

- Consolidating and organizing the sales history of 2400 accounts for five radio stations consisting of seven reports from 2001 to the present
- Identified with respect to salesperson and the stations on which it chose to advertise as well as the amount of revenue it generated respectively

**Outcome:**

The project enabled the sales department to recognize, analyze and evaluate the advertising history of its customers in order to emphasize the benefits of reaching a larger audience while maintaining the integrity of its marketing strategies

***Receiving Department Supervisor  
2002 to 2007***

**Penn Traffic Corporation**, Jamestown, NY. A multimillion dollar corporation that encompasses 380 corporate and independent stores

**Responsibilities included:**

- Setting and enforcing facility's receiving policies and operating procedures
- Training and development of all clerical, receiving and put-away positions

**STATEMENT OF ASSURANCE**

I, Scott A. Davis, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.

*Scott A Davis*

Scott A. Davis  
Signature

May 31, 2012  
Date

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- Accountable for all product movement and individual performances involving quality control and proper palletizing of all inbound products
- Approve the count of items received and designate the entries into the perpetual inventory system
- Working with procurement departments. To ensure proper control of merchandise in providing optimum service levels to the stores
- Proficient in Windows Microsoft. Computer work pertaining to all phases of the receiving functions performed on a Business Management System, commonly referred to as the Mainframe
- Maintaining a close working relationship with the Shipping and Inventory Control Departments. To protect product integrity and expedite productivity
- Assemble and oversee shipments of product returns to vendors
- Endure that security checks and company policies are in place and enforced
- Operate within an established budget as determined by Distribution Management

## **QUALIFICATIONS**

### **SUMMARY:**

- Demonstrated ability to lead and motivate both union and nonunion employees
- Exceptional capabilities in organization and distribution of the workload on a cost effective basis
- Proven commitment to accomplishing corporate objectives and goals
- Solid academic background with two college majors

### **WORK EXPERIENCE:**

#### **Inventory Control Supervisor**

**1999-2002**

**Penn Traffic Corporation**, Jamestown, NY. A multimillion dollar corporation that encompasses 380 corporate and independent stores

#### **Responsibilities included:**

- Maintain the integrity of a \$17 million nonfood inventory consisting of approximately 14 thousand skus
- Supervise an inventory control staff accountable for adhering to a strict cycle count schedule
- React to potential productivity problems and advise the procurement department on manufacturing discrepancies
- Proficient in Microsoft Word. Inventory maintenance and all the reports were performed on Computer Mainframe. Query tables were also used to help monitor specific areas.
- Assist PriceWaterhouseCoopers conduct periodic audits
- Supervise a shift responsible for completing the daily receiving and shipping functions
- Expeditiously prepare the operation for the following day's workload
- Ensure the safety of the work force and the security of the facility

**Senior Management Analyst**

**1994-1999**

**Quality Markets**, a Division of the Penn Traffic Company, Jamestown, NY. A multimillion dollar corporation with forty-eight supermarkets in Western NY and Northwestern PA

**Responsibilities included:**

- *Increased the productivity/efficiency of 70 to a projected 90 warehouse employees by 40 percent*
- Successful implementation of the GAGNON engineered Work Measurement Standards Program
- Duties included the audit and verification of the standard's integrity, development of a measurable management information system and a comprehensive employee training program
- Proficient in CALM, Computer Aided Labor Management, software program. Developed spreadsheets, graphs and charts in Microsoft Windows
- Implementation involved negotiations with the corporate vice-presidents and union officials

**1981-1994**

**Shift Supervisor**

**Responsibilities included:**

- All personnel matters for six departments with twenty-five employees
- All scheduling and assigning of all work to include: receiving, inspecting, adjusting and distribution on a timely basis over seventeen thousand different products to forty-three stores
- Communicating and accomplishing progressive corporate goals in a union and nonunion environment
- Security Officer for an inventory of \$12 million and a warehouse of 268,000 square feet. This responsibility was eventually turned over to a private security company

**ORGANIZATIONS:**

Mt. Moriah F. & A. M.  
Master Counselor, Demolay Chapter  
YMCA

**VOLUNTEER  
WORK:**

Salvation Army  
Youth Playground Director

**PERSONAL:**

HEALTH EXCELLENT. I believe strongly that physical fitness contributes to self-confidence and career performance

**REFERENCES:**

Excellent references available upon request

## *SCHOOL TRUSTEE BACKGROUND INFORMATION*

**Name: Patsy Nelson Lydell**  
(Include preferred honorific.)

**Daytime Telephone:** [REDACTED]

**Home Mailing Address:** [REDACTED]

**Personal E-Mail/Fax:** [REDACTED]

**Business Address:**

**Business E-Mail/Fax:**

**School Name: Classical Charter School**

**Charter School Address: Not available at this time**

**To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.): Secretary**

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As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

---

### **Background**

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your

appointment/election to the board. I affirm.

3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I attended a meeting at which the need for a charter school was discussed. I was very interested in a way to advance basic education with a sound curriculum.
4. Please explain why you wish to serve on the board. Education is the tool that children need to become knowledgeable citizens, and to accept the responsibilities of being an American. The board of trustees has a real opportunity to put into place policies and directions that will positively affect children's learning and education. Unfortunately, too many students exit high school without having mastered basic skills in reading and mathematics. Doors are closed to those who lack these skills.
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
This does not apply to me. Yes.  
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  
This does not apply to me. Yes.  
If the answer to this question is yes, please provide an explanation.

### **Conflict of Interest**

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
I / we do not know any such persons. Yes.  
If your answer is yes, please indicate the precise nature of your relationship here: I have served on the board of a local citizen group with Deann Nelson.

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons.  Yes.

If yes, please indicate the precise nature of your relationship here: See response to #9 above.

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No.  Yes:

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.  Yes:

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest.  Yes:

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.  Yes:

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes:

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None. Yes:

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. If I believed that someone was working for their own benefit or the benefit of their friends, I would approach that person and try to discuss it with them. If I still believed that they were working for personal gain, I would take the issue to the entire board and work within our structure to resolve the issue, trying to retain that person unless s/he showed an unwillingness to correct his/her position.

### **Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy. The mission of the charter school is to provide the foundation for future academic excellence. Jamestown is a very disadvantaged community with many at-risk children. District data strongly suggest that too many children are not proficient in reading or math. These are the ones that Classical Charter School wants to target.

18. Please explain your understanding of the educational program of the charter school. The education program is one of the top programs in the public domain. It has a considerable amount of research validating it. This is important because we *know* that it works before implementation. We are not experimenting on children. Teaching basic skills in reading, math, writing, language, spelling, and cursive writing to mastery level, and reinforcing them in content subjects of American and world history and geography, along with science, will provide a very strong program.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. "Show us the data" must be our mantra. We need to examine data frequently so that we have constant awareness that our children are succeeding. Data collection is an integral part of the curriculum. As a board of trustees, it is our responsibility to establish policy and ensure that those policies are implemented successfully. It is not our job to micromanage the head of school and staff.

### **Other**

20. Please explain your understanding of the appropriate role of a public charter school board member. The role of the public charter school board member is to promote the mission of the school, and to be a custodian of precious minds that have been entrusted to us for a proper education of excellence. "Mission" is not too strong a term for what the members of our founding group have taken upon themselves. A board member must know the applicable law, as well as be grounded in the charter school's curriculum, philosophy, and mission.

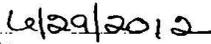
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I have read them.

22. Please provide any other information that you feel is pertinent to the Department's review. Our founding group endeavors to use the strongest curricula and educational strategies available to us in research in educating at-risk children. We recognize that even those children who enter district schools *not* at risk, may become at-risk children because their needs for acceleration are not being met. Through the use of instructional ability grouping, we plan to take all children where they are instructionally and accelerate them through the curriculum. The use of Direct Instruction curricula is structured for this task.

**STATEMENT OF ASSURANCE**

I, Patsy Nelson Lydell, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.

  
Signature

  
Date

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# **PATSY NELSON LYDELL**



## **EDUCATION:**

Advanced accounting courses, State University of NY at Fredonia  
Associates Degree in Accounting, Jamestown Community College, 1993  
Associates Degree in Accounting, Jamestown Business College, 1978

## **EMPLOYMENT HISTORY:**

Business Manager, Jamestown Radiologists, P.C., 1987 – present

- Supervise 17 employees in a private healthcare organization
- Deal with state and federal regulations and agencies
- Negotiate contracts
- Establish policies and procedures
- Maintain accounting standards for a professional corporation and investment company
- Work with attorneys, accountants, and brokers
- Human Resources Manager and Payroll Manager

Billing Supervisor/Coordinator, WCA Hospital, 1977-1987

## **PROFESSIONAL ASSOCIATIONS:**

Radiology Business Managers Association (RBMA)  
Medical Group Managers Association (MGMA)

## **COMMUNITY ACTIVITIES:**

Founded a citizen action group, True Americans Restoring America (TARA)

- Established group for restoring the original intent of the U.S. Constitution
- Teach classes on the Constitution to adults and youth
- Organize community rallies for educating community members about our country's founding fathers and the Constitution
- Act as liaison to other groups interested in civics, our government, and key documents
- Organized and led bus trips to our nation's capital

Held positions of president and secretary in Chautauqua County Weavers Guild and South Shore Weavers Guild

Demonstrate and teach fiber arts to youth and adult groups

Led small groups in Bible studies

*School Trustee Background Information*

**Name:** Rev. Melvin McGinnis

**Daytime Telephone:** [REDACTED]

**Home Mailing Address:** [REDACTED]

**Personal E-Mail/Fax:** [REDACTED]

**Business Address:** [REDACTED]

**Business E-Mail/Fax:** N/A

**Charter School Name:** Classical Charter School

**Charter School Address:** Not available at present.

**To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):** Representative

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As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

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**Background**

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.

3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I became aware of it through the founder of the initiative for the school.
4. Please explain why you wish to serve on the board. I am concerned about the state of education in our country and state. The schools in our area are considered weak. The charter school that we propose will be very strong on teaching children the basic skills to be used in all academic endeavors. It also will teach children character, how to be good citizens.
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here): I have served on numerous boards in the past and was recently the team leader of the local TEA Party in Chautauqua County.

6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

I was arrested at a sit-in at the doorway to an abortion clinic in Buffalo NY in the summer of 1988. I think it was a misdemeanor. I served several days in jail.

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide an explanation.

### **Conflict of Interest**

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons.  Yes.

If your answer is yes, please indicate the precise nature of your relationship here: I serve on a community board with Deann Nelson

9. Please indicate whether you, your spouse, or other family member knows any person who

is a prospective or current charter school employee.

I / we do not know any such persons.  Yes. Deann Nelson of #8 above.

If yes, please indicate the precise nature of your relationship here:

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No.  Yes:

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.  Yes:

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest.  Yes:

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.  Yes:

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes:

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None.  Yes:

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would seek to comply with the laws of the state of New York. If such a conflict arises, it would be only appropriate not to have the person vote. If it became a conflict to a greater extent, it would be fitting to have the person step down from the position.

## **Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy. The school is designed to help those children that are considered high-risk and be open to any others who want to seek a strong alternative to their education.

18. Please explain your understanding of the educational program of the charter school. It is a rigorous academic program emphasizing the basic skills of reading, writing, mathematics, spelling, and with strong emphasis on civics, our government, the Constitution, American and world history and geography, and science.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. The board must provide oversight to ensure the school's viability and compliance to the laws of the state of New York. This means attending and being involved in monthly meetings.

## **Other**

20. Please explain your understanding of the appropriate role of a public charter school board member. To be involved in the school at this level means taking responsibility for governance, planning, managing, fundraising and compliance to the laws of the state. It will require attending monthly meetings, being informed of the daily operation of the school, and being involved in ways to facilitate the school operating smoothly, efficiently and effectively.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I understand the mission and intent of the philosophy of the school. I have read the charter school application, by-laws, and proposed policies.

22. Please provide any other information that you feel is pertinent to the Department's review. Jamestown is a very disadvantaged community. Welfare numbers are high. There are many at-risk children in the community. There also is a fast-growing Hispanic community. People relocate here because rental housing is far less than in other parts of the state. Of importance, there are no charter schools in Jamestown, nor in Chautauqua County. Frankly, there is need for a charter school in Jamestown. All three middle schools are on the state list for needing improvement.

**STATEMENT OF ASSURANCE**

I, Melvin McGinnis, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.

*Melvin McGinnis*  
\_\_\_\_\_  
Signature

7-4-2012  
\_\_\_\_\_  
Date



## Rev. Melvin McGinnis



### Education:

1982 Spring Arbor College: BS Social Science

1989 Asbury Theological Seminary: Master of Divinity

### Experience:

**2001-Present** Pastor, Kiantone Congregational Church, Kiantone, NY

- Weekly planning of order of worship and sermon
- Teacher for weekly Bible studies for various age groups
- Visitation in homes and hospitals
- Officiating of weddings and funerals
- Participant in prayer groups
- Writing in local newspapers
- Participant in various outreaches into the community
- Participant in the church choir
- Help plan and teach a class of the Vacation Bible School

**1996-2001** Pastor, Belfast Free Methodist Church, Belfast, NY

- Weekly planning of order of worship and sermon
- Teacher for weekly Bible studies for various age groups
- Visitation in homes and hospitals
- Officiating of weddings and funerals
- Participant in prayer groups
- Writing in local newspapers
- Participant in various outreaches into the community
- Participant in the local ministerium
- Assisted and participated in Vacation Bible School

**1991-1996** Pastor, Highland Park Church of God, Gloucester City, NY

- Weekly planning of order of worship and sermon
- Teacher for weekly Bible studies for various age groups
- Visitation in homes and hospitals
- Officiating of weddings and funerals
- Participant in prayer groups
- Writing in local newspapers
- Participant in various outreaches into the community
- Participant in the local ministerium
- Participant in the conference camping ministry

**1989-1991** Pastor of Christian Education and Youth, Yorkshire Free Methodist Church, Yorkshire, NY

- Chairman of the Christian Education Department
- Oversight of the Sunday School
- Teacher of various classes
- Youth Director
- Responsible for teaching of the youth
- Discipleship classes
- Youth outings, rallies and events
- Visitation of the youth and other members in the church
- Leader and organizer of major conference youth events

**Other Related Experiences:**

- Regular guest speaker at Hidden Valley Patriotic Days
- Speaking role and planning responsibility for July 4 Patriotic Day at Lighthouse Christian Camp, Barker, NY
- Planned, organized and led the teen program annually at Cattaraugus Family Camp, Cattaraugus, NY
- Organized community meetings to educate citizens about the function, role, and workings of federal, state, and local government
- Leadership role in planning educational and public interest events
- Teaching role at Fluvanna Community Church School of Theology
- Worldview teacher for the teen Bible class at Bethel Baptist Academy
- Substitute talk show host on local radio
- Regular speaker on Chapel of the Air for WJTN radio
- Monthly pastor serving on the panel of Ask the Pastor for WNYB television, Orchard Pa, NY
- Organized and planned the teaching tract for a major national convention of the Conservative Congregational Christian Conference, 2008
- Write articles for a local publication, the *Beacon*
- Led on-campus ministry at Spring Arbor College: "Celebration"
- Program director for the college radio station WSAE in Spring Arbor, MI
- Planned and organized a post-concert event at a major music festival at Asbury Theological Seminary: "Ichthus"
- Member of the original board of The Better Place
- Participation and leadership in many summer youth camps: Covenant Acres, Lighthouse Christian Camp, Cattaraugus Family Camp, and Watson Homestead
- Helped plan and spoke at local National Day of Prayer events

Given my role as a community leader, I have contacts that would be instrumental for garnering interest and participation in the proposed charter school. In my role with parents and their children, it would open up doors to them for considering an alternative means to receive the education they desire. For those who would like to help out with the effort, my role as a leader in the community may encourage them to take the step to assist in the effort to provide choice in education.

*SCHOOL TRUSTEE BACKGROUND INFORMATION*

**Name:** Patricia Micciche  
(Include preferred honorific.)

**Daytime Telephone:** [REDACTED]

**Home Mailing Address:** [REDACTED]

**Personal E-Mail/Fax:** [REDACTED]

**Business Address:** \_\_\_\_\_  
\_\_\_\_\_

**Business E-Mail/Fax:** \_\_\_\_\_

**Charter School Name:** Classical Charter School

**Charter School Address:** TBD

**To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):**

**Representative**

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

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**Background**

1. Please provide your educational and employment history. You may do so by attaching a résumé. x Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. x I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. The lead applicant invited me. She is well aware of my interest in the best possible education available to children and my life-long efforts in childhood education.
4. Please explain why you wish to serve on the board. It is a privilege to share my expertise and knowledge in the education of children who will become our carriers of the best our culture has to offer in the next generation.
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
This does not apply to me. Yes.  
 If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  
This does not apply to me. Yes.  
 If the answer to this question is yes, please provide an explanation.

### **Conflict of Interest**

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
I / we do not know any such persons. Yes.  
 If your answer is yes, please indicate the precise nature of your relationship here:
9. Please indicate whether you, your spouse, or other family member knows any person who

is a prospective or current charter school employee.

I / we do not know any such persons.  Yes.

If yes, please indicate the precise nature of your relationship here: Deann Nelson and I have been friends for a number of years.

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No.  Yes:

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.  Yes:

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest.  Yes:

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.  Yes:

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes:

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None.  Yes:

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would bring this matter to the school board members at an official meeting. I would make certain that information about this board members conflict of interest is correct, and if indeed it is, then I would ask for the resignation of such member according to school board policy and State law.

## **Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy.  
The mission of Classical Charter School is to raise the achievement level of at-risk children. Jamestown is a very disadvantaged community with many at-risk children. A charter school is needed that supplies a stronger, more structured curriculum.

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

Classical Charter School of Jamestown will provide outstanding education with an emphasis on children mastering basic skills, especially learning to read with proficiency, understanding, and interest. This foundation will imbue all other areas of endeavor, such as math, science, and classical global cultural knowledge. The creative arts and music will foster individual learning and growth to enhance relationships between all areas of study. Most importantly, the students will be enthused about their own education at Classical Charter School.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
1. All board members carry out the school's mission with true allegiance.
  2. Regular meetings to insure all school business is known and will be appropriately handled with the utmost professional responsibility. (Teachers and parents are invited to attend)
  3. Board members need to communicate effectively and frequently with principals, teachers, and students of CCS to know first hand how management and educational goal and accomplishments are progressing.
  4. The board provides necessary oversight, academically and fiscally. The curriculum is key to enhancing the academic skills of at-risk children. The school must be fiscally sound to insure stability.

## **Other**

20. Please explain your understanding of the appropriate role of a public charter school board member.
1. Take the role of a Trustee of the Classical Charter School seriously and professionally.
  2. Be available for all school-related meetings, functions, and special activities.

3. Ensure that the school remains fiscally solvent.
4. Ensure that enrollments are maintained and increased, where desired.
5. Carry out the mission of the school.
6. Encourage the active involvement of families.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I have read the documents.

22. Please provide any other information that you feel is pertinent to the Department's review.

Jamestown is a very disadvantaged community. Failure rates on state tests are high. It would be helpful to parents to provide an alternative to district programs. There are no charter schools in Jamestown, nor in Chautauqua County.

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**STATEMENT OF ASSURANCE**

I, Patricia Micciche, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.

*Patricia A. Miccichiè*  
Signature

*June 29, 2012*  
Date

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# PATRICIA ANN MICCICHÈ



## **GENERAL BACKGROUND**

- Experience in public and private schools as an art educator.
- Studio art expertise: drawings, paintings, illustration, air-brush, weaving, crafts.
- Public art skills: collection, preparation, installation of art exhibits; program/poster/card design; calligraphy; framing; photo retouching.

## **ACADEMIC BACKGROUND**

**Master of Arts in Art.** Edinboro University of Pennsylvania, Edinboro, PA, 1987

**Graduate credits.** Paint and metal jewelry design and fabrication. Glassboro State College, Glassboro, NJ, 1968-1969

**Bachelor of Science, Art Education.** State University of New York, College at Buffalo, 1967

- University of Siena, Siena, Italy: semester studying art history, Italian culture, fresco painting
- Summer study tour, Mexico: contemporary Mexican art, Pre-Columbian sculpture, Spanish/Mexican architecture, archeological sites (drawing, painting)

## **PROFESSIONAL EXPERIENCE**

- Art Teacher, Southwestern Public Schools, Jamestown, NY, 1987-2008
- Instructor, Young People's Art Classes, Chautauqua Institution School of Art, 1992-1998
- Art Teacher/Consultant, Montessori Children's House, Jamestown, NY, 1985
- Arts & Crafts Director, Joint Neighborhood Project, Jamestown, NY. Program development, project implementation, staff supervision, weekly art exhibits, 1984
- Environmental Art Instructor, Jamestown Boys and Girls Club, Jamestown, NY, 1983-1985
- Portrait model for painting classes, Chautauqua Institution Summer Schools, 1980
- Art Instructor, adult workshop classes in Batik and Macrame, "Vivid Imagination, Inc.," Monmouth and Ocean Counties, NY
- Art Teacher, Henry Hudson Regional High School, 1971
- Art Teacher Assistant, children's classes, Albright Knox Art Gallery, Buffalo, NY, 1966-67

### **EXHIBITS and PUBLICATIONS**

- Program Design for USSEA/INSEA Award luncheon, NAEA 2002 Convention
- CD Cover Design, "Chameleon," Cookin Records, 1998
- Schweinfurth Memorial Art Center, Auburn, NY, "Made in NY" June-Aug 1997
- "Fanciful Animals"; *Projects and ideas for Teaching the Arts with Balsa Foam*, 1991
- Chautauqua County Art Teachers' Exhibits, Prendergast Library, Jamestown, NY 1990-present
- Access '89 Show, Juror's Award, Adams Art Gallery, Dunkirk, NY
- Portraiture Exhibit, Bates Gallery, Edinboro University, Edinboro, PA, Summer 1987
- Regional Woman Artists Show, Access to the Arts Gallery, 1982
- Chautauqua Art Association Invitational, Chautauqua Institution Gallery, 1980
- Cover Design, "Elm Leaves," Buffalo State College Art & Literary Publication, 1965-66

### **HONORS and AWARDS**

- 2007 Published Poet, McGraw-Hill's SRA *Imagine It!* Reading Series
- 2000 Art Fellowship, "Summer Six," Skidmore College, Saratoga Springs, NY
- 1999 Art Teacher, Fulbright Memorial Fund, Japan. Funded by the Japanese government and administered by the Japanese-U.S. Educational Commission
- 1992 Finalist, Random House's "Dr. Seuss Picture Book Award Contest"
- 1990 Excellence in Teaching Award recipient, Arts Council, Chautauqua County, NY

### **WORKSHOPS and ADDITIONAL STUDIES**

- *Korean Ceramic Tour*, Dr. Arthur Park and artists/art educators, Summer 2001
- *Art Education Forum*, Savannah College of Art & Design, 1992, 1993, 1997
- *Writing & Illustrating Children's Picture Books*, Nick Catalano, author/illustrator, Broome College, Binghamton, NY, 1993
- *Children's Book Writing and Illustration*, Uri Schulevitz, author/illustrator, Hartwick College, Oneonta, NY, Summer 1989

**Attachment 5b  
Proposed By-Laws**

**Article I  
NAME AND APPLICABLE LAW**

Section 1. Name. The name of the corporation is Classical Charter School. It is hereinafter referred to as “the School.”

Section 2. Location. The principal location of the corporation school facility shall be Jamestown.

Section 3. Purposes. The School is a non-profit charter school as defined in the New York State Charter Schools Act (Article 56) of the Education Law of the State of New York. Except as otherwise provided by Education Law of the State of New York, the School is an independent and autonomous public school. Under the laws of the State of New York, its purposes are exclusively educational.

Section 4. Statute and Code. The School shall operate in accordance with the “New York charter schools act of nineteen hundred ninety-eight,” §2850.

Section 5. Non-discrimination. The School shall not discriminate on the basis of race, religion, national origin, gender or age in either the hiring and other employment practices of the School or in its admission policies for students. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices. The School shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the State of New York.

**Article II  
MEMBERS**

Section 1. Non-membership School. The School shall have no members. The “Trustees” shall have all powers and duties for the conduct of the activities of the School. Actions which would otherwise require approval by a majority of all members of approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (the “Board”).

**Article III  
BOARD OF TRUSTEES**

Section 1. Number. The Board of Trustees shall consist of not less than five (5) and not more than (9) members. The Head of School/Director of the charter school shall be a non-voting

member of the Board of Trustees.

Section 2. Qualifications. The Trustees may elect any person who is at least eighteen (18) years old, and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.

Section 3. Term. Trustees shall be elected for five year terms. Terms shall be staggered so that no more than one-third of the Board shall be up for election in any year, unless a vacancy(ies) needs to be filled. The term of office of a Trustee elected to fill a vacancy in these By-laws begins on the date of the Trustee's election, and continues for the balance of the unexpired term in the case of a vacancy created because of resignation, removal, or death of a Trustee.

Section 4. Powers. The Board of Trustees shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of the School, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the School. The Board of Trustees may, by general resolution, delegate to committees of its own number or to officers of the School such powers as it may see fit for specified periods of time. The Board of Trustees shall have all the powers enumerated in these By-laws, and the following specific powers:

1. Elect and remove Trustees;
2. Select and remove Officers, agents, and employees of the School, and to prescribe powers and duties for them;
3. Conduct, manage, and control the affairs and activities of the School, and to make rules and regulations;
4. Enter into contracts, leases, and other agreements which are necessary or desirable in obtaining the purposes of promoting the interests of the School;
5. Carry on the business of operating the School and apply any surplus results from the business activity to any activity in which the School may engage;
6. Act as trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange, and expend funds and property subject to such a trust;
7. Acquire real or personal property by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. Borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws;
9. Indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees, or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these By-laws.

Section 5. Election. The board of Trustees shall elect the Trustees by majority vote of those in office, or, in the event that only one Trustee remains, by the sole remaining Trustee. Trustees-

elect assume office subject to approval by the Board of Regents. Newly elected trustees shall assume office at the first Board of Trustees meeting following their election.

Section 6. Term Limits. Trustee membership shall be limited to two (2) consecutive five-year terms. Previous Trustees shall be re-eligible for membership after a lapse of three (3) years.

Section 7. Resignation and Removal. A Trustee may resign by submitting his or her resignation in writing to the President of the Board of Trustees or Secretary. The Board may remove or suspend from office by vote of a majority of the entire Board any Trustee on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty (provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee), in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

Section 9. Annual Meeting. An annual meeting of the Board of Trustees for the election of Trustees and Officers and such other business as may come before the meeting shall be held in June of each year. If the Board fixes Written notice shall be given not less than \_\_\_ days nor more than \_\_\_ days of the time, place, and purposes of the meeting. The meeting shall be held at the principal location of the Corporation or such other place as shall be specified in the meeting notice. The notice shall comply with the Open Meetings Law (Pub. Off. Law §102).

Section 10. Regular Meetings. In addition to the Annual Meeting, Regular meetings of the Board of Trustees shall be held monthly September through June, excepting in the month of the Annual Meeting, and at such other times as the Board may, from time to time, determine. Timely public notice of all such regular meetings shall be provided as specified in the Open Meetings Law (Pub. Off. Law §102).

Section 11. Special Meetings. Special meetings of the Board of Trustees for any purpose or purposes may be called at any time by the President or by a petition signed by a majority of the full Board of Trustees. Such meetings shall be held upon not less than two business days notice given personally or by telephone, telephone facsimile, or electronic mail or upon not less than four business days notice given by depositing notice in the United States mails. Such notice shall specify the time and place of the meeting and in all respects comply with the notice requirements contained in the Open Meetings Law (Pub. Off. Law §102).

Section 12. Open Meetings Law. All meetings of the Board of Trustees shall be held in accordance with the New York Open Meetings Law, codified at Public Officers Law §102. Adequate notice of all meetings subject to the Law shall be visibly posted and provided to newspapers of local circulation not less than forty-eight (48) hours before any such meeting.

Section 13. Quorum. A majority of the full number of Trustees shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the Trustees present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Charter, or by these By-laws. Every act of a majority of the Trustees present at a meeting duly held at which a quorum is present shall be regarded as the act of the

Board of Trustees.

Section 14. Vacancies. A vacancy on the Board of Trustees, including a vacancy caused by an increase in the number of trustees, may be temporarily filled by a majority vote of the remaining Trustees to elect a person(s) to fill the vacancy(ies) until the next annual meeting of Trustees, at which time trustees so elected must be re-elected as specified in the By-laws or step down from the Board as soon as his or her successor duly is elected and qualified.

Section 15. Compensation. Trustees receive no payment for their services. With Board approval, trustees may be reimbursed for out-of-pocket expenses incurred on approved board business. Trustees must present receipts for all such expenses, which shall be for the trustee only, and shall be itemized and documented. Such expenses must be approved by a motion of the board at the meeting immediately following the expenditure(s). Each year, at the annual meeting, the Board of Trustees shall set a schedule of allowable charges for meals, lodging, mileage expended on board business. Reimbursements shall not exceed these limitations.

Section 16. Meeting Attendance. Trustees are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any trustee after such trustee's three unexcused, consecutive absences to ascertain the trustee's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Trustees.

Section 17. Standard of Care.

1. Each Trustee shall perform all duties of a Trustee, including duties on any committee, in good faith and with a degree of diligence, care, and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
  - Officers or employees of the School whom the Trustee believes to be reliable and competent regarding the issue;
  - Legal counsel, public accountants, or other persons as to matters that the Trustee believes are within that person's professional or expert competence;
  - A committee on which the Trustee does not serve, designated in accordance with a provision of the School's Charter or By-laws, as to matters within its designated authority.

Section 18. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind, and to inspect the physical properties of the School, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state, or local law.

Section 19. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

#### **ARTICLE IV COMMITTEES**

Section 1. Establishment. The Board of Trustees may appoint such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the school.

Section 2. Standing Committees. Each standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into the charter school policy manual. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Board of Trustees. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school. Standing committees shall be made up of no more than two less than a quorum of the Board of Trustees. The president shall be an ex officio member of each committee. The chief educational director of the charter school shall be an ex officio member of each committee, except where his/her evaluation, tenure, or salary are to be deliberated. Standing committees shall be:

- Executive Committee
- Finance Committee
- Education and Accountability Committee.

Section 3. Ad Hoc Committees. Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its final report to the Board of Trustees and be dissolved. Members of ad hoc committees shall be drawn from those parents and staff of the school community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Board of Trustees. Ad hoc committees shall be made up of no less than nine and no more than 15 members. Trustees shall not be eligible to serve on ad hoc committees, since they have authority and responsibility to review the committee's recommendations and adopt them or not.

#### **ARTICLE V OFFICERS**

Section 1. Titles. The Officers of the School are a Chair, a Secretary, and a Treasurer. The Board of Trustees may create such other officer positions as it thinks necessary. Each officer position shall have its duties and responsibilities specified and included in these By-laws. No Officer may hold more than one position at the same time.

Section 2. Election. The Officers shall be elected from among the Board of Trustees at each annual meeting of the Trustees and shall serve for one year and until their successors are elected and qualified.

Section 3. Terms. The president may serve no more than three consecutive one-year terms. Trustees elected to the other officer positions may serve no more than five consecutive one-year terms. Former officers, after a break in service of two years, may be elected to another term as an officer.

Section 4. Duties. Officers shall have the duties and responsibilities belonging to their office, including those that follow:

- (a) The President shall be the chief executive officer of the School, responsible, along with his/her fellow Trustees, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The President shall have full and equal vote as accorded to all trustees. The President may enter into and execute in the name of the School contracts or other instruments that are authorized by the Board of Trustees. The President may delegate, as needed, to any other officer any or all of the duties of the office of President. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these By-laws.
- (b) The Vice President (should one be determined) shall have such duties and responsibilities as may be delegated to him/her by the President. The Vice President shall have full and equal vote as accorded to all trustees. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, including presiding at meetings of the Board of Trustees. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these By-laws.
- (c) The Secretary shall cause notices of all meetings to be served to all members of the Board of Trustees and the Director and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the School's incorporation and tax status filings and documentation. He/she shall have such other powers and duties as may be prescribed by the Board or by these By-laws.
- (d) The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the Business Administrator as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that the Business Administrator keeps regular books of account for the School that set out business transactions of the School, such books to be at all times open to inspection at their place of keeping to any Board of Trustee member. The Treasurer shall be the chair of the Financial Committee, which shall prepare an annual budget, in conjunction with the School Director and the School Business Administrator, for the consideration and approval of the Board of Trustees. The Treasurer shall ensure that the Business Administrator deposits all moneys and other valuables in the name and to the credit of the School with such depositories as shall be designated by the Board of Trustees. The Treasurer shall provide oversight to the Business Administrator in

the investment and reinvestment of funds of the School and the disbursement of funds of the School as may be ordered by the Board of Trustees. The Treasurer shall render to the Board of Trustees and the members of the school community, at the Annual Meeting, statements evidencing the current financial condition of the School. The Treasurer shall ensure that the Business Administrator establishes a system of adequate financial recording showing quarterly income, expenditures, and balance and shall, at the first meeting following the end of each quarter, submit to the Board of Trustees a detailed written financial report in compliance with the New York statutes and regulations relating to charter schools. The Treasurer, as chair of the Finance Committee, annually shall recommend an auditing firm to be hired by the Board of Trustees to review the books of the School and provide a report on them to the Board of Trustee.

Section 5. Removal. Any officer may be removed from office, with cause, by the affirmative vote of two-thirds of the full membership of the Board at any regular meeting or special meeting called for that purpose. Any officer proposed to be removed for cause shall be entitled to at least five business days' notice in writing by mail of the meeting of the Board of Trustees at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Trustees at such meeting. Any Officer may resign at any time by giving written notice to the School, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

## **ARTICLE VI FISCAL YEAR AND CHECK SIGNING**

Section 1. Fiscal Year. The fiscal year of the School shall be July 1 to June 30.

Section 2. Check Signing. The President and School Business Administrator are authorized and required to sign all checks over the amount of \$5,000. The Board of Trustees shall establish a policy setting the amount above which checks must have both signatures.

## **ARTICLE VII AMENDMENTS TO BY-LAWS**

Section 1. Amendments. The Board of Trustees shall have the power to make, amend, or repeal the By-laws of the charter school, either in whole or in part. The By-laws may be amended at any regular meeting of the Board of Trustees or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all trustees and posted in all places and in newspapers as required by the Open Public Meetings Act not less than ten (10) days prior to the meeting at which such change(s) shall be proposed and voted upon. Any change shall require the approval by a two-thirds (2/3) vote of the full membership of the board.

## **ARTICLE VIII**

## **DISSOLUTION**

Section 1. Revocation of Charter. If, at any time and for any reason, the School's charter is revoked or the School becomes insolvent, all assets of the charter school, after satisfaction of all outstanding claims by creditors, will be distributed equitably by the Commissioner of Education, in accordance with law, among the participating districts of residence and non-resident district(s).

Section 2. Voluntary Dissolution. Should the School choose to dissolve for reasons other than the revocation of its charter or financial insolvency, all assets of the charter school, after satisfaction of all outstanding claims by creditors and governmental grantors, will be distributed to \_\_\_\_\_.

## **ARTICLE IX CONFLICTS OF INTEREST**

Section 1. Code of Ethics. The Board shall approve a Code of Ethics applicable to Trustees, officers, and employees of the School, compliant with General Municipal Law, which may be amended as necessary.

Section 2. Conflict of Interest. Any Trustee, Officer, of Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party, or one of the parties, contracting or dealing with the School, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the School. These provision will be consistent with the General Municipal Law. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the School's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction, other than to present factual information or to respond to questions prior to the discussion. The minutes of the meeting shall reflect proceeding, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies addressing Trustees, Officers and key employees to disclose existing and potential conflicts of interest

**ARTICLE X  
ADDITIONAL PROVISIONS**

Section 1. Indemnification of Officers and Trustees. The School shall indemnify every corporate agent as defined in, and to the full extent permitted. A trustee or officer shall not be personally liable to the Corporation for damages for breach of any duty owed to the School, its beneficiaries, or its Board of Trustees, except that nothing contained herein shall relieve a trustee or officer from liability for breach of a duty based on an act of omission: (a) in breach of such person's duty of loyalty to the School; (b) not in good faith or involving a knowing violation of law; or (c) resulting in receipt of an improper personal benefit.

Section 2. Compensation. No trustee or officer shall receive any fee, salary, or remuneration of any kind for services rendered to the School, except that trustees and officers may be reimbursed for proven expenses incurred in the business of the Corporation and approved by formal vote of the Board of Trustees.

Section 3. Insurance. The Board of Trustees shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Section 4. Audit. At the close of each fiscal year, the accounts of the School shall be audited by an independent auditor who has expertise in accounting of tax-exempt organizations generally. The auditor shall be hired for this purpose by a majority vote of the members of the Board of Trustees present at the regular public meeting at which the motion to hire the auditor is being considered. The audit shall be done in compliance with New York statute §2857 governing Charter Schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations.

These By-laws were adopted by the Board of Trustees at its meeting held on \_\_\_\_\_ by a vote of \_\_\_\_\_.

The undersigned does hereby certify that the undersigned is the Secretary of Classical Charter School, an education school duly organized and existing under the laws of the State of New York; that the foregoing By-laws of said School were duly and regularly adopted as such by the Board of the Trustees of said School; and that the above and foregoing By-laws now are in full force and effect

\_\_\_\_\_  
Secretary, Classical Charter School

## **Attachment 5c Proposed Code of Ethics**

Classical Charter School Board of Trustees recognizes that sound, ethical standards of conduct serve to increase the effectiveness of CCS Board of Trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under General Municipal Law 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.

Every officer and employee of the school, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

1. *Gifts*: An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, so it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. The Board, however, welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.
2. *Confidential information*: An officer or employee shall not disclose confidential information acquired by him or her in the course of her or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
3. *Representation before the Board*: An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.
4. *Representation before the Board for a contingent fee*: An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
5. *Disclosure of interest in matters before the Board*: A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the

discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.

6. *Investments in conflict with official duties:* An officer or employee shall not invest or hold any investment directly in any financial, business, commercial, or other private transaction that creates a conflict with his or her official duties.
7. *Private employment:* An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
8. *Future employment:* An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

#### *Distribution of Code of Ethics*

The Head of School shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

#### *Penalties*

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics may be fined, suspended, or removed from office or employment, as the case may be, in the manner provided by law.

## CONFLICT OF INTEREST

### Proposed Policy on Conflicts of Interest

The General Municipal Law defines prohibited conflicts of interest for school trustees, officers, and employees.

Under the General Municipal Law, no school officer or employee may have an interest, direct or indirect, in any contract with the School, when such trustee, officer or employee, individually or as a member of the Board, has the power or duty to: (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above. No Treasurer may have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of her/his school. This, however, does not preclude payment of lawful compensation and necessary expenses of a school employee in one or more public offices or positions of employment, the holding of which is not prohibited by law.

### Exceptions to Law

The General Municipal Law enumerates a number of exceptions to its general rule prohibiting conflicts. Specifically, the statute provides that its prohibitions on conflict of interest do *not* apply to:

- a) The designation of a bank or trust company as a depository, paying agent, registration agent or for investments of funds of a municipality except when the chief fiscal officer, treasurer, or her/his deputy or employee, has an interest in such bank or trust company; provided, however, that where designation of a bank or trust company outside the municipality would be required because of the foregoing restriction, a bank or trust company within the municipality may nevertheless be so designated;
- b) A contract with a person, firm, corporation or association in which a municipal officer or employee has an interest which is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance or any part of such contract;
- c) The designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;
- d) The purchase by a municipality of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the governing board;
- e) The acquisition of real property or an interest therein, through condemnation proceedings according to law;
- f) A contract with a membership corporation or other voluntary non-profit corporation or association;
- g) The sale of lands and notes pursuant to Section 60.10 of the local finance law;
- h) A contract in which an officer or employee has an interest if such contract was entered into prior to the time he/she was elected or appointed as such officer or employee, but this does not authorize a renewal of any such contract;

- i) Employment of a licensed physician as school physician for a school upon authorization by a two-thirds vote of the board of trustees;
- j) A contract with a corporation in which an officer or employee has an interest by reason of stock holdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;
- k) A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;
- l) A contract for the payment of a reasonable rental of a room or rooms owned or leased by an officer or employee when the same are used in the performance of her/her official duties and are so designated as an office;
- m) A contract for the payment of a portion of the compensation of a private employee of an officer when such employee performs part-time service in the official duties of the office;
- n) A contract in which a school officer or employee has an interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars;
- o) A contract with a member of private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

### **Express Prohibitions**

In addition, the law clearly states that a trustee, officer or employee may not:

- a) Directly or indirectly, solicit any gift, or accept or receive any gift having a value of \$75 or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing, or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him/her in the performance of his/her official duties, or was intended as a reward for any official action on his/her part;
- b) Disclose confidential information acquired in the course of his/her official duties or use such information to further his/her personal interests;
- c) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

### **Penalties**

Any contract willfully entered into by or with a school in which there is a prohibited interest is void and unenforceable. In addition, any trustee, officer or employee who willfully and knowingly violates the foregoing provisions shall be guilty of a misdemeanor.

It should be noted that competitive bidding does not cure the prohibition against having any interest in a contract when the trustee, officer or the employee has the power to approve the contract.

The law further authorizes, in addition to any other penalty imposed, that any person who knowingly and intentionally violates the above may be fined, suspended, or removed from office

or employment in the manner provided by law.

### **Disclosure of Interests**

The Legislature has also enacted various disclosure requirements, in an effort to protect the public and to publicize conflicts of interest, so that both the public and the governing body might take appropriate account of any personal interests in assessing the public benefit of a personal transaction.

Any trustee, officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it.

Although certain interests may not be expressly prohibited by law, they are still subject to disclosure requirements. Legal counsel should be sought concerning any question regarding disclosure of specific items.

The law requires that written disclosure be made part of and set forth in the minutes of the Board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need be made.

## **Attachment 8a**

### **Hiring and Personnel Policies and Procedures**

#### **1. Introduction**

Classical Charter School is the public school employer of the employees at this charter school. As the public school employer, CCS Board of Trustees and its managers assume full responsibility for establishing and implementing the terms of employment within the school. The following provides a summary of policies and guidelines with respect to employment at Classical Charter School. It does not cover all aspects of employment. Employees are responsible for reading and understanding personnel policies. If anything is unclear, or if employees have any questions, they are to discuss them with the Head of School/Director. Additional guidelines and procedures appropriate to the School may be established.

#### **2. Mission Statement**

##### **2.1 Executive Summary**

Classical Charter School uses an incremental, mastery-learning approach for teaching basic subjects of reading, math, language, spelling, and writing found in Direct Instruction programs and materials. These programs are complemented with Core Knowledge programs for teaching content subjects of American and world history, geography, music, art, and literature. There is strong emphasis on civics and the Constitution and government. The major fields of science are taught to guide children toward developing a solid foundation of scientific understanding. Children develop skills of inquiry through observing, organizing, and thinking their way toward rational conclusions. Additionally, through literature read during the Morning Gathering and English language arts time, children are taught the core virtues of good behavior.

##### **2.2 Mission of Classical Charter School**

The mission of Classical Charter School is first to accelerate educational achievement and academic competency of all its students, but especially children who are considered at-risk. In attempting to accomplish the broad mission, the school provides a uniquely effective and specialized approach to teaching using Direct Instruction.

#### **3. Hiring Policy**

##### **3.1 Philosophy**

Professional teaching staff will be hired whose personal philosophy is compatible with Classical Charter School's philosophy:

We will take children where they are and accelerate them. We will look at things from the kids' perspective. We carefully assess what the kids know, always with the

understanding that kids are the final authority and that their misconceptions are reasonable responses to what they have been told and shown. We start out where the kids are and where they can succeed—even if the starting point is pretty far from where we'd like it to be. Then we teach carefully, using the kids' performance as our only reference point for measuring our success. If that kid fails, we failed, and we'll have to go back to the drawing board and learn more about doing a better job. We don't use a floating standard. With a floating standard, we could fail to teach half the kids in a classroom. At the end of the year, we could proudly point to the kids who learned and say, "I taught them." When asked about the other kids, we would say, "Oh, they were not ready to learn." We must play the game straight. If we take credit for the kids who succeed, we must take credit for those who failed." (Engelmann, S., 1992)

Classical Charter School looks for candidates who will connect with an at-risk population.

### **3.2 Competencies**

Teaching staff will be hired based upon previous experience, education, and evidence of superior performance. Also considered will be community involvement, multiple talents, and understanding charter school dynamics. Advanced degrees in disciplines, coupled with teaching experience, are looked upon with favor.

### **3.3 Recruiting**

Classical Charter School will avail itself of a number of avenues for staff recruitment:

- advertise in local newspapers and other media
- word-of-mouth
- local advertising
- internet through Association for Direct Instruction and other avenues.

Applicants may apply directly to Classical Charter School.

## **4. At-Will Employment Relationship**

While Classical Charter School expects the employment relationship to be mutually beneficial, employment with CCS is entered into voluntarily, and the employment relationship is considered at-will. Given the at-will employment relationship, either employee or Classical Charter School may terminate the employment relationship at any time with or without notice, with or without reasons. No employee has the authority to enter into any agreement for employment or employment for a specified period of time, or to make an agreement or contract contrary to the at-will employment relationship stated above.

## **5. Compensation**

### **5.1 Compensation information for Teachers**

- As a monthly employee, teachers are eligible for sick leave and health benefits. Teachers will be compensated based upon education (academic transcripts) and experience (employment history/verification) as evaluated by CCS.
- Classical Charter School employment year is from July 1 to June 30.
- Employment is contingent upon submission of satisfactory proof of identity, legal authorization to work in the United States, valid New York credential (or eligibility), and fingerprint clearance. Prospective employees must personally present original documentation that establishes identity and employment eligibility including New York drivers license, social security card, and New York credential.
- Classical Charter School teachers are not covered by a collective bargaining agreement or New York State Education Code provisions governing terms and conditions of employment. This paragraph is intended only to address employment issues for charter agreement teachers.

### **5.2 Compensation information for Paraprofessionals**

- Paraprofessionals are apprentice-like positions. They work under the supervision of experienced teachers.
- Paraprofessionals are hourly positions.
- Paraprofessionals are not eligible for benefits, beyond those prescribed by law.
- CCS instructional employees are contracted hourly for the school year from July 1 to June 30.
- Employment is contingent upon submission of satisfactory proof of identity, legal authorization to work in the United States, valid New York credential (or eligibility), and fingerprint clearance. Prospective employees must personally present original documentation that establishes identity and employment eligibility including New York drivers license, and social security card.

## **6. What Employees Can Expect From Classical Charter School**

Classical Charter School employee relations philosophy strives to:

1. Ensure that there are adequate resources available to meet the needs of our students.
2. Select people on the basis of skill, training, ability, attitude, and character without discrimination with regard to age, gender, color, race, creed, religion, political belief, national origin, ancestry, marital status, sexual orientation, health condition, or disability that does not prohibit performance of essential job functions.
3. Pay employees according to their effort and contribution to the success of our school.
4. Review wages, employee benefits, and working conditions continually with the objective of providing maximum benefits in these areas, consistent with sound business practices.

5. Provide eligible employees with medical, disability, retirement, and other benefits.
6. Dedicate ourselves to accountability and continuous improvement.
7. Develop competent people who understand and meet our objectives, and who accept with open minds the ideas, suggestions, and constructive criticisms of fellow employees.
8. Assure employees, after talking with their supervisor, an opportunity to discuss any problem.
9. Make prompt and fair adjustment of any complaints that may arise in the everyday conduct of our school, to the extent that is practicable.
10. Respect individual rights and treat all employees with courtesy and consideration.
11. Maintain mutual respect in our working relationship.
12. Provide a workplace that is attractive, comfortable, orderly, and safe.
13. Keep all employees informed of the progress of CCS, as well as CCS's overall aims and objectives.
14. Do all these things in a spirit of friendliness and cooperation so that CCS will be known as a school of excellence.

## **7. What Classical Charter School Expects From Its Employees**

1. The employee's first responsibility is to know his/her own duties and how to do them promptly, correctly, and pleasantly.
2. Employees are expected to cooperate with fellow employees and maintain a proper attitude. How employees interact with fellow employee, those whom Classical Charter School serves, and how they accept direction can affect the success of classrooms and assignments.
3. The performance of one class/assignment can impact the entire service offered by CCS. Whatever the employee's position, it is an important assignment.
4. Perform every task to the very best of your ability. The result will be better performance for CCS, success for our students, and personal satisfaction for the employee.
5. We are dedicated to making CCS an organization where you can discuss any problem or question. We expect you to voice your opinions and contribute your suggestions to improve the quality of CCS.
6. Employees help create the healthful, pleasant, and safe working conditions that CCS intends for you. Your dignity and that of fellow employees, as well as that of our students, is important.
7. CCS needs your help in making each working day enjoyable and rewarding.

## **8. Conduct**

All employees are expected to work together in a cooperative spirit to serve the best interests of the school. Employees are to be courteous to students, one another, and the public. All employees are expected to observe the following standards of conduct:

- Recognize and respect the rights and property of students and coworkers and maintain confidentiality in all matters relating to students and coworkers.

- Report to work according to the assigned schedule.
- Notify their immediate supervisor as early as possible (preferably in advance) in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action.
- Know and comply with school procedures and policies.
- Observe all safety rules and regulations and report injuries or unsafe conditions immediately.
- Use school time, funds, and property for authorized school business and activities only.

## **9. Dress Policy**

Each employee of Classical Charter School is expected to give proper attention to his/her personal appearance as required by work responsibilities:

- Neckties for male employees are optional. Women's attire, like that of men, should reflect a suitable standard of professional dress.
- Prohibited clothing includes, but is not limited to: Recreational and athletic type clothing (jeans, shorts, warm-up suits, etc.), clothing or accessories with slogans which are suggestive of drugs, alcohol, sex, or obscenities. Provocative clothing (thin straps, tube tops, low necklines, low backs, strapless, too tight, too short, midriff revealing, see-through, etc.) also are prohibited.
- Personnel should wear shoes that provide support and protection. Athletic-type shoes and/or sandals are acceptable if they compliment the other attire being worn.

The Head of School/Director is instructed to be aware of employee dress and to discuss dress expectations with those employees who may require guidance.

A more relaxed dress code may be appropriate for “non-teaching” days such as: Teacher Workdays, Outings, Field Trips, Staff Development Days, etc.

## **10. Firearms and Weapons**

Employees, visitors, and students are prohibited from bringing firearms, illegal knives, or other weapons onto school premises or any grounds or building where a school-sponsored activity takes place. To ensure the safety of all persons, employees who observe or suspect a violation of the school's weapons' policy should report it to the Head of School/Director.

## **11. Drugs and Alcohol**

Classical Charter School is committed to maintaining a drug-free environment and will not tolerate the use of illegal drugs in the workplace. Employees who use or are under the influence of alcohol or illegal drugs during working hours may be dismissed.

## **12. Tobacco Use**

The use of tobacco by school employees and visitors is restricted to the extent listed below:

- Smoking and other uses of tobacco by school employees and visitors in school buildings, on school grounds and property, and on or in school vehicles, including school buses, shall be prohibited at all times.
- Employees who are assigned the responsibility for supervising students at school-sponsored activities, regardless of where the activities are conducted, shall not use tobacco in any form while on duty.

## **13. Professional Travel**

Professional personnel who have been authorized by the Head of School/Director to travel in the performance of their duties shall be advanced/reimbursed as indicated below;

- Travel in the employees' automobile or other private vehicle is paid at the current rate mandated by the IRS. Employees are expected to carpool where two or more employees are traveling to the same destination.
- When such travel is done by means of a public carrier, the employee shall receive as travel expense the actual fare or other expenses incurred. Travel by airline shall be at the tourist rate.

### **Current reimbursement rates:**

- Single standard room rate for accommodations
- A set reimbursement rate for meals
- Current mileage rate mandated by IRS
- Actual event registration fees
- Actual fare or other expenses incurred in travel by public carrier.

## **14. Visitors**

The Head of School/Director is responsible for establishing rules and procedures governing visitors to the school and taking appropriate action with respect to visitors. Such rules and procedures may govern protection of students, staff, and property; reporting of visitors to the school office; removal of trespassers; and loitering.

## **15. Field Trips**

Field trips are subject to the prior approval of the Head of School/Director. The Head of School/Director has authority, in her/his discretion, to determine all factors involved with field trips, including without limitation: satisfactory educational purposes for field trips, scheduling, notices, parental consent requirements, costs, and student fees, if any, locations, transportation, adult supervision, safety, rules, standards of conduct, discipline, communication, and emergency

procedures.

## **16. General Complaint Procedure**

### **16.1 Initiating a Complaint: First Effort at Resolution**

A student, parent, or any member of the public who wishes to express a complaint or concern that is not a violation of law (a separate policy governs complaints about violations of law) should first discuss the matter either (a) with the school employee involved (teacher, paraprofessional, Head of School/Director) or (b) with that employee's supervisor. Classical Charter School intends to solve problems and address all complaints as close as possible to their origination, among the people directly involved. For any complaint or concern addressed to or discussed with an employee, within one week the employee shall tell the employee's supervisor about the complaint or concern and about what conversations and other actions were taken to respond to and resolve the issue. The supervisor has authority to determine what additional actions will be taken.

### **16.2 Involvement of the Affected Employee's Supervisor**

If the complainant and affected employee are unable to resolve a problem or concern by themselves as provided in paragraph 1, the complainant should work with the employee's supervisor to resolve the complaint or concern. When a complaint or concern about an employee is first brought to that employee's supervisor (i.e., Head of School) rather than brought directly to the affected employee, the supervisor has the authority either (a) to require the complainant to first talk to the subject employee in an effort to resolve the issue, or (b) to become directly involved in further communications with both the complainant and the subject employee in order to resolve the issue.

### **16.3 Involvement of the Head of School/Director**

In cases where the affected employee's supervisor is under the Head of School/Director's supervision and the problem or concern is not resolved as provided in paragraph 2, the complainant should work with the Head of School/Director to resolve the complaint or concern

### **16.4 Classical Charter School's Board of Trustees**

If the complainant is dissatisfied with the Head of School's findings and conclusion, the complainant may appeal the decision to the Board of Trustees, which may hold a hearing to review the findings and conclusion of the Head of School, to hear the complainant, and to take such other evidence as it deems appropriate. Generally, all parties involved, including the school administration, will be asked to attend such meeting for the purposes of presenting additional facts, making further explanations, and clarifying the issues. The Board of Trustees may elect to hold the hearing in executive session if the subject matter qualifies and an open meeting is not requested as permitted in certain circumstances under New York statutes. If the complaint or concern relates directly to the Head of School and the complainant and Head of School fail to

resolve the matter, the complainant may request action by the Board of Trustees, which may take whatever actions it deem appropriate to resolve the matter.

## **16.5 Decisions by Head of School**

Where this policy authorizes the Head of School to make decisions or take action, the Board expects the Head of School to first consult with or seek advice from other staff and outside experts where appropriate.

## **17. Job Descriptions**

**17.1 Head of School** (Until the school has adequate numbers, the positions of Head of School and Director are merged)

*Responsible for the overall administration and supervision of the entire school.*

- Oversees school-wide long- and short-term planning to address student needs
- Provides leadership and direction to staff
- Works with Director and Business Administrator to hire new staff, evaluates, and terminates staff
- Collect data and prepare evidence of the school's progress toward upholding its mission
- Manage the school in a fiscally sound manner
- Plan and conduct community meetings and cultivate relationships in the community
- Ensure the proper use of student data to drive and improve instruction and to ensure that all students are being treated equitably, regardless of race, national origin, gender, or disability status
- Oversees and works on curriculum development and implementation with Director
- Ensures successful development of programs
- Directs, supervises, provides guidance, gives support to teachers to improve instruction
- Ensures proper use of student data to drive and improve instruction
- Plans master schedule of classes for students and staff
- Provides professional development, along with Director, for staff
- Directs and oversees financial and budgetary planning and business operations
- Makes formal reports to Board of Trustees
- Works closely with parents and community at large to obtain community support
- Works with Board of Trustees to ensure legal compliance of the school

### **Qualifications**

- Master's degree in Education, Public Administration, Business, or other management-related degree; Certification for School District Leader desirable (formerly, "School District Administrator")
- Excellent written and oral communication skills
- Understanding of relevant laws and regulations and experience in legal/regulatory compliance
- Agreement with and commitment to CCS's academic goals and educational philosophy
- Understands the purpose and structure of charter schools in New York State

## **17.2 Director**

*Responsible for all aspects of school's academic program, including achievement of academic goals. Assists Head of School in overall administration and supervision.*

- Regularly communicates with the designated Trustee
- Within the school community, inspires a culture of excellence that is centered on the School's vision
- Select, supervise, monitor and evaluate teachers and academic support staff
- Insures that all teachers are highly qualified
- Conducts regular staff meetings
- Develop and maintain research-based educational programs in conjunction with state law, charter school laws and regulations, and NY State Learning Standards
- Assures programs meet Charter goals and requirement, recognizing that faculty is responsible for designing standards-based curriculum that is aligned with NY State Learning Standards
- Oversees school data reporting systems, classroom, general school, and SED required data
- Schedule all classes and staffing
- Participates in parent-teacher conferences when appropriate
- Directly serves the curriculum and instructional needs of the School
- Responsible for supervision, curriculum development, and high-level instruction
- Develops, coordinates and maintains the curriculum
- Evaluates teaching and other support staff members as assigned and where appropriate
- In consultation with classroom teachers, structures goals and objectives and assessment criteria for students
- Develops and presents workshops in conjunction with staff development
- Assist in making formal reports to the board of trustees and chartering entity on student academic performance, conduct, school safety, and related matters
- Oversee authorizer compliance in areas of responsibility

### **Qualifications**

- Master's degree in Education; administrative certification desirable
- Knowledge of and experience with assessments and relevant technologies, as well as understanding of and experience in using student assessment data to drive instructional planning
- Experience in educational research
- Commitment to accountability, including a rigorous student assessment regime, and strong teacher support
- Background checks and child abuse registry checks will be conducted for every employee in accordance with the law

## **17.3 Business Administrator**

*Responsible for overseeing the non-academic operations of the school and for achieving operating and financial goals. Reports to Head of School.*

- Maintains all books of accounts

- Provides day to day management of school financial affairs
- Works with Head of School/Director and Board of Trustees to forecast, plan, and budget school's economic future
- Supervise office support staff
- Manages annual financial audit, tax filings, and 990 filing with auditor
- Maintains itemized spreadsheet of revenues and expenses
- Manage all fiscal reporting to all constituents including Charter authorizer and Board of Trustees
- Responsible for tax reporting to IRS and individuals
- Prepares all financial reports to governing bodies
- Responsible for semi-monthly payroll and all relevant fringe benefits
- Select and oversee vendors, as needed, to procure products and services
- Works with Head of School on development and marketing by cultivating foundation and corporation relationships
- Oversees payroll as outsourced service
- Maintains appropriate insurance
- Manages all student records and information
- Participates in staff recruitment, selection, retention, and dismissal decisions
- Manages personnel files and ensures that all paperwork is complete for school staff
- Contracts with appropriate vendors for payroll, liability and property insurance, employee health insurance and benefits; accounting, transportation, food, and other goods and services
- Acquaints new employees with benefits and insurance packages
- Manages lease/purchase negotiations, maintenance and renovations
- Manages food service accounts, including student lunch counts and reporting
- Keeps track of staff attendance, sick days, vacation time, creates and updates school calendar
- Originates all purchase orders and payment
- Works with Head of School to implement and apply for grants and conduct fundraising activities; manages fundraising events; coordinates grant reporting

### **Qualifications**

- Certification for School District Business Leader

### **17.4 Classroom Teacher**

*Responsible for teaching a class of 20 students. Teachers need to be certified in appropriate certification field. In some cases, a person with a degree in an appropriate discipline and experience, but lacking certification, will be employed in a teaching position.*

- Demonstrated ability to work with children, especially at-risk children
- Employs instructional methods, material, and resources which are consistent with the School's philosophy
- Prepares and records plans for class assignments in advance
- Diagnoses individual needs of students

- Establishes a classroom environment that is conducive to learning and to the development of a positive self-concept
- Develops appropriate rules for student behavior and procedure, and maintains order in the classroom in a fair and consistent manner
- Organizes the classroom facilities and instructional materials to promote optimal use
- Assesses the progress of students on a continuing basis, provides progress reports, and holds appropriate conferences. Communicates with parents and other staff members to bring about pupil growth
- Use pertinent testing information (in-class assessments) to inform curriculum to target specific weaknesses in basic skills area
- Maintains accurate and complete records as required by law and School policy
- Assists in implementing school-wide policies and rules governing student conduct
- Attends meetings as required
- Serves on established committees
- Supervises student teachers, non-instructional personnel, and volunteers with Director
- Performs other duties as may be assigned
- Meet with parents/guardians during scheduled day and evening conferences, and as necessary
- Participate in staff development activities
- Maintain and organize attendance and academic records in accordance with Title, IEP, and general education program requirements
- Assist with mandated data reports, and assist in the gathering of data and writing of all required reports for the Annual Report

### **Qualifications**

- Appropriate certification and/or degree in a discipline plus experience
- Ability to work with students considered at-risk
- Knowledge and ability to correlate curriculum with state standards
- Ability to work with other teachers and staff in carrying out the mission of Classical Charter School

### **Professional educators at Classical Charter School understand and accept the following**

- Successful teachers are flexible, open to direction, and are personally and positively engaged.
- Teachers are able to motivate, inspire, and facilitate learning that meets standards.
- Teachers demonstrate a confident, highly professional, and energetic approach to their work.
- Successful employees balance their work and personal lives.
- Teachers are assigned to classroom sites based on program needs of the school.
- Teachers may make home visits to support student learning.
- Teachers are highly professional in manner, speech, appearance and in their interactions with others at all times.
- Employees maintain professional boundaries at all times.
- Learning environments should be welcoming, clean, orderly, and pleasant.

- Teachers understand and welcome accountability.

*The Classical Charter School professional educator accepts his or her position of public trust. The educator measures success not only by the academic progress of each student, but also student progress as a citizen of the greater community of the Republic.*

### **17.5 Paraprofessional**

*Responsible for working under classroom teacher's or Director's direction. Need to be a high school graduate, or 2- or 4-year college graduate.*

- Temporarily monitors classroom when teacher is not present
- Works with individual students or groups of students on special non-instructional and instructional matters
- Assists students in use of available instructional resources, and assists in development of instructional materials
- Reinforces skills taught after receiving appropriate training
- Provides clerical assistance
- Maintains strict confidentiality
- Performs duties as assigned by classroom teacher and/or Director

### **17.4 Secretary / Administrative Assistant**

*Responsible for implementing main office functions. Qualifications include high school graduate, or 2- or 4-year college graduate.*

- Responsible for complex stenographic and clerical tasks
- Acts as secretary for the School
- Performs tasks assigned by Business Administrator and Head of School
- Maintains student folders
- Screens telephone calls and correspondence
- Coordinates and arranges appointment schedules
- Compiles and types various reports
- Requisitions and maintains a stock level of office supplies and keeps related records
- Prepares, maintains, and files various policy and procedure manuals and related records
- Prepares correspondence and reports as required
- Maintains attendance records for students and employees
- Acts as secretary at Trustee meetings
- Receives parents, students, visitors, etc. to the School

### **Employee integrity statement**

Our School is committed to servicing students and families in a manner which demonstrates integrity and honesty. This can be accomplished by leading our students and each other to success through being truthful, taking responsibility for one's actions, and knowing and working within the laws and regulations relevant to our daily work, both in letter and spirit.

**Attachment 8b**  
CURRICULUM VITA

**DEANN S. NELSON**

69 Hazeltine Avenue  
Jamestown, New York 14701  
716/487-7225  
[dsnelson67@gmail.com](mailto:dsnelson67@gmail.com)

**EDUCATION:**

Ed.D. Educational Psychology, State University of New York at Buffalo, 1993  
Dissertation: "An Evaluation Study of the Implementation of 'The Cognitive Curriculum for Young Children' in a Rural Special Education Preschool Classroom"  
Qualifying Paper: "A Review of the Theoretical Base and Empirical Evidence for Feuerstein's Theory of Intellectual Growth"  
Advanced Certificate: School District Administrator, State University College at Fredonia, 1995  
M.A. School Psychology, State University of NY at Buffalo, 1989  
Additional graduate coursework in assessment, learning, and psychotherapy: Edinboro University of Pennsylvania, Edinboro, PA 1986/87  
M.S. in Ed. Guidance and Counseling (including Rehabilitation Counseling), St. Bonaventure University, 1978; Advanced Certificate in Guidance, 1980  
M.S. in Ed. Elementary Education, Science Concentration, State University College at Fredonia, 1973  
B.A. Elementary Education, State University College at Fredonia, 1968  
A.A.S. Science, Jamestown Community College, 1963  
Certificate in Anesthesia, Minneapolis School for Nurse Anesthetists, Minneapolis, MN  
R.N., Lutheran Hospital, Moline, Illinois

**EMPLOYMENT HISTORY:**

Tutoring service for children slated for special education, and those with severe learning deficits, 1998-present  
Educational Lobbyist and Advisor to Citizens for Excellence in Education (CEE), 1994-1998  
Adjunct Professor, graduate courses in Educational Psychology and Educational Research Techniques, Canisius College, Buffalo, NY, 1992-94  
Adjunct Professor, undergraduate courses in Adolescent Development and Developmental Psychology, State University College at Fredonia, Spring 1994, Spring 1995  
School Psychologist, Erie 2-Chautauqua-Cattaraugus BOCES, 1989-1992  
School Psychologist Intern, Brocton Central School, 1988-1989  
Guidance Counselor, Mayville Central School, 1986-1988  
Guidance Counselor, Health Teacher Jr-Sr HS, Career Education Specialist, Bemus Point Central School, 1981-1986  
Geriatric Counselor, Lutheran Social Services, 1977-1980

**PROFESSIONAL PERMANENT CERTIFICATION:**

School District Administrator  
School Psychology  
Elementary Education, N-Grade 6  
Guidance Counselor  
School Nurse-Teacher  
Health, K-Grade 12

**WRITINGS:**

“Special Education and Individual Education Plans: Jamestown Public Schools,” 2003.  
Presented to: Superintendent, Director of Pupil Personnel Services, and Board of Education  
“Project CARE: Children At Risk Educationally: A Model of Excellence for Jamestown School District Based Upon Empirically Validated Research,” 2000  
Dissertation: “An Evaluation Study of the Implementation of ‘The Cognitive Curriculum For Young Children’ in a Rural Special Education Preschool Classroom,” 1993  
Book chapter: “Reading: Your Child’s Key to the Future,” 1996

**WORKSHOPS CONDUCTED:**

- “Prevention: The Necessary Ingredient for Keeping Disadvantaged, Minority, and ESL Children Out of Special Education”
- Education Summit I, State University of NY at Buffalo, 2/10/96
- Education Summit II, Rochester, NY 3/9/96

**CONFERENCE PARTICIPATION:**

- Association for Direct Instruction, Cherry Hill, NJ, 8/5/01-8/8/01
- Association for Direct Instruction, Baltimore, MD, 8/8/99-8/11/99
- Association for Direct Instruction, Toronto, Ontario, 8/9/98-8/12/98
- International Conference on Structural Cognitive Modifiability by Dr. Reuven Feuerstein, Jerusalem, Israel, July 3-14, 1989
- 5-18 hour workshops on various professional topics:
  - “Direct Instruction.” Buffalo, NY 10/26-27/94
  - “Constructivist Education: One Square Kilometer.” 6/1-3/94; 8/22-26/94
  - “High/Scope Workshop.” Rochester, NY 3/31/92
  - “Interventions for Emotionally Disturbed Children.” 7/14-16/92
  - “Alternative Evaluation: Classroom Techniques.” 5/1/91
  - “Quality Education For All Children.” Laurence Lieberman. 4/26/91
  - “Whole Language for Handicapped Students.” 3/14/90
  - “Consultation in the Schools.” 9/29/89
  - “Creating an Enabling Environment: Analysis, Aesthetics, and Elements of a Model Middle School,” 3/30/90
  - “Improving Your Professional Role and Image.” 9/9/90

## **PROFESSIONAL MEMBERSHIPS:**

Association for Direct Instruction

Core Knowledge Foundation

National Association of School Psychologists (Nationally Certified School Psychologist) (lapsed)

## **PROFESSIONAL COMPETENCIES/HIGHLIGHTS:**

### **Tutoring and Advocacy**

- Used Direct Instruction curricula (reading, math, spelling, writing, correctives) to remediate children slated for special education, or who had severe learning deficits. Brought them to grade level and above to function in regular education, and increased their self-esteem
- Worked with several children to prepare them in writing for ELA 4 and 8
- Taught parents to use Direct Instruction curricula to work with their own children
- Organized community meetings to inform the public about the learning needs of disadvantaged children
- Worked with Buffalo educational advocacy group to upgrade learning on state level

### **Research**

- Researched and wrote a dissertation evaluating a cognitive curriculum for handicapped preschool children that emphasized language development and thinking
- Researched and wrote a preventative proposal for Jamestown schools to address the learning needs of district children: "Project CARE: Children At Risk Educationally: A Model of Excellence for Jamestown School District Based Upon Empirically Validated Research." Submitted to the district for consideration
- Researched learning problems of disadvantaged, minority, and ESL children
- Engaged in upgrading and problem-solving in special education to remediate very high numbers of classified children and return them to regular education

### **Teacher Educator**

- Instructed graduate education students in: principles of learning, retention, and thinking; improving instruction and grading, principles of educational research; how to design and conduct formal research as well as action research within their classrooms
- Instructed undergraduate education students in: adolescent development and developmental psychology; focused on helping students make the transition from student to teacher;
- Mastery Learning; Cooperative Learning; Data-based reading; Reciprocal Teaching; Curriculum-based measurements; Essential Elements of Instruction

### **School Psychologist**

- Itinerant school psychologist K - Grade 12 to several rural districts, plus preschool assessments and consultation to a BOCES center. Duties included: assessment, counseling with regular/handicapped children and adolescents; recommending/teaching interventions to teachers for children who had learning problems; consultation with teachers and parents; member of Committee on Special Education

- Especially interested in at-risk disadvantaged and slow-learning children. Instrumental in educating school personnel to the need for providing appropriate teaching methods to this student population rather than classifying them as disabled
- Developed a data-based reading program for slow-learning non-disabled and disabled children with reading problems which significantly improved their reading abilities
- Developed and taught teachers how to implement curriculum-based measurements to facilitate their teaching and student learning
- Co-facilitated group work with an elementary guidance counselor
- Psychotherapy to elementary through high school students at-risk for or exhibiting mental health problems

### **Guidance Counselor/Health Teacher/Career Education Specialist**

- Upgraded requirements for all Bemus Point students grades 9-12 before the advent of the NYS Regents Action Plan. Resulted in significant enrollment increases in foreign language, math, and science. Percent of student entering 4-year colleges increased significantly
- Created and taught guidance labs for all students grades 7-12, which were targeted for the unique needs of each grade
- Established career education programs for grades 7-12
- Taught Jr/Sr Health while also serving as the guidance counselor
- Instrumental in establishing advanced placement courses and increasing enrollment in honors level courses
- Personal, academic, and career counseling to students grades 7-12
- Consultant to Region 10 for the Regents Action Plan Home and Career Skills program. Provided in-service education to administrators and teachers throughout western New York
- Established and co-facilitated with high school teacher a support group for students whose parents were divorced or who had lost a parent through death
- Created the master schedule and scheduled several hundred students and faculty
- Converted the guidance department to computerized scheduling and report cards
- Wrote a guidance newsletter 4-5 times per year providing information on careers, pertinent news for college-bound students, training programs available, plus other information helpful to parents

### **Geriatric Counselor**

- Provided mandatory in-services to staff in a skilled/health-related facility
- Persuaded physical therapy staff of the need for on-unit exercise programs. These were implemented and resulted in great success and enthusiasm by the patients
- Trained aides in behavior modification and set up a rehabilitation program to improve the well-being of patients
- Individual patient counseling and structuring environments
- Assessment of individuals for placement at appropriate level of care; assessment of behavioral objectives for optimal psycho-social adjustment to institutional living

**School Board Member: Jamestown Public Schools**

2003: Researched and wrote the following document:

“Special Education and Individual Education Plans: Jamestown Public Schools.”

After reading more than 700 actual Individual Education Plans (IEPs), the researched document was submitted to the district superintendent, director of pupil personnel services, and all board of education members. It detailed the need for upgrading basic skills and academics in district schools to prevent the high numbers that were flowing into special education. Most students were classified as learning disabled, emotionally disturbed, or mildly mentally retarded. Many students were found to be 2-5 years below grade level. The number declassified was extremely small.

**REFERENCES:**

Available upon request