Application Summary

Motto: Today's Learners … Tomorrow's Leaders

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

The mission of Friendship Tech Charter School of Excellence: The Friendship Tech Charter School of Excellence (FTCSE) will empower students of the Mount Vernon School District and abroad to become aspiring leaders by creating life-long learners, critical thinkers, and problem-solvers. Within an active multi-modal science, technology, engineering, and mathematics curriculum, FTCSE will utilize best practices and age appropriate tools to develop a holistic, comprehensive, and integrated learning environment. Creating a strong literacy foundation for successful academic learning will help those students who struggle to master the English language.

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

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

The FTCSE academic program is built around five key design elements. These five key design elements are built around six elements of capacity framework: *Rigorous Instruction* where students are actively engaged in ambitious intellectual activity and developing critical thinking skills; *Supportive Environment* where the school culture and classroom is learning-friendly, safe, and where students feel supported by their teachers and peers; *Collaborative Teachers* who are student-centered and committed to the success and improvement of their classroom and school. This collaboration is fostered through professional development, strengthening the skills of each teacher within a culture of respect and continuous improvement whereby the students receive the maxim benefit of learning; *Effective School Leadership* where the Executive Director leads by example and nurtures the professional growth of teachers and staff, developing and delivering the instructional and social emotional support that drives student achievement; *Strong Family and Community Ties* with community-based partnership that encourages and supports student-based learning that provides the practical resources to further the learning experience of each child. We will develop partnerships with families, businesses, and community-based organizations to merge various components into one learning unit. [there are only five given]*Therefore, the six capacity elements framework is the structure that supports the five key design elements. Without the framework, the mission of FTCSE cannot be achieved*. Those elements provide the approach of administering learning that will assist students with the means to become college and career ready, lifelong learners, and aspiring leaders. The five key design elements are:

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

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

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

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

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name Friendship Tech Charter School of Excellence
Proposed School Location (District) Mount Vernon (CSD 17)
Name of Existing Education Corporation (if applicable) _____

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

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."[11]

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter School itself:

- 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

[11] N.Y. Education Law § 2854(2)(a)

required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application; [12]

- 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;[13] 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.[14]

Collie Nathan Edwers

I, *Enter name of Proposed Board Chair*, hereby certify that the information submitted in this Full Application to establish ~~*Enter Name of Proposed Charter School*~~ Friendship Tech Charter School of Excellence is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair:

Date: 4/6/16

[12] 20 USC § 7221b(b)(3)(J)
[13] 20 USC § 7221b (b)(3)(K)
[14] 20 USC § 7221b (b)(3)(N)

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

A. Mission Statement and Objectives

The Friendship Tech Charter School of Excellence (FTCSE) will empower students of the Mount Vernon School District and neighboring communities to become aspiring leaders by creating life-long learners, critical thinkers, and problem-solvers. Within an active multi-modal science, technology, engineering, and mathematics curriculum, FTCSE will utilize best practices and age-appropriate tools to develop a holistic, comprehensive, and integrated learning environment. Creating a strong literacy foundation for successful academic learning will help all students to master the English language. This program will benefit those students who also struggle with the daily reality of poverty and give them the skills they need to achieve above and beyond their current socioeconomic challenges.

Motto: Today's Learners ... Tomorrow's Leaders

Objectives

1. FTCSE will meet the educational needs of low-income and under-educated students in Mount Vernon, New York through our rigorous interdisciplinary STEM academic program, utilizing highly qualified instructional staff, technology, assessments, and conscience discipline.
2. We will develop strong student proficiencies in language and literacy skills necessary for our students to become critical thinkers and problem-solvers. Our students will become proficient in technology, literacy, the arts, reading, and mathematics, supported by high quality individualized instruction and multiple forms of assessment.
3. We will support ELLs and Free and Reduced-Price Lunch students with learning English as a second language and provide healthy meals that will give students the energy needed to actively engage course material throughout the day.

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

Educational law 2850 2a: Improve student learning and achievement

FTCSE will *model constructivist pedagogy* by introducing a blended-learning program that utilizes a computer-based learning management system and face-to-face learning. This learning model will integrate digital content and assessments that measure students' progress and outcomes. Each day, students will work with computer-aided educational programs such as MakerSpace and Science Fusion to enhance learning by doing. The constructivist pedagogy will allow students to learn by gaining knowledge as they experience various learning applications. Digital assessments will be used to guide instruction and assist teachers in strengthening areas of weakness that are discovered in each individual student. These assessments will take place after each learning module to ensure students' continued knowledge and mastery of subjects being taught. From the digital assessments, individual and small group instruction will take place in a face-to-face learning environment where students will be encouraged to learn from teachers and also encourage one another toward mastery of the stated concepts. Our co-teaching program will *provide new professional development opportunities* for teachers and staff to plan and deliver instruction, use formative assessment data to improve practice, and foster collaboration and growth for both student and instructor.

Educational law 2850b: Increase learning opportunities for each student
Our combination of an inquiry-based interdisciplinary STEM curriculum with an emphasis on *developing the whole child*—their physical, emotional, social, and academic well-being—will increase learning opportunities for each student. In this inquiry-based interdisciplinary STEM environment, students will be able to ask questions and systematically find answers through exploration, problem-solving, and teacher reinforcement. Students will begin with a predetermined age-appropriate baseline of inquiry and expand their knowledge and curiosity using computer-based learning applications and face-to-face instruction. Students will be required to solve problems of similar difficulty, which will assist in developing critical reasoning skills. Most students, even at an early age, are acquainted with and master computer games designed with increasing levels of difficulty. As students engage with these games and experiment with approaches that lead to success, they instinctively replicate these approaches, increase their knowledge, and expand their curiosity as they move from one level to the next until they master the game and win. Our inquiry-based interdisciplinary STEM curriculum is set up using a similar pedagogical process. As students become successful in mastering levels of academic knowledge, they are able to apply that knowledge to new levels of learning as they progress up the learning scale. Each learning area will have predetermined learning goals that each student must master. Teachers will monitor and assist students as necessary as they move from one level of learning to another until the students reach the full level of their potential.

Educational law 2850c: Encourage the use of different and innovative teaching methods
Systematic and advanced learning does not happen in a vacuum, rather in environments that challenge the cognitive and critical thinking skills of the learner. The constructivist pedagogy based on blended learning and the inquiry-based interdisciplinary STEM approach will provide the student with a variety of ways to learn. Teachers will use multiple ways to encourage student participation in learning. As students participate in the MakerSpace/STEM lab, self-directed learning using computer-aided learning applications, LittleBits, Lego blocks, and one-on-one instruction in small groups, teachers can assess areas where students learn best. Teachers will allow students to spend more time in learning environments where they excel, leading to increased confidence, and expanded inquiry toward learning. Teachers will provide additional support in areas where students show diminished capacity to learn. Utilizing multiple ways of learning will increase the student's capacity to use language to articulate what they are learning. Teachers will also take advantage of real-world experiences to reinforce classroom learning by showing students how real-world experiences directly relate to the lessons they are learning in the classroom.

Educational law 2850d: Create new professional opportunities for teachers, school administrators, and other school personnel
In order for teachers, administrators, and school personnel to keep abreast of best practices and cutting edge educational applications and pedagogy, a rigorous professional development program will be utilized. FTCSE's professional development opportunities shall consist of workshops, school visits, coaching, research, peer observations, and support for teachers. This approach will be focus-driven, targeting the specific core disciplines, which will ensure that key design elements are met and the school mission is being fulfilled. FTCSE's teachers will be required to take a minimum of 80 hours of professional development per academic year toward improvement and mastery of new skills and subject material. FTCSE's professional development shall be ongoing throughout the academic year. The duration of FTCSE's professional development will allow time for teachers to learn new strategies and grapple with the

implementation process. The objective for requiring 80 hours of professional development is to provide greater impact toward advancing teacher practice and student learning.

Educational law 2850e: Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system

FTCSE will provide parents and students with a variety of high quality, rich, and unique programs to expand their choice of educational opportunities. Our interdisciplinary STEM-based curriculum, opportunities for real-world experiences such as planting and harvesting a garden, field trips to places such as the Museum of Mathematics, the New York Hall of Science, and the Randall's Island Salt Marsh & Freshwater Wetlands will allow students to see real-world examples of how their education is put to practical use. By integrating the teaching and learning of math, science, technology, and engineering through STEM-based field trips, students are able to build strong literacy skills. Robotics and engineering will provide unique learning opportunities for students to design, build, and program a meaningful creation. This approach gives students the opportunity for hands-on learning and the development of metacognitive and higher-order thinking skills. This method has been shown to have significant impact on students' performance in math and science assessments. Through ongoing parental involvement, FTCSE will provide workshops to support parents in developing the skills needed to assist their children in the learning process. Additionally, parents who desire to gain increased personal knowledge will be able to learn computer basics: how to work with computer programs such as Word, Publisher, spreadsheets, and various presentation software, in addition to using the skills they have acquired to search for jobs and attain an accredited degree.

Educational law 2850f: Provide schools with a method to change from rule-based to performance-based accountability systems

The Education/Academic Committee of the Board of Trustees, the Executive Director, and the Director of Pupil Services are responsible for establishing goals, incentives, and measures that will ensure that FTCSE's students will meet the stated New York State assessment standards. This group will receive and review the required reports of student achievement at regularly scheduled reporting periods and will measure progress against FTCSE's stated objectives and key design elements. There will be four reporting periods for each academic year. At the end of each, the Executive Director will be responsible for making adjustments to ensure that teacher performance and student-learning outcomes for the next reporting period meet New York State Achievement standards. Teacher training, targeted workshops, and modifications to existing pedagogy will be required of teachers whose students are not achieving desired levels of academic performance. At the classroom level, assessments will be required every six to eight weeks to ensure that students are meeting learning goals based on established age-appropriate curricula.

Through these recommended approaches to fulfill the intent of NYS Education Law 2850f, FTCSE students' performance outcomes will be strengthened and exceed the performance of their peers in the Mount Vernon School system.

B. Key Design Elements

FTCSE will base its academic program on five key design elements that make FTCSE uniquely positioned to identify and meet the needs of the Mount Vernon student population. The elements are based on capacity frames which will assist in the implementation of the academic program

FTCSE will offer. These capacity frames are modeled after Hofstra University's research-based teaching and learning lab, located in Hofstra's School of Education. They are:

1. *Rigorous Instruction*—Students are actively engaged in ambitious intellectual activities and the development of critical thinking skills;
2. *Supportive Environment*—The school culture and classroom are learning friendly and safe, and students feel supported by their teachers and peers;
3. *Collaborative Teachers*—Teachers are student-centered and committed to the success and improvement of their classroom and school. This collaboration is fostered through professional development, strengthening the skills of each teacher within a culture of respect and continuous improvement, whereby the students receive the maximum benefit of learning;
4. *Effective School Leadership*—The Executive Director will lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and socio-emotional support that drives student achievement;
5. *Strong Family and Community Ties*—Community-based partnerships encourage and support student-based learning and provide the practical resources to further the learning experience of each child. We will develop partnerships with families, businesses, and community-based organizations to merge various components into one learning unit.

The key capacity frames described above and the five key design elements that they support comprise a single unit with many interlinking parts that will ensure the high student performance outcomes required by NYS Educational law 2850c. The design elements are:

1. **Interdisciplinary STEM-Based Curriculum:** The curriculum will infuse STEM content and careers into rigorous Common Core ELA and math instruction, with interdisciplinary inquiry, projects, and problem-based STEM design challenges that are tied to the overall objectives of FTCSE.

   Students will be provided age-appropriate opportunities to master STEM and Common Core, ELA, and math instruction through the use of a MakerSpace/STEM lab. Each subject/learning station will be designed to challenge the critical thinking skills of the student and track their level of accomplishment through ongoing digital assessment. As students master a level of learning, they will move to the next level. As students matriculate to higher grades, the level of inquiry and difficulty will also increase. Students will use the LittleBits, Lego, and traditional wooden blocks to increase their analytical and problem-solving skills. These exercises will allow students to grow individually, collectively, and through teacher-aided instruction. The interdisciplinary STEM-based curriculum will allow students to integrate what they have learned across disciplines to increase their knowledge of subject material. Increased vocabulary and language skills will increase critical thinking skills and the ability to answer questions and solve word problems.

   Student learning centers will be student-friendly and teacher-supported. Teachers will collaborate with parents and guardians regarding the progress of each student. In addition, students will maintain journals throughout the day to track their learning and progress as they move from one activity to another. Maintaining a journal will increase vocabulary, language skills, and ELL proficiencies. Instructional activities will highlight various careers, particularly those in STEM, and place students in real-world situations as they navigate through each activity. The career-based learning and exposure, coupled with real-world situations, will reinforce the knowledge gleaned from the MakerSpace/STEM lab. School trips and assemblies will align with the curriculum, exposing students to the arts, sports, culture, and STEM disciplines. In addition, students will collaborate with community members on local projects such as gardening and recycling that foster social awareness and real-world learning. These opportunities will create an on-going communication and

partnership with the greater community and increase the students' confidence in the learning environment as they model the *constructivist pedagogy*. Students will also participate in school-based and career-related learning experiences with their families and the community, such as a STEM Career Festival. Students will use written, oral, verbal, and digital communication to share their discoveries with their families and community; teachers will use paper-based and digital formative assessments, such as Keeley's *Uncovering Student Ideas in Science*[1] and *iReady*, respectively, in mastering the interdisciplinary STEM-based curriculum.

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

   Students will use interactive computer-based curricula and materials such as Science Fusion and *interactive whiteboards to develop* high-level writing, reading, and verbal skills. Digital and multi-media literacy will allow students to create video projects on *interactive tablets* that will develop their written and verbal communication skills, while engaging in discourse and debate with teachers and peers. Virtual lab activities will increase the students' understanding of experimental design and manipulation and control of variables, while increasing their data literacy. *MakerSpace* stations will be used to reinforce the practice of science and engineering as detailed in the Next Generation Science Standards (NGSS) by fostering skills in robotics, circuitry, mechanics, and comic book design, to name a few areas.

   Students will learn to use social media, podcasts, and email responsibly. With the guidance of their teacher, lessons will provide students the opportunity to *Tweet* their "a-ha" moments via *Twitter* with family members while in school and share their discoveries or inventions with their peers, community, and students around the world via social media, such as *Skype*. This practice will develop students' social awareness and encourage positive, sensitive, and knowledgeable members of the Mount Vernon community and the global marketplace. The use of Technology Enhanced Learning (TEL) and Social and Digital Consciousness will develop students' math and literacy skills to give them the knowledge necessary to overcome the failing standardized test scores plaguing the Mount Vernon public schools.

3. **Blended Rotation Model**: The rotational model of blended learning will be established to allow students to move between computer-based and face-to-face instruction daily, enhancing student learning and retention.

   Utilizing the Blended Rotation Model, students will use computer and iPad stations in math and reading, independent reading, journaling/reading response stations, and guided teacher instruction with targeted groups, in addition to their STEM inquiry and problem-based tasks. As students complete a task, an assessment will be provided to track their progress. Based on the results of the assessment, students will be provided with individual or group instruction to reinforce learning. When students master a task, they will move to the next task. With each increase in grade level, students will also increase the depth and complexity of their knowledge and mastery of each subject area in a holistic learning environment.

   Students will work online independently, thereby having control over their learning pace and path to developing new skills and content. Students will interact with teachers and peers

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[1] P. Keeley, *Uncovering Student Ideas in Primary Science: 25 New Formative Assessment Probes For Grades K-2,* vol.1 (Arlington, VA: NSTA Press, 2013).

through cooperative, multi-modal learning activities, hands-on learning centers, assemblies, and field trips. This blend of activities will concretize and reinforce what they have learned online and vice versa. The adaptive learning software, *Pearson's Envision Math* and *iReady New York*, will be used as diagnostic and instructional tools to provide teachers with student data to inform them how to restructure their lessons. Individualized online lessons will be created to address individual learning needs. The Blended Rotation Model will provide student performance data to inform differentiation of instruction and provide instructional support services. The Blended Rotation Model will also ensure that FTCSE's students will function on or exceed grade-level proficiency in their content areas. It has been documented that computer programs were most effective for struggling students learning basic skills and students working in pairs (Hattie, 2009).[2] Based on the research, the Blended Rotation Model will provide our students with the knowledge and skills necessary to perform at or above NYS standards.

4. **Differentiated Instruction and Intervention Model:** The intent of this method of instruction is to ensure that students at all levels of learning receive the appropriate level of instruction needed to master subject material and successfully move to the next level of learning. Our instructional staff will be comprised of New York State Certified Early Childhood and/or Childhood Education teachers, Special Education teachers, and an ESL/ELL teacher(s). Instructional support staff will be comprised of NYS certified Early Childhood and/or certified Childhood teachers working as teacher assistants to provide individual students with the accommodations necessary to address their specific educational skills and abilities.

   Teaching assignments and student learning models will be based on two criteria: (1) using data for ability grouping and (2) student–teacher matching. The first criterion uses authentic formative assessment data to create and deliver individualized and small-group instruction based on the learning needs of students.[3] Students will be grouped based on the *Journey's 2014 Common Core Learning* benchmark assessments, *Dream Box Math*, and daily observations as recorded by the teacher. Students who demonstrate the greatest needs, based on the assessments, will be placed in the smallest sized groups. Every six to eight weeks, teachers will formally reassess all students and develop new ability based groups.

   Teachers who are literacy and math specialists will be assigned to students who demonstrate the greatest need for instructional support. For example, a NYS-certified literacy specialist may be assigned a group of six kindergarteners who are in Tier Two of our Response to Intervention program, allowing targeted instruction and multiple opportunities to increase student learning in that specific area. A student who does not respond to Tier Two strategies will be matched with a specialist who will work with him/her in Tier Three strategies, in which intervention will be individualized. If the student is successful with this intervention, he/she may be placed back into Tier Two; if not, the student may be screened for special education.

   Students with disabilities will be assigned highly qualified teachers experienced in special education instructional methods. ESL/ELL/LEP students will be assigned highly qualified teachers who are knowledgeable in research and best practices for these subgroups. FTCSE's differentiated instruction and intervention model, utilizing highly qualified teachers, assessment data, and intervention, will ensure that all students learn at acceptable levels. Over time, the majority of our students will perform at or above NYS standards as measured on the state assessments.

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[2] Hattie, *Visible Learning: A Synthesis,* 145.

[3] National Center On Universal Design for Learning, accessed February 2014, www.udlcenter.org.

5. **TECH: Teaching Each Child Holistically:** The *Resolving Conflicts Creatively Program* (RCCP) introduces a value system by teaching individuals how to solve conflicts peacefully and will be used school-wide. This program is directly tied to our school's objectives.

   Teachers will be trained in RCCP, allowing them to model how to resolve conflicts creatively for their students. Teachers will engage students in developing problem-solving skills in perspective-taking, negotiation, and decision making. As teachers demonstrate a mastery of the RCCP process when dealing with students, it will provide students with problem-solving skills to further develop self-esteem and provide the basis for becoming future leaders.

   Critical to TECH will be *Lessons in Character Building*. Students will be able to take the lessons learned in character building and conflict resolution to further support ELA development. The curriculum is designed to extend beyond the school walls and into the child's home and community. The *Teaching Each Child Holistically* key design element promotes a learning environment that is safe and nurturing, and will ensure the academic success of all FTCSE students.

C. Enrollment, Recruitment, and Retention

Enrollment

On the pedestal of the Statue of Liberty is written:

> Give me your tired, your poor; Your huddled masses yearning to breathe free; The wretched refuse of your teeming shore. Send these, the homeless, tempest-tossed to me; I lift my lamp beside the golden door![4]

Student Population

FTCSE chose the City of Mount Vernon as a community where we can make the greatest impact. The Mount Vernon community provides a great opportunity to close the existing educational disparity because of its diverse population. With 68,628 people, Mount Vernon is the 9th most populated city in the State of New York, out of 1,539 cities. Within the City of Mount Vernon African Americans represent 63%; Whites, 19.1%; Hispanics, 12.3%; and Asians, 2.1%. However, the representative population of Mount Vernon is not consistent with the student population within the school district. The Mount Vernon City School District consists of Whites, 5.1%; African Americans, 73.9%; Hispanics, 19.1%; Asians, 1.3%; and multiracial, 0.5%. The Mount Vernon School District has a student enrollment of 8200.

Less than 38% of high school students graduate from the Mount Vernon School District. Generally, the Mount Vernon elementary school students' academic performance ranks 1 and 2 on a scale of 4 on the New York State standardized test evaluation. Mount Vernon, the second largest city in Westchester County, represents the tale of two Counties. Westchester County has become a place of two extremes: the haves and the have-nots. The City of Mount Vernon falls in the have-not category. With one of the largest income gaps in the nation, unemployment is high, single-parent households are above the national average, and educational opportunities are limited. Mount Vernon represents a disproportionate number of displaced families within its community. It therefore has a large number of high-needs and high-risk children who are in danger of falling between the cracks.

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[4] E. Lazarus, (1883). *The New Colossus,* accessed January 2015, http://www.ladytorch.com/statue-of-liberty-poem.html.

Over the past decade, the New York State education report card reflects that the Mount Vernon School District has made little progress in closing its educational gaps. The FTCSE founding group feels that with a new educational approach, as outlined in our key design elements, we can assist in eliminating the educational disparities that exist. The mission of FTCSE has been designed to address the students' needs through collaboration with support groups and agencies by creating a learning-friendly environment that supports families in their quest for better outcomes.

Applicant Group's Ability to Serve the Target Area

The FTCSE founding group feels that we have a unique capacity to launch a successful academic program because of our many years of community connections and involvement. The majority of our proposed trustees have lived or worked within the Mount Vernon community for several decades. One of the proposed trustees is a 2006 graduate of the Mount Vernon School District who has firsthand knowledge of the educational disparities she experienced as a student in the school district. She has a unique understanding of the challenges students face in underperforming schools. She now serves as an elementary special teacher at a high-risk school in New York City. Our proposed educational chair currently works directly with students and parents in the Mount Vernon School District. Our proposed chair is a community activist, the president of a countywide clergy group, and has served as pastor of one of the influential churches in the City of Mount Vernon for the past twenty-seven years. Our mission statement, objectives, key capacity frames, and key design elements speak to the needs of the Mount Vernon community. Observations, community outcry, and the NYSED school report card influenced the selection of the Mount Vernon School District as the location for an alternative educational choice.

Rationale

FTCSE research findings indicated that presently, the Mount Vernon School District does not offer an elementary STEM approach toward building a strong literacy program that will become the foundation for succeeding in the core academic subjects. Longer school days, student-centered learning, longer direct and indirect instructional time, small groups, field trips, and hands-on learning became the rationale in the creation of FTCSE. How we will differ from the Mount Vernon School District is in offering ongoing collaboration with STEM-based private partners to ensure acceptable student deliverables, daily performance assessments through computer-based tracking, a Parental Academy to help parents who find it difficult to assist their children's learning, and afterschool STEM lab access, which currently is not offered in the Mount Vernon school system. Our rationale influenced the creation of our mission statement and key design elements. The FTCSE founding group feels that we will enhance learning and work alongside the Mount Vernon school system to educate our children. We believe that this approach will guide FTCSE in reducing the educational disparities through a rigorous interdisciplinary STEM academic program and empower students of the Mount Vernon School District to become aspiring leaders by creating life-long learners, critical thinkers, and problem-solvers.

Value to the Community

Providing a quality interdisciplinary STEM-based curriculum to persons in poverty areas allows FTCSE to contribute to the overall quality of life of these families. As students find themselves learning at or above State standards, the long-term effects on the community will be elevated. Not only will students find themselves in a position to educationally pull themselves up by their own bootstraps, an acute change in social responsibility will be felt throughout the city of Mount Vernon. Pride in educational attainment will permeate the area, allowing the learning pedagogy

of FTCSE to be replicated by schools within the district. Students who excel educationally will be less likely to become negative statistics of the city and state, reducing crime, and increasing the potential to reduce the rate of poverty within the city. Because parents are encouraged to take part in the educational growth and development of their children, they too will grow and see the potential to re-educate themselves and take advantage of the knowledge and resources provided by FTCSE.

FTCSE will admit students without regard to race, creed, ethnicity, disability, or socioeconomic background. We will meet or exceed enrollment and retention requirements for students as required by New York Statutes section 2852(9)(b)(i). Once the enrollment process begins, FTCSE will make available the New York State Charter School Uniform Application Form by a variety of means, including the school office (once established), the school website, social media outlets, and at any and all forums and recruitment events, such as the annual Mount Vernon Summer Breezes and Funtastic Kiddie Carnival & Family Fair. Families who have expressed interest in FTCSE or have said they would enroll their children will be contacted by phone, letting them know where to get an application. The application will be printed in English, Spanish, and Portuguese, and interpreters for parents who speak other languages will be available at the proposed sites to assist them in completing the application. FTCSE staff will be available to assist applicants with completing the enrollment forms to include the Free and Reduced-Price Lunch application, Transportation Requests, and the Language Questionnaire. Children applying for Kindergarten must be five years old by December 31 of the year in which they are applying. All applications must be received at the Friendship Tech Charter School of Excellence by 5:00 pm on Monday, April 15, in the first year of operation, and the first Monday of September in each succeeding year. Applications may be hand delivered, completed online, or sent via mail or email. Parents will be notified either by mail or email that their application has been received, depending on how the application was submitted.

Filling Vacancies

If FTCSE does not receive as many applications as there are vacant seats, all students who applied will be admitted. However, in the event that there are more applications than vacant seats, FTCSE will hold a public lottery within two weeks of the application due date to fill all vacancies. The lottery will be publicized as a public event, and will be overseen by a neutral third party to ensure that it is just and fair. All students' names will go into the lottery pool and will be chosen one at a time to fill each vacant seat until capacity is reached for each grade. Applicants who have siblings enrolled in the school will be given preference in the lottery process. All other applicants will be drawn randomly one at a time. Children who were not among those selected will be given the opportunity to be placed on a waitlist in the order in which they were drawn and will be notified in order if and when seats become available. The waitlist is only valid for the current school year and students who are not admitted must reapply for the following school year. If FTCSE is granted a charter, parents will have a viable option of where their children are educated. The lottery process will provide an option to the parents that they currently do not have when selecting where their children will attend school. The process will commence between January 15 and March 31, 2017 for the zip code areas 10550, 10551, and 10553. All parents desiring to enroll their child/children in FTCSE are encouraged to apply. Student enrollment will be based on 111 students in the first year, and an additional 63 students for each succeeding year for the duration of the charter. All applications up to 111 will be enrolled. If the number of applications exceeds 111, a lottery will take place on April 15, 2017 and the first 111 students selected from the lottery will be admitted. Remaining applications will be placed in a "pending admissions file" and used to backfill any vacancies that may occur during the school year, based on a second lottery process. Applications for admission in future years will follow the same process.

Enrollment Rationale

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

Table 1: Projected Enrollment Table Over the Charter Term[1]

Grade	Age Range*	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
K	5-6	63	63	63	63	63
1st	6-7	48	63	63	63	63
2nd	7-8		48	63	63	63
3rd	8-9			48	63	63
4th	9-10				48	63
Totals		111	174	237	300	315

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

FTCSE will then add one grade each year, attaining full enrollment in year 5. This growth pattern limits enrollment to 174 students in the first two years of operation. We wish to serve as many students as possible, but also recognize that in the beginning, a strong and stable school culture is critical to the success of the academic program.

FTCSE believes that in order to infuse a greater sense of academic excellence and meet our school's objectives and key design elements, class size is important. We intentionally have restricted class size to 22 students. Each class will incorporate a lead teacher plus a teaching assistant to create a teacher-to-student ratio of approximately 1:11, which is below that of the Mount Vernon School District. We believe that 4 classes per grade at the maximum enrollment of 315 will allow us to have a cohesive school community and maintain an equitable class environment. We intend to admit new students to fill empty seats as vacancies become available. When vacancies occur, we will alert parents whose children are next in line on the waitlist during the current academic year. This process will be ongoing throughout the charter period in order for us to maintain the enrollment numbers as identified in our enrollment table. Based on the experience of other successful high-achieving elementary schools that encourage and embrace strong parental engagement, we believe we can limit attrition to approximately 7% per year on average during the term of the charter.[5] Recognizing that attrition will occur, FTCSE will continue to advertise its school program throughout the year. We will post performance goals on our website, in the local paper, and on social media outlets to increase interest in our school and our waitlist.

[5] "The Characteristics that Sustain High Growth Public Chater Schools," accessed August 2, 2014, http://www.ncpublicschools.org/docs/charterschools/best/highgrowth.pdf.

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

Enrollment and Retention of Students with Disabilities, English Language Learners, and Students Eligible for the Free and Reduced-Price Lunch Program

Recruitment of Students with Disabilities
FTCSE will recruit students with disabilities utilizing its outreach, marketing, and advertising efforts cited above. FTCSE will focus its targeted recruitment strategies on learning institutions (New York State Early Intervention programs and the Westchester County Early Childhood Direction Center) that serve students with disabilities. We will ensure that all outreach includes an explanation of services to support students with disabilities, with special mention of our inclusionary model of educating childlren. We will cater to the needs of these students with appropiate facilities and aids. An aggessive approach to recruiting students with disabilities will take place by inviting program administrators, social workers, district CPSE coordinators, special education teachers, parents, and students to our site to learn how we are uniquely equipped and prepared to meet the needs of students with disabilities. As these interested persons attend our "get acquainted" sessions, they will be given a tour of our facility, brochures, and other information to encourage them to refer students to visit our school and become interested in being a part of our school family.

Recruitment of English Language Learners
FTCSE will recruit English Language Learners (ELLs) utilizing recruiting materials in multiple languages, translators at recruiting events, and bilingual staff members. Our recruitment will target the Mount Vernon Spanish and Portuguese communities as well as agencies that focus on families where English has become the second language. Using the list of families living in the Spanish and Portuguese communities, our bilingual staff members will arrange Open House meetings to discuss in detail the interdisciplinary STEM-based curriculum and how we propose to assist their children in becoming proficient in English, which is consistent with our school's mission and objectives. We will form collaborative partnerships with agencies that focus on families with English as a second language to distribute information about our school and advocate for students to enroll in our school. We will distribute information to local clergy whose congregations are non-English speakers and request them to advocate for our school and allow our bilingual staff to make presentations to these families at prearranged times. We will recruit bilingual teachers who will reflect and promote ethnic diversity. Specifically, we will:

- Create school recruitment/lottery materials in English and in the school community's predominant languages.
- Secure resources for translation services to assist parents, students, and teachers in meeting the needs of the ELL community.
- Place phone calls to ELL families utilizing ELL family members who are already in our school community and have them be spokespeople for our school.

- Hire bilingual staff and faculty members and recruit volunteers who can help answer families' questions and fill out paperwork. We will host open-house meetings in non-English-speaking communities and provide translated materials and presenters who can translate for families.

Recruitment of Students Eligible for the Free and Reduced-Price Lunch Programs
FTCSE will recruit students who are eligible for the Free and Reduced-Price Lunch programs by advertising to families in high-needs poverty areas and areas with the lowest performing schools in Mount Vernon. Poverty areas include but are not limited to Levister Towers, Ebony Gardens, and The Plaza (Lefrak Housing) housing complexes, which are identified by the State of New York as low-income family units. We will post advertisements throughout the low-performing school campuses, encouraging all parents to apply for the meal program. In addition to advertising and passing out information on our school, we will set up informational meetings in each of these poverty areas to further explain the benefits of enrolling students in our school. To extend our outreach to students who live in high-poverty areas, we will partner with homeless shelters and area food pantries to advocate for FTCSE and pass out information about our school.

Retention of Those Identified in the School's Mission
In accordance with our objectives, key design elements, and the New York State Education Law, we will retain students by engaging their families in our general education program during the regular academic year, summer academy, and Saturday clubs. Students and their families will be engaged in conferences, workshops, family nights, and visitations. Collaborating with community and cultural organizations, we will provide students and families with wraparound services such as tutoring, before and aftercare services, music and the arts, and mental health services, in addition to targeted assistance to at-risk, struggling, and ELL students. FTCSE is committed to establishing and maintaining a trusting and working relationship with families to promote children's learning and development in a positive parents–school–teachers–students partnership.

Retention Strategy
Our goal is to retain 80% of FTCSE students over the course of our first five years. The Mount Vernon Public School District has a large transient population and we are expecting an unusually large percentage of student turnover because of the transient culture. However, our retention strategy will provide the formula to retain 80% or more of our students and minimize attrition. FTCSE will:

1. Update our database throughout the academic year with current and accurate information on all parents or guardians to maintain existing and forge new partnerships and lasting relationships in the collaboration for the educational services provided to our students.
2. Use social media outlets (Facebook; constant contact, periscope, and friendshipstem.com websites) as tools that will constantly inform and engage parents in the life of FTCSE.
3. Ensure that parents of students who are eligible for free or reduced-price meals are provided with applications and assistance with filling out the paperwork, as well as regular nutrition information.
4. Distribute recruitment material in English, Spanish, and Portuguese, which are the dominant languages and cultures in the Mount Vernon area.
5. Advertise in multiple languages the wraparound, early arrival, and late pick-up services offered by FTCSE throughout the recruitment process.
6. Promote Saturday Students and family-oriented academy activities for students who need additional support to reach and exceed subject level material, including ELL and special education students.
7. Provide use of the FTCSE STEM computer lab to parents to assist them in their technology

literacy.

8. Provide clear information to incoming parents by conducting multiple orientation sessions and written documentation of our policies and educational approach.
9. Hire and maintain faculty and staff who speak multiple languages to assist parents of ELL students in navigating their children's educational journey.
10. Ensure that special education students are achieving at a level that is significantly higher than special education students within the Mount Vernon Public School District. We will ensure that in addition to IEP specifications, special education students are receiving adequate academic support from classroom teachers so that they can succeed in the classroom.
11. Ensure that students are learning English quickly enough to move out of IEP designations within 2 to 3 years and are subsequently able to succeed academically. We will ensure that in addition to IEP requirements, students are receiving adequate academic support from classroom teachers so that they can succeed in the classroom.
12. Increase communication with parents of struggling students so they are receiving at least monthly progress updates in person, or by text, emails, or phone calls.
13. Ensure that parents understand *iReady* and are able to navigate the software so that student homework assignments are completed.

Retention of Students with Disabilities

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

Retention of English Language Learners

FTCSE will retain ELL students by hiring a full-time certified English as a Second Language (ESL) bilingual teacher who will deliver push-in and pull-out ESL instruction and work in collaboration with the school leadership and teachers to improve students' language acquisition skills and academic performance. The ESL teacher will use the *Journeys* curriculum to support ELL students with targeted instruction and intervention strategies. FTCSE will provide an ESL resource center for students, their families, and school staff to share literature in diverse languages, strategies for increasing language acquisition at home, and a forum for support. The resource center/STEM lab will be open during after-school hours, on Saturdays, and in the summer for continuous access to information in diverse languages. FTCSE will partner with Private Language Tutors (Varsity Tutors) in offering lessons and class and homework help in the Mount Vernon area to ensure that best practices and pedagogical methods will be used when working with English Language Learners. FTCSE will request that students use their native language at home and encourage parents to work with their children using their native language. Using the native language at home will foster growth in English as students gain a better understanding of the subject material in their native language; transference to English will become easier over time. Bilingual materials will be available for students in the school's library

and in the classroom to assist students with their understanding of the assignments as they continue to master the English language.

Retention of Students Eligible for the Free and Reduced-Price Lunch Programs
FTCSE understands the needs of this special student population and will provide greater assistance to their parents who need to work in order to maintain their households. Students eligible for the free and reduced-price lunch program will be allowed to arrive at school early if necessary to gain additional support prior to the beginning of each day. These students will also be allowed extended stay for parents who cannot afford to have sitters at home. Students and their families will be allowed to attend FTCSE's annual Funtastic Kiddie Carnival & Family Fair at no cost and will be provided with frequent family-style weekend meals. FTCSE will participate in the Mount Vernon School District summer free breakfast and lunch program. FTCSE's social workers will assist students who cannot make it to school and provide additional support services on an as-needed basis. Parents who are unable to make the regularly scheduled Parent-Teacher conferences will be allowed to obtain necessary information at home, at their job, or during their lunch break. This will show parents the commitment FTCSE makes toward their child's education, as well as the importance of keeping them informed on their progress. Retention will occur through our summer academic enrichment program which will provide free or reduced-price breakfast, lunch, and snacks to all eligible enrollees of the free or reduced-price meal program.

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

D. Community to Be Served

According to updated 2013 U.S. Census data, Mount Vernon has a population of 68,224 people.[6] Mount Vernon is the ninth most populated city in the State of New York.[7] It is the third largest and most densely populated city in Westchester County with a 75% poverty rate among its students, based on the free and reduced-rate lunch program.[8] Children born into poverty are less likely than their well-off peers to have acquired the literacy skills necessary for academic success. Unfortunately, this is reflected in student performance throughout the Mount Vernon School District. Because three out of four students in the population area of Mount Vernon are at or below the poverty level, it is critical that we assist the school district in serving the needs of these children. The student population is in dire need of most services that gainfully employed families take for granted such as food, clothing, appropriate shelter, and quality health care. While FTCSE cannot provide all of the services needed by families in poverty, it can provide a strong educational alternative in a nurturing and caring environment. This educational alternative will allow the students to strive for and meet the objectives of our school and the New York State Education Law through our interdisciplinary STEM-based curriculum. It is a known fact, based

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[6] U.S. Census Bureau, accessed February 2015, http://quickfacts.census.gov.

[7] City Populaion, accessed February 2015, http://www.citypopulation.de/USA-NewYork.html.

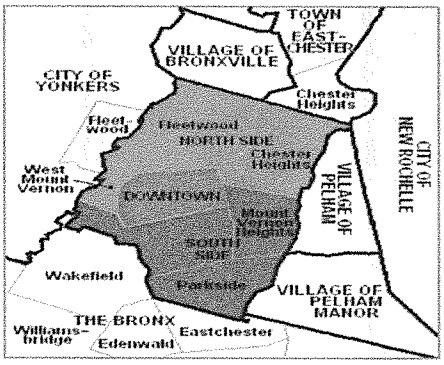
[8] "Testimony of Mt Vernon City School District," accessed July 14, 2014, https://www.governor.ny.gov/ assets/ documents / MidHudson Hearing 9-10-12/JudithJohnsonTestimony.pdf.

on the New York State Department Report Card data, that students from poverty-stricken areas in Mount Vernon achieve at much lower rates than those who live in thriving communities.

Student Population and Needs

According to 2010 U.S. Census data, there were 15,342 residents per square mile in Mount Vernon, compared to the New York State average of 411 people per square mile.[9] The four major sections of Mount Vernon covering an area of a four-square-mile radius are highlighted in Figure 1.[10] The railroad tracks divide the north and south sides and provide a glaring visual of the socioeconomic divide. The residents and families who reside on the south side of Mount Vernon are predominantly underprivileged. According to the 2013 New York State Demographic Report Card data, high-needs children overwhelm the elementary schools on the south side of Mount Vernon. This is also true of the elementary schools on the western border of the city. Therefore, one may conclude that in the Mount Vernon community, the north-side school children are academically better prepared than south-side students because of the socioeconomic divide. However, in 2013, one of the top-ranked elementary schools in the Mount Vernon district performed worse than 50.7% of elementary schools in the State of New York. On the opposite extreme, one of the lowest achieving elementary schools in the district ranked worse than 94.8% of all elementary schools in New York State. When looking at proficiency on the state's math and ELA exams, Westchester county students outperformed Mount Vernon students by 26%, with only 40.7% of all Mount Vernon Public School District students in grades 3–8 attaining proficiency on the state's exams.[11] Another study rating schools in the Mount Vernon district in relationship to neighboring districts found that the graduation rate in the Mount Vernon School District is 63%. On a scale rating districts from one to ten, 10 being the best, the Mount Vernon School District received a 3, while its close neighbors, Pelham and Tuckahoe, were both rated 9, and Bronxville was rated 10.[12]

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



The elementary school population of the Mount Vernon School District during 2012–2013 was 6,250 students; the FTCSE intends to serve approximately 5.4% (315 students) of this population. While Mount Vernon is a highly diverse community with regard to socioeconomic viability, the public schools fall short of producing students meeting NYS proficiency standards in ELA and math. In testimony by Judith Johnson regarding the condition of the schools in

[9] U.S. Census Bureau, accessed February 2015, http://quickfacts.census.gov/qfd/states/36/3649121.html.

[10] "Map of Mount Vernon Neighborhoods," accessed February 2015, https://images.search.yahoo.com.

[11] Mount Vernon School District Report Card 2012-13, accessed January 2014, http://data.nysed.gov/.

[12] "The Best School in the Mount Vernon School District," accessed August 4, 2014, http://www .zillow. com/ny/districts/mount-vernon-school-district-435227/#/ny/districts/mount-vernon-school-district-435227/p=1&bb=-73.877113%2C40.919009%2C 73.850849%2C40.940733& regionId=435227&zoom=14.

Mount Vernon, she discussed the community's inability to pay for education, in addition to the district's loss of $13 million in education assistance based on GAP Elimination Adjustment.[13] In addition, from 2008 to 2011, the Mount Vernon per pupil expenditure dropped from $19,501 to$11,217. By comparison, average New York State per pupil expenditure *increased* during this time from $16,796 to $21,038.[14]

FTCSE's student ratio will be based on 22 students per class. This will provide students, especially those who are poverty stricken and those with disabilities, an opportunity for greater educational support in meeting the established educational standards set by New York State Education Law and fulfill the objectives of FTCSE. In addition, with a lower class size, implementing the 5-step approach of the Hofstra University's research-based teaching and learning lab (see Key Design Elements, above) will increase students' ability to master the interdisciplinary STEM-based curriculum.

E. Public Outreach

See Table 2: Public Outreach Information
See Attachment 2b: Evidence of Public Review Process

Initial Assessment of Sufficient Interest
Feedback received as a result of the group's community outreach effort encouraged FTCSE's founding group to adjust the original proposal by increasing the number of children to be served, including STEM as an innovative approach to learning, and placing a greater emphasis on math and ELA proficiency to ensure that the New York Common Core Learning Standards be met. The community residents were concerned about students' behavioral issues that affect the learning environment of fellow students. Based upon several conversations with residents, the founding group was influenced to add a fifth key design element, TECH (Teaching Each Child Holistically), that would provide peer mediation, increased parent participation, and community involvement. Our scholars will receive character education and instruction in conflict resolution to prepare them emotionally, socially, and physically to deal with conflicts and cultural differences. The founding group explored various curricula that would address the residents' concerns. They decided that infusion of the Resolving Conflict Creatively Program (RCCP), a proven tool for urban school children like those of Mount Vernon, would create a positive and safe learning environment, further preparing our scholars as future leaders for college and career readiness. Therefore, Conscious Discipline with (RCCP), which provides an additional parental component, will be integrated.

The community expressed concern regarding ways in which a rigorous STEM program would be implemented in the early grades. In addition, community stakeholders were interested in our plans for meeting New York State Common Core Standards. This feedback led the founding group to reconsider the originally proposed curricula and STEM integration, and as a result, secured a STEM specialist who demonstrated to the group how a strong literacy foundation may be interwoven into STEM learning, thereby reinforcing and developing children's knowledge and skills across all disciplines. We reconsidered the technological and curricular tools necessary to accomplish our mission and adopted the research-based elementary STEM teaching and learning lab model of interdisciplinary instruction in place at Hofstra University's School of

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[13] The Federal Education Budget Project, accessed February 2015, http://febp.newamerica.net.
[14] The Federal Education Budget Project.

Education. We also created *MakerSpace* stations within each classroom setting. In addition, the founding board increased school-wide practices relating to college and career awareness, including assemblies, events, field trips, and integration in math, ELA, and STEM lessons.

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

Initial Assessment of Parent Interest
The Friendship Tech Charter School of Excellence public outreach committee have engaged the community in various media outlets, conversations, and forums to assess parental interest in our new proposed school. This formal process of collecting data occurred over the past three years. The data was collected from parents who enrolled their children in the local childcare centers in the city, from public forums, community surveys, and support letters from parents. The FTCSE founding team has identified several recruitment feelers within the Mount Vernon community for the launching of the school within the City of Mount Vernon as a viable, successful, and developmentally appropriate early childhood program.

The founding group reached out to Early Childhood Learning Centers that are partners with the Mount Vernon School District over the past three years to provide Universal Pre-K programs. In our inquiry, many parents requested and encouraged FTCSE to continue their efforts to establish a small elementary school that would build upon the learning their children received at the Early Childhood Learning Center in Mount Vernon. The parents are aware that students are selected by an open competitive lottery process. Parents who have their children enrolled in the School District offered their support in the formation of FTCSE and were happy to learn of an alternative that has the potential of improving their children's learning. The parents were pleased at the prospect of longer schools days, afterschool programs, and a new parental academy that would offer parents the skill sets to assist in their understanding of STEM. Many of the parents did not know what STEM consisted of and welcomed this new innovative approach to preparing their children to become college and career ready.

Assessment Analysis
Three different surveys were distributed and we gathered over 1200 responses, not including the countless number of conversations with parents who were in support of providing a better quality of education for our children in Mount Vernon. Several parents provided letters of support and a commitment to enroll or recruit prospective students to ensure that we reach maximum enrollment. FTCSE determined, based upon the assessment of parents, that there was a high interest in enrolling their children in the proposed school and the findings suggest that we will meet or exceed enrollment prospects. Our analysis is based on surveys, pre-enrollment interest, and direct conversations with parents who wanted educational choice as an option. The Attachments give details on the design and results of some of these surveys. Our surveys indicated that academics was the strongest concern, safety and location ranked second, and classroom size and student–teacher ratio were also major concerns. Their measure of consideration regarding enrollment of the children in FTCSE program is that those concerns were met.

F. Programmatic and Fiscal Impact

Programmatic Impact

We believe FTCSE will have a positive programmatic impact on the entire school system in the Mount Vernon community. Our school will open with just over 111 students and our anticipated full enrollment of 315 students in 2021 would constitute 5.05% of the district enrollment of approximately 6,250 students housed in 21 schools. Since the public elementary schools in Mount Vernon are not performing at acceptable levels, according to the 2012 New York State School Report Card, FTCSE as an alternative school would provide a stimulus toward innovation as well as cultivate collaborative relationships toward increased student learning.

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

Fiscal Impact

Mount Vernon has 21 schools in its school district (3 high schools, 3 middle schools, 11 elementary schools, and 4 private schools). The FY12–13 Mount Vernon School District budget was $224,000,000. In Year 1, FTCSE expects to enroll 111 students (1.68% of the district enrollment) and anticipates per pupil revenue of $1,763,370, which is 0.87% of the district budget.

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

FTCSE has identified 4 private schools that serve the Mount Vernon community and neighboring areas. The FTCSE proposed charter school will have minimum impact on those schools. The recruitment of the 4 private schools occurs throughout Westchester County. Their focus is on a socioeconomic group that does not reflect the children FTCSE has targeted. We will recruit students who are aligned with the mission of FTCSE.

II. EDUCATIONAL PLAN

A. Curriculum and Instruction

The FTCSE Curriculum: A Clear and Coherent Framework for Teaching and Learning

The following curricular components will be integrated into daily instruction at FTCSE and aligned with New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program.

Class	Grades K-1	Grades 2-4
Science	*Science Start K-2* Science/Literacy Integration. Research: In a study of preschoolers from low and middle-income families, results from language and literacy measures showed that gains were statistically significant. Students also demonstrated knowledge in science content and vocabulary, in addition to developing their scientific reasoning and communication skills.	Pearson, *Interactive Science* Print and Digital Interactive resources for Blended Learning; ELL support. Research: Pearson Interactive Science students outperformed their peers on the Developed Science test and the TerraNova science test.
	The first half of each science class will focus on the curriculum as presented in the selected texts, *Science Start* and *Interactive Science*, for grades K-2 and 3-4, respectively. The second half of the class will utilize a PBL hands-on curriculum that will have been written to be aligned to content within the text, New York State Elementary Core Curriculum in Science and the NGSS to ensure students develop critical thinking and problem-solving skills. Some weeks will be dedicated to entire design and research projects that will be showcased at the next parent-teacher meeting. All students will participate in annual science fairs where grades K-3 will produce a class project and 4th graders will produce their own project. In keeping with an interdisciplinary STEM curriculum, 4th graders will also design their own research project on any topic of their choice. Topics may be related to science, the community, and the school; in any case, they are scientists who will need to collect data based on their research question and analyze that data. They will then prepare a written report, perhaps to present at an upcoming conference, or a breaking news report for the local newspaper. Students will also be required to prepare an oral presentation of their research project with visuals, such as a poster or a PowerPoint. This presentation will require them to share their findings with their peers, teacher, and parents.	
Technology	Technology will be incorporated throughout the day, each day, by the blended learning instructional model. Most curricula selected have a computer-based component to afford the FTCSE students opportunities to work independently through these programs. In addition, the curricula include interactive White Board activities. In the *MakerSpace* and *STEM Lab* and field trips, students will be introduced to various forms of technologies, their uses, and the careers associated with them. Over the years from K to 4, students will learn how to use email and Twitter to share their findings, experiments, and projects; they will learn Microsoft Word and PowerPoint for producing reports and projects.	

Engineering	The *MakerSpace* and *STEM Lab* will provide students with PBL tasks that focus on NGSS engineering design and practices aligned to their science curriculum. They will be given challenges to design new or improve old technologies and then develop their ELA skills to write an advertisement for their new product that they will record as a commercial. Additional materials will be provided to develop gross and fine motor skills while building and designing various structures. Lego, CitiBlocks, LittleBits, scissors, tape, rulers, to name a few, will provide opportunities for young children to develop these skills.
Math	Houghton Mifflin Harcourt's *GoMath*; Pearson's *Investigations in Numbers, Data, & Space* This math curriculum supports the blended learning instruction model, and provides supplemental materials for ELLs. This interactive math curriculum: 1. Supports students to think mathematically and develop number sense 2. Develop students' computational fluency 3. Develop skills in and connections among basic mathematical areas, such as measurement and data, necessary for success during PBL activities in the STEM lab 4. Focus on mathematical reasoning 5. Developing literacy skills, and the ability to communicate math content; 6. Differentiated for a variety of learners In addition, the hands-on materials available for use with this curriculum will not only concretize young learners' ideas about math, but will support students with disabilities and ELLs. Their math skills and reasoning will be further developed as they must apply these new skills to solve the PBL science and engineering tasks in the *Maker Space* and *STEM Lab*.
ELA	*Lucy Calkins: Common Core Reading and Writing Workshop Curriculum* This curriculum will teach students opinion/argument, information, and narrative reading and writing with increasing complexity and sophistication. The lessons foster high-level thinking, including regular chances to synthesize, analyze, and critique, while developing and refining strategies for writing across the curriculum. Students will be supported in gaining greater independence and fluency through intensive reading and writing opportunities. Strategic performance assessments are included to help teachers monitor students' mastery and differentiate instruction.
	FOSS *Science Stories* Colorful and engaging pictures, directly related to the text, require students to examine and analyze pictures to make connections and think critically *Seeds of Science/Roots of Reading* This program integrates science and literacy to develop science knowledge and vocabulary, while building science and ELA skills and strategies
	Sally Ride's *Cool Careers* These leveled readers prepare students for college and career readiness while integrating STEM. These readers are ideal for independent and group reading.
	Additional leveled trade and picture books for each classroom library will be organized by genre and subject in labeled baskets. These will be available to students during independent reading times or D.E.A.R. Writing and reading centers will be also available for students to journal, work on projects, and so forth. The interdisciplinary nature of the literacy class will further develop students' knowledge in science, math, and social studies, so that they will apply to their building of new knowledge during the activities they encounter in those classes.
Social Studies	Pearson's *myWorld*

	This curriculum teaches social studies content through ELA reinforcement. Since it is community based, it will be used in conjunction with Sally Ride's *Cool Careers.* In addition, the classrooms will be decorated with maps, flags, charts and other resources to promote social studies/literacy learning. Again, this integration of different disciplines fosters children's ability to see the interconnected themes of the different subject areas.
Physical Education	SPARK program and equipment. This research based physical education program is linked to increased participation in games during gym class, improved physical fitness, development of gross motor skills and hand-eye coordination (throwing, catching, kicking), and improved overall academic achievement. Students will engage in these activities during gym class and recess after lunch, weather permitting.
TECH (Teaching Each Child Holistically)	Part of the mission of FTSCE focuses on character development and College and Career Readiness. The following programs will be integrated during student-teacher morning meetings and into core disciplines: *Resolving Conflicts Creatively Program* (RCCP) This introduces a value system by teaching individuals how to solve conflicts peacefully. *Lessons in Character* This character education curriculum that enables children to understand good character and conflict resolution through literature, which will further support ELA development. The curriculum is designed to extend beyond the school walls and into the child's home and community. This will foster a safe, and healthy learning community where children will not be afraid to take risks associated with PBL environments.
Music	Children will learn and sing songs from different cultures during this time, thereby increasing social awareness, respect and tolerance while increasing literacy skills. Children will receive instruction in musical instruments and join the upper elementary chorus that will perform at the 4th grade moving up ceremony.
	All students will design their own musical instruments in the *MakerSpace* and explore the science of sound. They will create advertisements describing how their instrument works, its cultural origins, and its uses.

The curriculum for FTCSE will further the school's mission and its key design elements. Through active multi-modal teaching and learning in all subject areas, students will have the opportunity to learn content, use skills, and develop extensive vocabulary and comprehension skills. Teaching and learning activities will be planned to address "multiple intelligences" that will stimulate the learning style of each student.

Literacy (English Language Arts) in all content areas will create the necessary foundation for success in both the real world and the world of academics. Through the systematic teaching of literature (poetry, prose, drama) and informational texts, students will develop basic and essential English Language Arts skills. Students will explore the written word. They will listen and read for meaning. They will share opportunities to write and speak with clarity, fluency, and confidence (Lucy Calkin's).

TEL and Blended Learning use the tools of the 21st century. These strategies will be employed by well qualified, enthusiastic, and knowledgeable educators. Blended Learning and TEL will

support the learning necessary for today's society and allow students to contribute productively to the future.

Teachers will be trained and experience the joy of collegial support and of working collaboratively for the good of each child and the collective value of the group. With the direction of the Executive Director and Curriculum Mapping specialist (Heidi H. Jacobs), teachers will yearly commit to the creation of curriculum maps for English Language Arts and STEM subjects. The result of each curriculum map will be shared and form a basis for curriculum-based alignment and adjustment. During curriculum mapping sessions, the faculty and the Executive Director will review the teaching/learning process as well as the unity and clarity of the curriculum for students and educators. These curriculum mapping sessions will be held four times a year at the end of each academic quarter and creation of the quarterly student evaluation report. In addition, seasonal themes and activities will be developed each year through the collaboration of all educators.

Teachers will immerse themselves in the requirements of NYS CCS and will develop a passing guide and benchmark tests to ensure that essential content and skills are mastered. In addition to curriculum mapping staff development, all faculty and staff will be trained in the appropriate and most beneficial uses of technology, science equipment, engineering material, and textbook resources.

In keeping with FTCSE's curriculum design and instructional practices, teachers will focus on student-centered learning practices, specifically blended learning and problem-based learning (PBL), while integrating ELA and Social Studies into STEM throughout the school day. Instructional materials will be research-based, appropriate for high-needs students, and aligned to NYS CC Learning Standards. However, selected materials may need to be reviewed by administration, faculty, and professional developers to determine their suitability for our student population.

The FTCSE curriculum brings together the various parts of our academic climate so that all activities at FTCSE function as a unit to achieve our educational mission and objectives. The curriculum will be monitored throughout the school year by teachers and they will report their findings to the Executive Director. Teachers will provide meaningful input about the successfulness, strengths, and weaknesses the curriculum provides in ensuring that students' performance outcomes meet and exceed CCSS and fulfill the key design elements of FTCSE.

Students will be provided age-appropriate opportunities to master STEM and Common Core, ELA, and math instruction through the use of a MakerSpace/STEM lab. Each subject/learning station will be designed to challenge the critical thinking skills of the students and track their level of accomplishment through ongoing digital assessment. As students master a level of learning, they will move to the next level. As students matriculate to higher grades, the level of inquiry and difficulty will also increase. Students will use the LittleBits, Lego, and traditional wooden blocks to increase their analytical and problem-solving skills. These exercises will allow students to grow individually, collectively, and through teacher-aided instruction.

Students will use written, oral, verbal, and digital communication to share their discoveries with their families and community; teachers will use paper-based and digital formative assessments, such as Keeley's Uncovering Student Ideas in Science and iReady, respectively, in mastering the interdisciplinary STEM-based curriculum. Students will use interactive computer based curricula and materials such as Science Fusion and SmartBoards to develop high-level writing, reading, and verbal skills. Digital and multi-media literacy will allow students to create video projects on SmartTablets that will develop their written and verbal communication skills while engaging in discourse and debate with teachers and peers. Virtual lab activities will increase the students' understanding of experimental design, and manipulation and control of variables, while increasing their data literacy. MakerSpace stations will be used to reinforce the practice of science and engineering as detailed in the Next Generation Science Standards (NGSS) by fostering skills in robotics, circuitry, mechanics, and comic book design, for example. Students will work online independently, thereby having control over their learning pace and path to developing new skills and content. Students will interact with teachers and peers through cooperative, multi-modal learning activities, hands-on learning centers, assemblies, and field trips. This blend of activities will concretize and reinforce what they have learned online and vice versa. The adaptive learning software, Pearson's Envision Math and iReady New York, will be used as a diagnostic and instructional tool to provide teachers with student data to inform them how to restructure their lessons. Individualized online lessons will be created to address individual learning needs. The blended rotational model will provide student performance data to inform differentiation of instruction and provide instructional support services. The blended rotational model will also ensure that FTCSE's students will function on or exceed grade level proficiency in their content areas. It has been documented that computer programs were most effective for struggling students learning basic skills and students working in pairs (Hattie, 2009). Based on the research, the blended rotation model will provide our students with the knowledge and skills necessary to perform at or above NYS standards.

The Executive Director bears the responsibility to conduct quarterly reviews on the effectiveness of the resources and instructional strategies used in fulfilling the mission of FTCSE and CCSS requirements to ensure that FTCSE students are college and career ready. A yearly comprehensive report will be submitted to the Board of Trustees of the overall performance of the curriculum. The Board of Trustees' Education committee will work with the Executive Director to implement any changes needed in the improvement of student performance outcomes.

FTCSE's differentiated instruction and intervention model, utilizing highly qualified teachers; assessment data, and intervention will insure that all students learn at acceptable levels. Over time, the majority of our students will perform at or above NYS standards as measured on the state assessments.

Students with disabilities will be assigned highly qualified teachers experienced in special education instructional methods. ESL/ELL/LEP students or dual-language learners will be assigned teachers who are knowledgeable in research and best practices for these subgroups. More importantly, the FTCSE curriculum allows us to create a strong literacy foundation for successful academic learning, which will help all students, especially those who struggle to master the English language. This approach will help our students gain the cognitive and social

skills that enable them to deal with the complex challenges of our age. FTCSE has created a rich STEM curriculum designed to develop the skills and content knowledge of all its students.

FTCSE has created a rich STEM curriculum that will enable students to develop skills and content knowledge at their own pace. Our five key design elements and the five elements of the capacity framework reinforce the curriculum to support our students with special needs.

Teaching assignments and student learning models will be based on two criteria: (1) using data for ability grouping and (2) student–teacher matching. The first criteria uses authentic formative assessment data to create and deliver individualized and small group instruction based on the learning needs of students. Students will be grouped based on the Journey's 2014 Common Core Learning benchmark assessments, Dream Box Math, and daily observations as recorded by the teacher. Students who demonstrate the greatest needs based on the assessments will be placed in the smallest sized groups. Every six to eight weeks, teachers will formally reassess all students and develop new ability based groups.

Teachers who are literacy and math specialists will be assigned to students who demonstrate the greatest need for instructional support. For example, a NYS certified literacy specialist may be assigned a group of six kindergarteners who are in Tier Two of our Response to Intervention program, allowing targeted instruction and multiple opportunities to increase student learning in that specific area. A student who does not respond to Tier Two strategies will be matched with a specialist who will work with him/her in Tier Three strategies in which intervention will be individualized. If the student is successful with this intervention, he/she may be placed back into Tier Two; if not, the student may be screened for special education.

The FTSCE mission statement has aligned its curriculum with the New York State Common Core State Standards through the implementation of higher-order thinking skills and rigorous core academic content mastery that will demonstrate competencies in critical thinking, reasoning, communication, and collaboration. By the use of media/information/technology, FTCSE ELA students will achieve a high level of competencies in the core subjects. This will be demonstrated through key performance outcomes. The curricula and assessments tools will identify areas of weakness, and individualized corrective adjustments will be made to ensure that all students meet or exceed CCSS requirements. Key performance outcomes will be focus driven and move each student to proficiency in the core academic subjects. FTCSE honors the fusion of the 3Rs (reading, writing, and arithmetic), academic content mastery, and the 4Cs (critical thinking and problem solving, collaboration, communication, and creativity and innovation). Our curriculum design reflects the implementation of those strategies and will ensure that FTCSE students are college and career ready. FTCSE believes that this approach will align our students to achieve high performance outcomes that will be demonstrated through the New York Testing program.

B. Special Populations

FTCSE will provide all students with opportunities to learn in the least restrictive environment. FTCSE classrooms are all inclusive, safe learning spaces where children are encouraged to share their ideas. Special student populations will have meaningful assess to participate and progress in the general education curriculum. The FTCSE mission is to teach each child holistically, thereby

providing for the needs and learning styles of all students. Special population needs will be accommodated for, leading to the inclusion of all student populations. After teachers and education staff review each student's IEP and assessment results, they will work collaboratively within the classroom and through individualized instruction and afterschool and extracurricular programming to maintain the students' individual strengths and address the varying challenges of the general education learners, dual-language learners, and learners with mild learning disabilities, as identified in the school-wide folder. Based on the curriculum, grade-level, and goals of each student's assessment portfolio, teachers will assign students to afterschool and extracurricular activities that strengthen their cognitive abilities through recreational learning and STEM fun activities—drawing, building blocks, and interactive educational technology games.

The education staff will encourage general education students, ELL/ESL students, and students with disabilities to learn according to their particular cognitive abilities. Teachers and other personnel will use formative assessments, benchmarking assessments, and summative assessments to target students' academic and cognitive strengths and challenges within their grade-level Common Core Curriculum. They will implement a formative assessment at the beginning of the year as a strategy in identifying each student's strengths and challenges and record each student's academic results in their school-wide portfolio. Teachers will utilize the school-wide portfolio as a strategy to monitor each student's learning style and pace to ensure that instruction is meeting the needs of each student.

After reviewing each student's IEP and assessment results, teachers and education staff will work collaboratively within the classroom, through individualized instruction, and afterschool and extra-curricular programming to maintain the students' individual strengths and address the varying challenges of the general education learners, dual-language learners, and learners with mild learning disabilities. Based on the curriculum, grade-level, and goals of each student's assessment portfolio, teachers will assign students to afterschool and extra-curricular activities that strengthen their cognitive abilities through recreational learning and STEM fun activities—drawing, building blocks, and interactive educational technology games.

The education staff will encourage general education learners, dual-language learners, and learners with mild learning disabilities to learn according to their cognitive abilities. Teachers and education staff will use formative assessments, benchmarking assessments, and summative assessments to target students' academic and cognitive strengths and challenges within the grade level Common Core Curriculum. Teachers and education staff will implement a pre-school-year assessment as a strategy to identify each student's strengths and challenges and record each student's academic results within their school-wide portfolio. Teachers will utilize the portfolio as a pacing chart to ensure that the instruction is meeting the needs of each student.

Vygotsky stresses the need for lessons to focus on students' strengths, not weaknesses, so each classroom problem-based learning (PBL) task is designed according to each student's varying learning abilities and level and incrementally gauged toward achievement. FSCSE will provide an opportunity for students with disabilities to learn in a least restrictive environment. All students, including students with disabilities, ELL/ESL students, and gifted and talented students, will be placed in a general education classroom. FTCSE students will be supported by a general education teacher and a teacher's assistant in their classrooms. FTCSE will have a special education classroom teacher who will have the dual function of classroom teacher and special education lead teacher. Special education teachers will provide additional targeted

intervention to meet the needs of special population. Students will receive the appropriate services based on their IEP goals. Students with IEP's and limited English proficiency may be placed into small group instruction where they will work with teachers and appropriate service providers such as occupational therapists, speech therapists, school counselors, and other specialized school staff

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

Teachers will use IEPs, formative assessments, benchmark assessments, and summative assessments to identify milestones within each student's learning, in compliance with the annual academic outcomes review by FTCSE for all general education learners, dual-language learners, and learners with mild learning disabilities. FTCSE will hire a Special Education Coordinator to monitor, collaborate, and integrate special education instruction within the general education grade-level classrooms. The Special Education Lead Teacher must have certification in Special Education. FTCSE would preferably identify a special education certified teacher with a concentration in Mathematics and/or Science. The school-wide leadership team will periodically survey and review Individual Education Plans (IEPs) with the Special Education Lead Teacher to assess the progress of those dual-language learners and learners with mild learning disabilities. Special education teachers will provide additional targeted and interventional help, coupled with RTI and differentiated instruction to meet the needs of special populations. Students will receive the appropriate services based on their IEP goals. FTCSE will provide all services through collaboration with the Mount Vernon School District CSE.

FTCSE will provide students with high quality classroom instruction, coupled with small group and differentiated instruction. Instruction will be implemented using the blended rotational model, the differentiated staff model, and curricula that has been demonstrated to raise RTI scores. If instruction and interventions fail to advance students' learning, the Special Education Coordinator and classroom teachers will refer students to Tier Two and Tier Three RTI intervention. Intervention at this level will be given to groups of less than four students by the Special Education Coordinator, the ESL Coordinator, and the Director of Curriculum. Intervention and will be concentrated in specific areas of need, such as foundational literacy skills and basic numeracy.

Specialized staff will record students' progress and response to teaching strategies daily. In the event that the student does not show increased growth, the Special Education Coordinator will

refer the student to the Committee on Special Education (CSE) after consultation with the student's parent/guardian and consent is granted. Following the Commissioners Regulations Part 200, for students not previously identified as having a disability, the committee on special education shall provide a recommendation to the Mount Vernon School District's CSE, which shall arrange for the appropriate special education programs and services to be provided to the student with a disability within 60 school days of the receipt of consent to evaluate. Commissioners Regulations Part 200 FTCSE will ensure that each regular education teacher, special education teacher, related service provider, and/or other service provider, as defined in Section 200.2(b)(11)(i)(a), who is responsible for the implementation of a student's IEP, is provided a paper or electronic copy of the IEP prior to the implementation of such IEP.

FTCSE will have a Leadership Team who will meet periodically to with .the Special Education Lead Teacher to ensure that our students, families, and school are in compliance with the CSE of the Mount Vernon School District. The Special Education Lead Teacher will serve a dual role of instructional teacher and Special Education Coordinator. The student's school-wide folder will be secured in the administrative office where sensitive documents may be reproduced with permission from the Executive Director and the Leadership Team.

C. Achievement Goals

The anticipated student population will consist of approximately 73% African American, 5% Caucasian, 21.5% Hispanic, 1% Asian, and 0.5% multiracial students. Seventy-five percent of the students are eligible for the free and reduced-price lunch program; 14% of students are ELLs and 15% are students with disabilities. The Mount Vernon elementary school students' academic performance rank 1 and 2 on a scale of 4 on the New York State standardized test evaluation. Less than 62% of high school students graduate from the Mount Vernon school district.

FTCSE will devise a school-specific curriculum that is driven by its high quality teaching staff, who comprehend the methodology of the New York State ELA and Math assessment instruments. Research shows that when teachers have an internalized understanding of the criteria for assessment instruments, they increase their proficiency at curriculum mapping, designing in-class assessments, and they present interactive instruction that corresponds to statewide assessment instruments.

Test results from the following assessments will be analyzed to affirm the extent to which FTCSEt provides an unparalleled education for all of its students, including Kindergarten through Grade 4 benchmarks; Grades 3 and 4 NYS ELA and Math; and Grade 4 NYS science.

Goal 1: *ELA Common Core Proficiency*
FTCSE teachers will implement the key design element of *Interdisciplinary STEM-based curriculum* with our students, which will build proficiency in reading, writing, listening, and speaking by the end of Grade 4. These goals will be measured in the following ways:

1) *Individual Benchmark Gains.* Students in Grades K through 2 will demonstrate at least 3% growth per year on Terra Nova Complete Battery: Reading and Math benchmark assessment.

Students in Grades 3 and 4 will demonstrate at least 3% growth per year on Terra Nova Common Core: Reading and Terra Nova Common Core: ELA benchmark assessments.

2) *Grade-Level Comparative Performance.* The percentage of students in Grades 3 and 4 achieving proficiency on the NYS ELA assessments will exceed the Mount Vernon public schools' average for the same grade.
3) *Individual Performance Based Assessment.* At the end of Grade 4, all students will create a STEM research project and present it to their classmates, teachers, parents, and community members during a school-wide science fair. A rubric will be designed by the faculty aligned to the NYS Common Core ELA Grade 4 reading, writing, listening, and speaking standards. Grade 4 students will be able to speak, write, listen, and/or speak for information and understanding, for literary response and expression, and for critical analysis and evaluation.

Goal 2: *Math Common Core Proficiency*

FTCSE teachers will implement the key design element of *Differentiated Instruction and Intervention Model* with our students, by which FTCSE students will demonstrate proficiency in mathematical critical thinking and problem solving. These goals will be measured in the following ways:

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

Goal 3: *Science Proficiency*

FTCSE teachers will implement the key design element of *Interdisciplinary STEM-Based Curriculum* with our students, by which FTCSE students will demonstrate proficiency in science content knowledge and inquiry ability. This goal will be measured in the following ways:

1) *Individual Benchmark Gains.* Students in Grades K through 2 will demonstrate at least 3% growth per year on Terra Nova Complete Battery: Science and Social Studies benchmark assessment. Students in Grades 3 and 4 will demonstrate at least 3% growth per year on Terra Nova Common Core: Science benchmark assessment.
2) *Grade-Level Comparative Performance.* The percentage of students in Grade 4 achieving proficiency on the NYS Science assessment will exceed the Mount Vernon public schools' average for the same grade.
3) *Individual Performance Based Assessment.* These goals will be measured *daily* by: Grades K through 4 students' ability to continually demonstrate their development of the Next Generation Science Standards (NGSS) Science and Engineering Practices[1] through inquiry-

[1] Achieve, Inc. (2013), *Next Generation Science Standards,* accessed on February 5, 2015, http://www.nextgenscience.org/.

based and problem-based lessons and projects, as well as creating presentations that will be evaluated by teachers trained in using a rubric created by a STEM expert.

4) *Individual Performance Based Assessment.* At the end of Grade 4, all students will create a STEM research project and present it to their classmates, teachers, parents, and community members during a school-wide STEM fair. The judge's rubric from the Brookhaven National Laboratory (BNL) Elementary School Science Fair[2] will be used to assess students' performance.

Goal 4: *Technology Literacy*

FTCSE teachers will implement the key design element of *Technology Enhanced Learning (TEL)* with our students, by which FTCSE students will develop technology literacy as measured by a standards-based rubric developed by the faculty. By the end of Grade 4, all students will be able to use technology to:

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

Goal 5: *Social Studies Proficiency*

FTCSE teachers will implement the key design element of the *Blended Rotation Model* with our students, by which FTCSE students will demonstrate proficient Social Studies content knowledge and inquiry ability. This goal will be measured in the following ways:

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

Goal 6: *Interdisciplinary Proficiency*

FTCSE teachers will implement the key design elements of *Interdisciplinary STEM-based Curriculum, Differentiated Instruction and Intervention, Blended Rotation Model, and TECH—Teaching Each Child Holistically* with our students, by which they will integrate all the academic subjects of ELA, science, math, social studies, and technology. All six goals will be measured daily through teacher-generated rubrics and observations. The integration of STEM content across all disciplines will require students to

1) Apply relevant math skills to collect, organize, and represent data appropriately, as in the form of diagrams, tables, and graphs
2) Recognize appropriate texts to use in research and building content knowledge
3) Write clearly and concisely to report findings and share information

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[2] Brookhaven National Laboratory, accessed February 2015, http://www.bnl.gov/education/static/science Fair/linkableFiles/pdf/JudgingRubric2010.pdf.

4) Use multiple forms of technology to design, build, and communicate STEM experiments and findings

Students will be assessed regularly across all academic areas using formative assessments, teacher observations, technology-based embedded assessments, portfolio assessments, and running records. Formative and summative assessments will be used to monitor individual progress, inform planning, guide and differentiate instruction, and modify intervention plans.

The FTCSE Leadership Team and teaching staff will determine when local and statewide benchmarks and assessments are scheduled and coordinate with our schoolwide calendar, including marking periods and parent –teacher conference days. The goal is to have the FTCSE calendar correspond with instruction time and local and statewide formal assessments.

For all six goals the timeline is:

- August is the month set for teaching staff orientation and schoolwide strategic education planning;
- September is set as the formative assessment month;
- September/October are instruction months with teacher-designed assessments and periodic benchmarks;
- November is the month for the Period 1 Grade Reports and Parent–Teacher Conferences;
- November/December/January are instruction months with teacher-designed assessments and periodic benchmarks
- January/February are Period 2 Grade Reports and Parent–Teacher Conferences
- February/March/April are instruction months with teacher-designed assessments and periodic benchmarks;
- March/April are local and statewide assessment months;
- April is Period 3 Grade Reports and Parent-Teacher Conferencing;
- May/June are instruction months with teacher-designed assessments and periodic benchmarks;
- June is the month for concluding Period 4 summative assessments, summative projects, Grade Reports, graduation and matriculation exercises; and Parent–Teacher Conferences, if necessary.

To monitor students' learning, formative assessments need to be instituted to check students' progress. The feedback attained will be used to identify students' areas of weakness so that instructors can adjust their lessons accordingly and identify students who need specialized and/or individualized instruction. Written reflections on social media and in journals are assessment techniques to have students exhibit immediately following a learning opportunity which simultaneously gauges their understanding and strengthens their literacy skills. Online learning modules permit students to solve problems or answer questions as they are learning. This supplies teachers with data and analytics on student responses and class performance so that instruction can be customized to students' particular learning needs.

For all six goals the FTCSE applicant group researched successful schools and deduced that thriving schools operate in concert with informed parents, a knowledgeable and collaborative teaching staff, and a school leader/Executive Director who motivates and actively communicates with the internal education community and the community at large. The timeline supports

effective planning and preparation through administering formative and summative assessments. Secondly, the timeline supports its key design elements. Thirdly, the timeline emphasizes teaching and re-teaching with sufficient time to conduct informal and formal assessments. More importantly, the timeline allocates time for the Executive Director, the leadership team, and the teaching staff to process the previous year's academic data and allows a collective adjustment of the schoolwide staff and culture.

The school leadership will be present periodically during teachers' daily, collaborative meetings to communicate and review formative assessment results with teachers and support staff. School leadership will support teachers and staff in professional development and review what has been learned and put into practice in the classroom. The school leadership will communicate with parents and the community via newsletters, meetings, and community events. Teachers will communicate each quarter with parents during face-to-face meetings to review academic performance and more frequently when a student is socially, emotionally and/or academically struggling.

The FTCSE Executive Director and/or Director of Pupil Services and teachers will use the assessment instruments to establish student performance baselines, which will be used throughout the year to measure academic growth. In addition, the formative and summative assessments embedded within the chosen curricula will measure student growth and achievement. Furthermore, based on the student assessment results, the FTCSE leadership team will draw conclusions, make comparisons, and revise curricula, instruction, and academic interventions to improve school-wide performance in the context of national norms. These assessments, which will take place throughout the academic year, will be used to guide instruction, analyze the appropriateness of the chosen curricula, and assess teacher effectiveness. Teachers will be responsible for creating a student portfolio which will contain formative and all summative assessments. They will also collect, analyze, and report assessment data to the Executive Director and/or The Director of Pupil Services. Students' portfolios will become an on-going record of their performance from Kindergarten through Grade 4, and will be used to inform their future teachers. Assessment results will be shared with parents/guardians throughout the school year to support them in working with their children at home.

School leadership will have to periodically evaluate teacher's performance through classroom observations to monitor teacher, support staff and the degree of students' involvement. Teachers will be held accountable of the achievement goals are not met. Teachers may need more professional development and/or more support staff available in order for these goals to be met.

The FTCSE Leadership Team will review student assessment data annually. During the annual review, the team will discuss student achievement successes and challenges and devise succinct strategies to sustain high quality performance and innovate from student performance challenges. Throughout the school year, specifically at the end of each of the four marking periods, the FTCSE Leadership Team will assess benchmark data, student portfolios, and teacher development to improve student academic outcomes.

D. Assessment

The multi-modal performance-based assessments developed for FTCSE's STEM program are essential for measuring the foundational skills students need to become collaborative thinkers, problem-solvers, and aspiring leaders. The Pearson GRADE and GMADE pre- and post-tests in reading and mathematics and benchmark assessments aligned to the English language arts and

mathematics curriculum will set a baseline for teaching and learning and drive planning and instruction.

An interdisciplinary curriculum will be measured by authentic assessment and documentation. This will be carried out by qualified staff that continually scaffold learning, reinforce content and adjust strategies. Individualized technology will continually update student progress in both content and skills. Technology-enhanced learning will be monitored by the classroom teachers and the Executive Director through the data gathered by the technology management system.

It is essential that appropriate diagnostic and screening assessments be used to determine the "zone of proximal development" of all students. For dual-language students and students with disabilities, an accurate starting point is basic for success. Serious, appropriate "time on task" centers will encourage learning, develop background knowledge, and create useful vocabulary and word-attack skills. Students will have the opportunity to use information productively, to discover, and create as they work collaboratively.

Student progress will be measured using growth scale value data, grade equivalents, and stanine scores. This data will be gathered from normed assessments such as Pearson's GRADE and GMade, Terra Nova Common Core assessments, as well as NYS CC tests in math and reading. The combination of all these assessments will demonstrate the school's progress in reaching its goals.

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

FTCSE will use the following reliable and valid assessments to gather screening, diagnostic and proficiency information about student skills and knowledge in core areas:

1. Brigance IED III—Early Childhood Edition for all kindergarten students entering the program. This criterion-referenced inventory will be used for initial screening purposes. As a rationale, it will allow teachers to become aware of the developmental age of our youngest students who are entering the school with a disparate variety of learning experiences. This tool will assess phonological awareness, reading and math literacy as well as word problems, social emotional development, and science. It is strongly aligned to state early learning standards and Common Core standards. Teachers will be trained in the use of Brigance IED III for user-friendly administration and analysis of data. Individual needs will be met from the very beginning of the school experience.
2. A Listening and Speaking test will be administered to determine oral proficiency and primary language of incoming kindergarten students.
3. ACCESS for ELL assessment will be used for those students classified as dual language learners under the supervision of ELL teacher (Refer to Staffing Plan).
4. GRADE: Group Reading Assessment and Diagnostic Evaluation- for all students Grades 1 through 4. This diagnostic norm-referenced reading test will determine what developmental skills students have mastered and where students need instruction or intervention. It will be administer during the fall and spring sessions. This grade based Pearson assessment

communicates data in meaningful ways to administrators, teachers, parents and students through four group and four individual reports. Each GRADE subtest allows educators to access student progress, develop appropriate activities and determine where intervention is needed. Teachers and administrators will participate in the new Pearson professional development courses and pre-recorded webinars.

5. GMADE: Group Mathematics Assessment and Diagnostic Evaluation—for all students grade one through four. This diagnostic norm referenced mathematics test will determine what developmental skills the students have mastered and where instruction or intervention is needed. It will be administered in the Fall and the Spring. The four group and individual reports will enable the administrator, teacher and parent to access student progress toward FTCSE goals and drive instruction. Teacher and administrators will participate in the new Pearson professional development courses and pre-recorded webinars.
6. Terra Nova Common Core Form 1, and 2 Third Edition—for students in Grades 3 and 4. With content and items reflecting common core, the skills and strategies these assessments will best mirror the teaching/learning strategies FTCSE students are most familiar with and will reflect the NYS CC assessments in reading, mathematics ELA, science, and social studies. The assessment with include constructed responses, extended constructed responses, technology and performance items.
7. Terra Nova complete battery – K- 4. Terra Nova science and social studies Grades 1-2.
8. i Ready combines a reliable growth measure and individualized instruction. It is built for the common core and has been proven to predict student outcomes on state assessments. It will be an essential tool for day today instruction, intervention and individual learning plans.
9. Digital and paper based formative assessments will play a key role.

These tools will include Journey's Science Common Core Literacy Benchmark tests, P. Keeley's "Uncovering Student Ideas in Science" Dream Box Math, Pearson's Envision Math. Technology enhanced learning blended with quality face to face instruction is the driving force for student outcomes. The use of these tools is ongoing during the school day.

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

Classroom teachers will be trained in the administration of assessments. They will carefully follow all guidelines governing the administration in order to assure the validity and reliability of the results. Tests will be administered in a well-ventilated, quiet, organized, and non-stressful

environment. Classroom teachers and the Executive Director will analyze and interpret the data. Teachers and the Executive Director will analyze the data during regularly schedule meetings. During these meetings, key decisions will be constructed that will improve academic outcomes, inform the curriculum mapping process and stress the value of New York State Common Core Assessments.

Teachers will model leadership as they work with their peers. They will be supportive and encouraging. The success of all students is based the effort, determination, knowledge, and professionalism of each educator on staff. Teachers make a commitment to the students, parents and community to develop the academic proficiency and value centered character of all FTCSE students. The school acknowledges the value of the NYS CC math and reading assessments and will encourage the administration of these tests to all students.

FTCSE has a clear and credible plan for measuring and reporting the educational performance of individual students, cohorts and the charter school. Measuring proficiency will be accomplished systematically using valid, reliable standardized assessment, NYSCC assessments, benchmark tests, blended learning strategies, performance assessments, student portfolios and journals, authentic assessment, teacher made tests and observation.

The reporting of individual student progress will be recorded four time a year. A rating scale will be designed to evaluate student learning outcomes from emergent to proficient. Pre-tests and post-tests will be administered. Summative assessments will be administered and enlighten student progress as well as the efficacy of the Blended Learning and Rotation Models, Technology Enhanced Learning, differentiated instruction and the intervention programs. A school proficiency check list will be developed to measure components of the education delivered at FTCSE. The check list will include:

1. Student overall performance by grade
2. Parent participation
3. Teacher Competency
4. Community Outreach
5. Educational Creativity
6. Educational Leadership
7. Marketing
8. Financial Stability
9. Others

Each component will receive a rating from 1 to 4 based upon actual data gather throughout the school year.

E Performance, Promotion, and Graduation Standards:

Promotion Criteria Grade promotion will be based upon the students' meeting the appropriate New York State Common Core grade level standards. Students demonstrating significant achievement gaps across any or all content areas will continue remediation. The Director of

Pupil Services will oversee this process and ensure appropriate services are provided to the child. In addition, the school leadership team, including the Executive Director and Director of Pupil Services, and the teacher(s), will analyze the portfolio data to ascertain the possibility of retention. They will meet with the parents/guardians no later than January 1 of that school year to create an alternate academic plan to prevent retention. Retention, therefore, will be decided on an individual basis.

At the end of Grade 3, students who do not meet the grade standard for ELA and mathematics will be retained only when alternate interventions are unsuccessful. Their next year's placement, therefore, will serve as a transitional Grade 3-4 class, thus fostering students' further academic growth and emotional and social development. This additional year is intended to prepare these students to meet the rigors of the Grade 4 NYS Assessments and the challenges of Grade 5. The transition Grade 3classroom teacher will meet with the school leadership team to discuss each student's needs and will be provided with professional development in the pedagogical strategies necessary to support these students.

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

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

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

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

Use illustrations in a story to describe the characters, setting, or major events.	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

As appropriate, students in Grades 3 through4 in math will be able to...

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

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

Students will know what technology is.
Students will know how technology is used.
Students will know how technology is integrated into their daily lives.
Students will apply their technology knowledge and skills to address real-life problems and make informed decisions.
Students will employ technology to enhance their reading, writing, speaking, and listening.
Students will know how to access, generate, process, and transfer information using appropriate technologies.
Students will know how to apply technological knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.
Students will know and understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

FTCSE's school policies and standards for promoting students to the next grade, achievement level, or grouping level will be decided on an individual basis.

F. School Schedule and Calendars

The 2017–2018 FTSCE school year will consist of 196 instructional days compared to the Mount Vernon public schools' 180 6-hour and 55-minute days. Our school day will operate for 8 and a half hours, Monday through Friday from 7:30 am to 4:00 pm each week with the option of an additional two hours of enrichment from 4:00 pm to 6:00 pm. There will be two early dismissal days per month to allow for professional development, during which instructional time will begin at 8:00 am and end at 1:30 pm. The longer FTCSE school day and additional 16 instructional days per year will provide our students with more than 400 student-teacher contact hours than their Mount Vernon public school peers. Our extended school day will provide our students with increased instructional time, which maximizes time on task to master the skills and content knowledge in the core subjects. The extended day also affords special-needs students and ELL learners increased academic coaching and technological support by the specialists.

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

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

Table 2: Student-Teacher School Day Example

Student Schedule The 2017-2018 academic year for the students will commence August 21, 2017 and conclude June 29, 2018. A four-week Monday through Thursday summer school session is scheduled for July 10, 2018 through August 9, 2018 for students not meeting benchmark assessment proficiency.

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

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

G. School Culture/Climate

FTCSE strives to create a learning family where faculty, staff, and parents create a partnership to teach students the ways in which one learns, form relationships, communicate, show empathy,

and cooperate with others. Students, parents, staff, and administration share the responsibility of providing a culture of discipline for the educational enrichment, safety, and holistic well-being of our school. The Conscious Discipline program will support the students' development of the seven skills of self-discipline, which are: composure, encouragement, assertiveness, choices, empathy, positive intent, and consequences.

Our discipline policy, administered by the administration, faculty, and parents, will be aligned with the *Responsive Classroom*[3] philosophy. Visual and verbal cues and increased teacher proximity will be in place if a disruption to FTCSE's Conduct Standards occurs. Additional methods, such as using a "take-a-break" spot, a "fix-it plan," or a "team meeting,"[4] will be used to maintain a safe and productive learning environment. "Take-a-break" will be a place where a child reflects on their behavior before returning to the group, which will provide the child an opportunity to decompress. If the child continues to misbehave, a "Fix-it-Plan" will be completed with an adult prior to returning to the classroom. If the poor conduct continues a behavioral plan will be developed during a "Team Meeting." The teacher will assess the immediate needs of the child, taking time to discuss the issue, and contact the parents/guardians.

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

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

FTCSE strives to create a learning family where faculty, staff, and parents create a partnership to teach students the ways in which one learns, forms relationships, communicates, shows empathy, and cooperates with others.

Code of Conduct That Builds on TECH and Conscious Discipline

The school leaders will design a Code of Conduct to compliment the Key Design Element of Teaching Each Child Holistically (TECH) and the Code of Conduct will also apply the critical methodology of Conscious Discipline as reflected in the discipline policy. Given that one of the key design elements is TECH (page ii, application summary), our approach to student behavior management and discipline is to develop a sense of shared community, empathy, and responsibility within each student. This means that each student will learn the importance of being a member of a classroom community and that each classroom or grade is a member of the school community. Second, the school's discipline policy will be implemented through Conscious Discipline. In this policy, teachers and students will work together through research-based character education assemblies, projects, and curricula to learn conflict resolution and character traits that foster a healthy academic, social, and emotional environment at school, at

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[3] *Responsive Classrooms: Educators Creating Save, Challenging and Joyful Elementary Schools,* "About Responsive Classroom," accessed June 6, 2014, https://www.responsiveclassroom.org/about-responsive-classroom.

[4] *Responsive Classrooms Educators Creating Save, Challenging and Joyful Elementary Schools*, "Positive Time Out," accessed June 6, 2014, https://www.responsiveclassroom.org/article/positive-time-out.

home, and in the community. Teachers will model supporting one another and students in responding to daily conflict, affording them the opportunity to teach critical life skills to their students (mission page 1).

Training Seminars Prior to School Opening
Moreover, the school leader will conduct training seminars with the instructional staff prior to school to support them in preparing those critical day-to-day decision-making strategies in disciplining their students. Included within the seminars should be role playing exercises, viewing video presentations related to TECH and Conscious Discipline, journaling and reflection activities, as well as reading research-based literature related to the programs. More information related to the programs may be incorporated into the seminars as determined by the school leader to build capacity within the instructional staff to appropriately engage students in behavior self-management.

During the training seminars, the school leader will share FTCSE's Code of Conduct with the instructional staff to solicit their feedback as to what they can proficiently and effectively support. The school leader will share and discuss the Code of Conduct with the instructional staff to build an understanding and create a context for offering feedback to the school leader. This should also help instructional staff to independently manage classroom behavior. The Code of Conduct is included within the discipline policy and is its major component.

Once this list has been finalized, the Code of Conduct is presented to parents at the Parent Orientation Meeting, prior to school starting. The Code of Conduct is a living document that is subject to revisions, editions, deletions and reorganization as determined by the administration, instructional staff, parents, and students (when necessary).

The school leader will create a school climate advisory committee composed of three parents; two teachers, and two students who will assess the discipline policy on a monthly basis to determine whether the policy is functioning appropriately to maintain safety and order within the school climate to conduct learning. The school climate advisory committee serves as the advising entity to the school leader and can be removed from the committee at the request of the school leader.

FTCSE shall establish a student driven safty guard unit. This unit will help provide student saftey and discipline on the school campus. The safey guard unit will start at Grade 3, as junior officers, and progress to senior status. The school climate advisory committee shall faciliate the Student Safety Unit program. The students will learn how to resolve conflicts, negotiate disagreements, and model leadership skills. The *Resolving Conflicts Creatively Program* (RCCP), will be used as the model in the implementation of the student safety unit.

This code of conduct will include the following items, but more may be added:

Rule 1 - Disruption and Interference with School
No student shall cause or attempt to cause (either directly or indirectly) a disruption or interference with school by any means including, but not limited to, any of the following behaviors:

1) Class disruption. Student behavior that is repetitive or substantially interferes with the teacher's ability to teach and/or students' ability to learn
2) Disorderly conduct. Any act that substantially disrupts the orderly learning environment, or poses a threat to the health, safety and/or welfare of students, staff and others

3) Refusal to identify himself/herself upon request of any teacher, principal, superintendent, school bus driver, or other school personnel
4) Urge, encourage, or counsel other students to violate any rules of the Student Code of Conduct
5) Dress inappropriately

Rule 2 - Damage, Destruction or Misuse of School Property or Equipment
A student shall not cause or attempt to cause damage to school property or alter/misuse school technology or any other equipment, including accessing unauthorized areas on the computer. A student shall not steal or attempt to steal school property. A student shall not access/alter school/teacher/student records. A student shall not possess, sell, use, buy or transmit stolen school property or attempt to possess, sell, use, buy or transmit stolen school property.

Rule 3 - Abuse, Threats, Intimidation, Assault or Battery on a Student, Teacher, Parent, or School Employee.
Regardless of intent, a student shall not make oral or written communication, create a document, or make a symbolic gesture or contact of a threatening, undermining, or provoking nature to or about a school employee or in the presence of a school employee. This includes, but is not limited to, disrespectful conduct, insult, use of profanity, ethnic, racial, sexual, disability, or religious slur, or harassment and includes the development of a "hit list," "people to kill," "people to shoot," or a statement about bringing a weapon to school and injuring people.

The prohibited behaviors include, but are not limited to, the following:
1) Oral threat/verbal assault
2) Written threat
3) Rude and/or disrespectful conduct including but not limited to symbolic gestures and insults
4) Use of profanity
5) Ethnic, racial, sexual, religious, or disability slur
6) Harassment - Repeated words (verbal or written), conduct, or action that annoys, alarms, or causes distress and serves no legitimate purpose
7) Any expression (oral, written, or gesture) which has the effect of undermining the authority of the school employee or distracting staff and/or students from the learning environment, including writings of a threatening or provoking nature

(See Attachment 4 Student Discipline Policy/Student Code of Conduct for more details)

The school leader will include the Conscious Discipline curriculum as a professional development rubric throughout the academic year to develop the skill set for implementing a well rounded discipline program.

III. Organizational and Fiscal Plan

A. Applicant Group Capacity

Summary of the Founding Group Capacity

Applicant Group Member Name & email Address	Current Employment	Relevant Experience, Skills & Role in Applicant Group (Key Words)	Proposed Role(s), if any	Proposed Position on the Board	Length of Initial Term	Voting Member Y/N
Dr. C. Nathan Edwers bishopcnedwers@aol .com	CEO/Pastor	Leadership and organization	Trustee	Chairperson	3	Y
Paula Scarlett-Brown PScarlettbrown@	Educational Consultant	Principal Administration Reading	Executive Director Employee		None	N
Michael A. Campbell michael.campbell 71@verizon.net	Engineer	Budgets analysis strategy	Trustee		3	Y
Michael A. Valentine Esq. mavalentinelawyer@hotm ail.com	Attorney	Law, litigation Real estate	Trustee	Attorney	2	Y
Samuel N. Wilson Jr. CPA samuel_wilson_cpa @sbcglobal.net	CPA	Accounting Budgeting Cash Flow	Trustee	Treasurer	2	Y
Dorothea Muccigrosso aceit4243@gmail.co m	Assistant Superintendent	Curriculum Teaching Research	Trustee		2	Y
Sherri Edwers sedwers@yahoo.com	NYS Teacher	Curriculum Teaching Special Ed	Trustee	Assistant Secretary	3	Y
Felicia Leary felicia.leary@ gmail.com	NYS Administrator Children Services	Children Svcs. Outreach	Trustee	Community outreach Liaison	2	Y
Charles J. Ray cjray3@aol.com	Adjunct Prof. Mathematics	Charter school experience	Trustee	Trustee	2	Y
Julia Caliendo, Ed.D julia.c.caliendo@hof stra.edu	Admin., Hofstra Univ.	STEM Specialist, Science Lab Instruction	Trustee	Vice Chair	3	Y

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

priority to the educational advancement of FTCSE students through a process of deliberation, observing best practices and building consensus.

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

The proposed Board of Trustees met regularly throughout the months in various subcommittee meetings, with the committees having their specific assignments. Once the subcommittees had completed their fact-finding assignments, the entire Board met to discuss and deliberate on their findings. The entire Board would take action on the information provided during our regular monthly meetings.

The applicant group formed an Education committee who had the task of collecting and researching information about constructing an education plan for of FTCSE. The writing of the document occurred in three phases, as outlined in the 2016 RFP Charter School Application Kit. Dr. Julia C. Caliendo provided the leadership in the initial writing of the document. Over the evolution of the document, various members of the Board wrote different sections. Dr. Charles Ray provided the final version of our full application proposal. Our professional editor who compiled the document edited the final document. Charter School Business Management Inc. (CSBM) was hired to assist in the development of the FTCSE fiscal plan.

B. Board of Trustees and Governance

Proposed Founding Board of Trustees

Trustee Name	Voting	Position	Length of Initial Term
Dr. C. Nathan Edwers	Y	Member	3
Dr. Julia C. Caliendo	Y	Member	3
Michael Campbell	Y	Member	3
Sherri Edwers	Y	Member	3
Michael A. Valentine	Y	Member	2
Felica Leary	Y	Member	2
Samuel Wilson	Y	Member	3
Dorothea Muccigrosso	Y	Member	2
Charles J. Ray, III	Y	Member	2

(See section 3A for Board Member background information)

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

a) Regularly attend and participate in Board meetings and committee meetings where

applicable

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

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

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

The qualifications to serve on the Friendship Tech Charter School Board of Trustees will include

- Belief in and support of the mission and design of the school; having the attitude that all children, and especially those at risk, can and will achieve academic excellence
- Demonstrated understanding of Board duties
- Willingness to attend Board and committee meetings and volunteer for Board work
- Experience and expertise in a relevant field, such as education, business, management, finance/accounting, law, government, personnel, marketing/public relations, fundraising, and/or community relations or organizing
- The capacity to examine performance data, financial documents, and management reports and make informed decisions in the best interest of the school
- Be at least 18 years of age and a USA citizen
- Comply with the background check of New York State Children and Family Services

Conflicts of Interest
Board of Trustees members owe allegiance to the institution and must act in good faith with the best interest of the institution in mind. The conduct of a Board of Trustees member must, at all times, further the institution's goals and not the member's personal or business interests. Consequently, Board of Trustees members should not have any personal or business interest that may conflict with their responsibilities to the institution. A Board of Trustees member should

avoid even the appearance of impropriety when conducting the institution's business. Acts of self-dealing constitute a breach of fiduciary responsibility that could result in personal liability and removal from the Board.

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

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

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

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

Parent and Staff Involvement
The Board will encourage parent and staff input into the governance of the school. To ensure the participation of parents in the process of Board decisions, a Parent Representative will be selected by the school's leadership team and the PTSA to serve on the Board for one academic year. Annually, a new parent will be afforded this opportunity through the process outlined. The Parent Representative shall have no voting rights and will recuse themselves from any issues concerning a child or relative enrolled in the school. FTCSE will adhere to the Open Meeting Law, excluding executive sessions that deal with personnel issues. The public will be given the opportunity for public comment, and surveys of parents and staff will be used as part of the

school's oversight and the Executive Director's evaluation. The Board will enact and publicize a grievance policy that contains a clear process for bringing issues to the attention of the Board and for the Board to respond in a timely fashion. Board members will also regularly visit the school and attend school community events.

Recruitment, Orientation, and Training
As needed, the Board will recruit and vote on the appointment of new members who demonstrate adequate qualifications and commitment, as described in the Constitution and Bylaws. The board shall solicit recommendations from the larger community, businesses, and education communities for suitable Board candidates. All new trustees will receive orientation materials, including a copy of the charter, board member job descriptions, committee descriptions, previous board meeting minutes, and school email and other major policies. The Board will undertake ongoing governance training to ensure that all members have a common vision of the Board's roles and responsibilities and best practices.

C. Management and Staffing

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

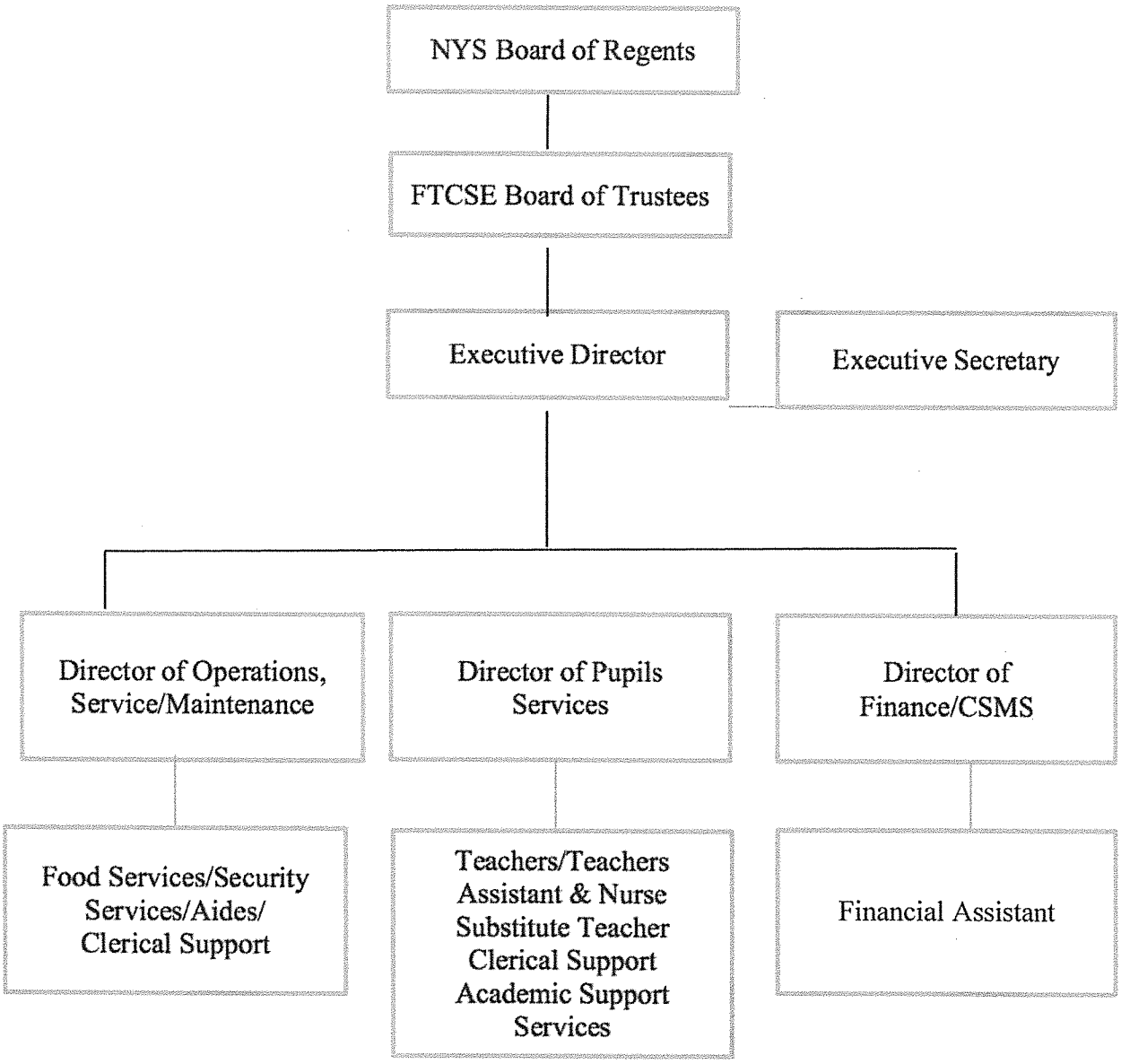
The Management and Staffing Plan provides the framework for FTCSE. This plan documents the management approach and roles and responsibilities as they pertain to FTCSE's administration of the school's mission. The management needs of FTCSE should be fulfilled by administrators, faculty, and staff who possesses these traits: self-driven, adaptable, attentive to details, flexible, teachable, and creative. FTCSE's management priority is to hire a school leader (Executive Director) who will assemble a team of administrators who will execute the mission of FTCSE. The *capacity* framework of the school shall provide the administrators the structure that will define the role of each administrator in the implementation of the five key design elements. The organizational chart above shows the hierarchy structure employed. This chart affords administrators an understanding of their function and the levels of accountability prescribed by the FTCSE Board of Trustees. The narrative defines the administrators' role in carrying out their daily duties in fulfilling the school's mission: to teach each child holistically by empowering all students to become aspiring leaders, life-long learners, critical thinkers, and problem-solvers through a rigorous interdisciplinary STEM academic program and be successful in competitive K-4 academic programs.

The New York State Department of Education Board of Regents grants the charter which authorizes FTCSE to exist as a public charter school. The FTCSE Board of Trustees bears the ultimate responsibility to oversee the functions of the school as prescribed by the charter contract. The key appointment of the Board of Trustees is to select a competent school leader (Executive Director, see Attachment 8b) who will build a staff of competent administrators to assist in the functions of day-to-day operation of FTCSE. The Executive Director runs the school and may call for assistance from specialized experts within the various communities in the area

of STEM. The Executive Director of FTCSE will adhere to the requirements of No Child Left Behind and Education Yes School Improvement efforts. He/she will assist in Grant Applications, Scheduling Testing, MEAP Student Demographics/Attendance/Grades (Computerized) Teacher Evaluations/IEPs/ Student Supervision/Discipline K-4 Special EducationK-4 Curriculum and run the daily operation of the school.

This section is the most critical and is the nuts and bolts of the overall operation of Friendship Tech Charter of Excellence. The organizational chart provides the hierarchy structure that will be adhered to by all persons associated with FTCSE. The New York State Department of Education Board of Regents grants the authority of FTCSE to function as a charter entity. Therefore, the ultimate governance shall rest upon the FTCSE Board of Trustees with the New York State Department of Education authorizers ensuring that NYS statutory compliances are met.

FTCSE HEIRARCHY STRUCTURE



Requirements of the Executive Director

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

Education Required

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

The Management and Staffing Plan answers the following questions:

- How is the scope management of FTCSE defined?
- Who has authority and responsibility for scope management areas?
- How the scope is measured and verified (i.e., Quality Checklists, Scope Baseline, Work Performance Measurements)?
- The scope change process (who initiates, who authorizes, etc.)/
- Who is responsible for accepting the final project deliverable and approves acceptance of project scope?

How is the scope management of FTCSE defined?
FTCSE shall consist of four tier levels of leadership management scope. The first tier is the New York State Department of Education Board of Regents that authorizes the execution of charter issuance to FTCSE. FTCSE is directly accountable to adhere to the dictates prescribed within the charter contract. FTCSE is under the direct supervision of the Board of Regents Authorizers. The second tier is the FTCSE Board of Trustees who oversee the function of FTCSE, it programmatic design, establishing the school's mission and school design, and ensuring adequate resources for implementation of the school program. Recruiting, hiring, and evaluating the Executive Director, approving of all hiring and firing of personnel as recommended, adopting the annual school budget, approving all line-item adjustments, approving major policies, and regularly reviewing and revising them as necessary, monitoring program implementation and compliance with the charter agreement and relevant laws and regulations, facilitating long-term strategic planning, recruiting and orienting new Board members and assessing Board performance, enhancing the school's public standing, and the approval of all recommended successors. The third tier is the school leader (Executive Director) who is responsible for the day-to-day operation of the school, administrative programmatic design, hiring of supportive administrators, fiscal oversight, professional development of faculty, annual evaluation of performance of faculty and administrators using the Danielson rubric assessment tools, functioning as the community liaison, selection of grade-appropriate curriculum selections, creation of the FTCSE yearly calendar and field trip activities, extending the invitation of specialized experts in the area of

STEM, reporting monthly to FTCSE's Board of Trustees of the school's progress and outcomes, monitoring the growth of intake of new students with projected prospectus, and charting and tracking the implementation of the school mission. The fourth tier consists of the administrative team (Director of Operations, Director of Pupil Services, and Director of Finance). These administrators serve at the discretion of the Executive Director. The administrators function on the same level, collaborating with each other in their assigned areas to fulfill the mission of FTCSE.

I. Who has authority and responsibility for scope management areas?

Executive Director	**Authority**	**Responsibility**
	FTCSE Board of Trustees grant the ED the authority to administer the affairs of the school as prescribed by the charter contract. Executive Director shall provide a monthly report to the entire Board of school progress. Committees may require regular update depending on project scope and assignment.	• Reports directly to the Board of Trustees via periodic meetings and is responsible for the overall management and operations of FTCSE. • The Executive Director ensures that the capacity fame and mission are aligned by regularly evaluating the performance of faculty and staff. The mission focus shall always be the main focus of faculty meetings providing any assistance to strengthen FTCSE faculty through regularly scheduled professional development sessions. • Responsible for overseeing the timely vetting and approval of the annual school operational budget. • In conjunction with his/her direct reports, Directors of Operations, Pupil Services, and Director of Finance are responsible for the effective day-to-day operations of FTCSE. • Oversees that the reporting of student progress cards, New York State Board of Education progress reports, and student-performance testing are conducted as prescribed by State Law. • In conjunction with his/her Director of Pupil Services, evaluates teachers on effectiveness, teaching approach, and classroom management styles. Conduct unannounced classroom observations and meet with the head teachers about their observations. This evaluation shall be conducted periodically. • Executive Director shall be responsible for the professional development of the all school personnel and shall call on assistance of qualified experts for the enhancement of personal performance. • Is responsible for instructional leadership to teachers, which consists of curriculum proficiency, professional development, faculty meetings, feedback, one-on-one professional enhancement and evaluation of each teacher's overall performance with their students and interaction with FTCSE parents. • The Executive Director shall administrate all disciplinary processes with the assistance of the Director of Pupil Services. • Is responsible for the administrative policy implementation and school leadership. • Is responsible for maintaining the vision, high ideals, and academic goals set forth by the Board of Trustees as outlined in the charter authorized by the New York State Board of Regents charter. • Ensures that the school is properly staffed and funded and keeps the Board of Trustees fully informed of school and student progress, providing written assessments of FTCSE operations. • Is the public face of FTCSE and is responsible for community outreach, organizational development, and recruitment. • Provides leadership and administrative oversight for the acquisition of new staffing, and oversight of current curriculum.

		• Is responsible for fostering a positive atmosphere and maintaining discipline and order within the FTCSE facility and on school property. • Encourages and initiates continued improvement in curriculum and teaching methods, subject area specialists, and faculty. • Maintains effective communication to keep the staff, students, and parents properly informed. • Is responsible for the hiring and Firing of teachers and staff members to assist in the fulfillment of the school mission. • Is responsible along with the Director of Pupil's service for the recruitment and retention of qualified teachers. Actively participates and encourages staff participation in parent-teacher and other community groups, as a means of developing understanding, cooperation, and respect for school objectives and endeavors.
Director of Operations	**Authority** The Executive Director shall hire the DOP who will execute the prescribed duties under the direct supervision of the ED. The ED shall conduct weekly staff meeting monitoring the functions and implementation of projects.The DOOP must be prepared to provide update of the scope of their management services.	• Directly reports to the Executive Director. Will be responsible for maintaining the day-to-day operations of the school grounds & facility and will be directly responsible for code compliance governing food service and custodial services. • Supervises and coordinates food service and transportation needs, and assists in the staffing of breakfast, lunch, and snacks in the cafeteria. • Is responsible for the daily inspection of FTCSE grounds & facility. • Ensures that the facility and associated hardware is suitable & safe for occupancy by students and faculty. • Orders and purchases all consumable supplies needed to support the facility & grounds. • Is responsible for ordering school furniture, school curricula, school supplies, and receiving the ordered goods. • Conducts inventory of all school property throughout the year. • Ensures timely response, and completion of tasks that impact the proper operations of the FTCSE grounds & facility. • Provides weekly status to Executive Director regarding budgetary needs that may adversely impact the operations of FTCSE grounds & facility. • Ensures that the building is physically and environmentally safe for occupancy by students and faculty. • Ensures that compliance as set forth by the city and state of New York building codes are not violated. • Markets FTCSE in the soliciting of new parents. The Director of Operations or his /her designee must be available or ensure that coverage for the facility is available around the clock.
Director of Finance	**Authority** The Executive Director shall hire the DOF who will execute the prescribe duties under the direct supervision of the	• Is responsible to provide direct reports to the Executive Director and will work collaboratively to ensure budgets are vetted, to monitor expenditures, to oversee the in flow of cash, to prepare reimbursement reports to local school district, to distribute scope changes that will be implemented by the hired Finance Assistant, and to sign off with the necessary approval all purchase orders in a timely manner. • The School will contract with Charter School Business Management

	ED. The ED shall conduct weekly staff meeting monitoring the functions and implementation of projects. The DOF must be prepared to provide update of the scope of their management services.	(CSBM) in the first year of the school operation to fulfill the financial management related tasks and provide training to the Finance Assistant until the Director of Finance is hired in Year 2. • CSBM/Director of Finance is responsible for the daily accounting, preparation of the budget, financial reports, as well as advising the Executive Director on matters of funding and cost. • The Executive Director, Director of Pupil Services, & Operations Director will work with CSBM/Director of Finance to ensure that transactions are managed and recorded properly and that the school's financial policies and procedures comply with city, state and federal regulations. • Recommend to the Executive Director a Finance Assistant to aid the function of the Director of Finance. The duties shall consist of data entry, reports filing, and collection of receipts.
Director of Pupil Services	**Authority** The Executive Director shall hire the DOPS who will execute the prescribe duties under the direct supervision of the ED. The ED shall conduct weekly staff meetings monitoring the functions and implementation of projects. The DOPS must be prepared to provide update of the scope of their management services.	• Will function as the assistant executive who will coordinate all student activities including lunch period monitoring and staffing, afterschool activities, field trips, parent-teachers night, school discipline, and including but not limited to assisting the Executive Director. • Directly report to the Executive Director and will work collaboratively to ensure budgets are vetted and approved in a timely manner. • Ensure that management needs are understood and met. • Is responsible for the emotional and physical health of every student under our care. • He/she will attend to the ongoing needs and concerns of students outside of their academic coursework. • Responsible for giving teachers daily directives and priorities of the school from the Executive Director. • Will assist the Executive Director in the responsible for instructional leadership to teachers, which consist of periodic staff meetings, observing providing feedback & one-to-one evaluation of each teacher's performance. • Facilitating training and performance development after evaluations. • Ensuring that teacher's and nurse's licenses are current. • Will be responsible for communicating with parents any concerns that arise with their children in a timely manner as well as coordinate services with the school Nurse as required. • Will be responsible for the wrap around services, Saturday and Summer Student/Parent Academy. • Will assist in the administrating of student disciplinary procedures. • This position will be filled at the starting of year 3 of operation. The Executive Director along with the director of operation will assume these responsibilities during the first two years of operation.

II. How is the scope measured and verified (i.e., Quality Review Rubric, Scope Baseline, Work Performance Measurements)?

Quality review of the management and staffing plan shall be conducted annually. The Board of Trustees shall hire outside consultants to evaluate the staffing plan to ensure that capacity frame and design elements are compatible. The evaluation baseline shall derive from a self-study performed by the administrative educational team. The Executive Director shall commission an administrative educational team including teachers, parents, and community stakeholders annually to administer a quality checklist. The FTCSE Quality Review Rubric provides the criteria to determine the quality and alignment of lessons and units to the Common Core State Standards (CCSS) in order to: (1) Identify exemplars/models for teachers' use; (2) provide constructive criteria-based feedback to enhance teacher performance; and (3) review existing instructional materials to determine what revisions are needed. This will ensure that FTCSE will remain current with educational trends and high performance outcomes.

FTCSE Quality Review Rubric focus shall consist of:

1. Curriculum - Pedagogy – Program Assessment
2. School Culture - Positive learning environment - High expectations
3. Structures for Improvement - Leveraging resources
4. Teacher support
5. Teacher supervision
6. Goals and action plans
7. Teacher teams and leadership development
8. The monitoring of assessment data and systems implementation
9. School leadership - Parents & stakeholders involvement – Executive Director administrative team

The quality review rubric results shall provide the frame in assessing the overall school performance. FTCSE Board of Trustee shall receive a written comprehensive report of the facts of its finding.

III. The scope change process (who initiates, who authorizes, etc.)
FTCSE's Board of Trustees must approve all implementation of scope changes. The material gathered through the quality review rubric shall become the baseline for meaningful discussion and scope changes. The Executive Director shall initiate changes with input from the assigned administrative authority that they will execute the scope changes in the area of their responsibility. Those changes are to be rolled out in a matter that will not disturb the teaching climate of FTCSE. Great care will be made in providing the professional development required in the training of faculty and staff regarding their responsibility to carry out the scope change process. FTCSE shall conduct meetings with parents of students in FTCSE on the roll out of the scope changes in a timely matter.

IV. Who is responsible for accepting the final project deliverables and approve acceptance of the project scope/
The department administrators will accept the final project deliverables and execute them through the various channels within their scope of service. The Executive Director shall ensure through collaboration with the administrative team that the project scope or changes to the scope of service have the final approval and acceptance of the project scope by FTCSE board of Trustees before implementation.

FTCSE has developed strategies for recruiting and retaining effective teachers and knows that the success of the implementation of the mission and key design elements of FTCSE hinges on the success of the instructional care performed by FTCSE's faculty. The recruitment of high

performance teachers and instructors and retaining them will have the highest priority of FTCSE's Board of Trustees. Hofstra University's Education Department has been identified as a source to help guide FTCSE in identifying teachers who are current students or have graduated from their Education Department, which offers a STEM major. STEM Studies at Hofstra University offers a Bachelor of Arts degree program, which offers FTCSE a potential pool of new teachers and graduates who majored in elementary education with STEM background to fulfill the mission of FTCSE. Teachers who major in STEM offer FTCSE a teaching staff that has a broad understanding of the scientific and mathematical foundations of the natural and human-made worlds. This is exactly the type of knowledge that FTCSE elementary school teachers need in order to provide more meaningful educational experiences for our students. Recruitment will not be limited to colleges and universities, but FTCSE will launch a progressive campaign by attending professional job fairs, placing ads in professional teacher's journals, posting jobs openings on FTCSE social media outlets (school website, school Facebook) and other social media outlets (Indeed.com, Glassdoor.com, Teacher–Teacher.com, Monster.com, Career Builder.com), reach out to various networks, fraternities, sororities, and professional business groups.

ELL students' needs are important in the delivery of services provided by FTCSE. We have set aside in our budget to hire bilingual teachers, secured outside services and purchase educational materials that will specific address the needs of ELL students and special education student population. Because of the high proportion of special education students in the Mount Vernon School District, FTCSE will directly collaborate with the school districts of our students, BOCES and OSEP.

The retention of teachers will be based on an annual increase in salaries, which are expected to increase by 3% each year, as well as equalized salaries tied to standards. FTCSE will offer competitive salaries and benefits to all new hires, based largely on years of teaching or work experience and their level of educational attainment. FTCSE will create career ladders for teachers involving greater responsibility for increased compensation and improving staff development (other than new teacher support). FTCSE will create incentives that offer teachers and staff members financial rewards reflecting the results of their work performance evaluation and student achievement outcomes. FTCSE will initiate programs to subsidize teacher education in return for teaching commitments to the school. FTCSE will establish Teacher Support Systems that will consist of Board of Trustees members, parents, and community stakeholders. FTCSE will implement scheduling changes that allow common planning time for same-grade or same-subject teachers. FTCSE will establish a high quality mentoring program pairing experienced teachers with new teachers. This program shall be known as the FTSCE Teacher Buddy Club. Yearly performance reviews will be conducted based on students' performance which will result in teachers being given commendations, citations, and Teacher of the Year awards. Each academic quarter, a teacher will be awarded a citation for the most improved, highest student performance outcomes, classroom décor, and student behavior. These awards will include a special lunch, a gift card, and a reserved parking space designated for the awardee. FTCSE shall provide longevity pay for teachers who have served FTCSE for more than three years. Teachers' pay and working conditions shall have one of the highest priorities for FTCSE faculty. A teacher's lounge will be created that will provide comfort and relaxation for teachers during their lunch and break times.

	FTCSE Budgeted Staff Growth Table				
	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-18	2018-19	2020-21	2021-222	202-23
Grades Served:	K-1	K-2	K-3	K-4	K-4
Enrollment:	111	174	237	300	315
Position					
Executive Director	1	1	1	1	1
Director of Operations	1	1	1	1	1
Director of Pupil Services	--	-	1	1	1
Assistant Finance	1	1	1	1	1
Director of Finance	--	1	1	1	1
Administrative Staff	1	2	2	3	3
Kindergarten	3	3	3	3	3
1st Grade	2	3	3	3	3
2nd Grade	--	2	3	3	3
3rd Grade	--	--	2	3	3
4th Grade	--	--	--	2	3
Teachers - SPED	1	2	3	3	4
Teachers	4	6	10	13	13
Physical Ed Teacher	1	1	1	1	1
Music Teacher	0.5	1	1	1	1
Science and Tech Specialist	1	1	1	1	1
Aides	2	4	6	8	8
Therapists & Counselors	1	1	1.	1	1
Nurse	1	1	1	1	1
Librarian	--	--	--	--	--
Custodian	1	1	2	2	2

D. Evaluation

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

Programmatic Audits
Programmatic audits will focus on two things: quality of implementation and results. The Executive Director, Director of Pupil Services, and the Director of Operations, through planning meetings and direct observation will monitor implementation of technology, software, curriculum programs, interventions, and assessments. Teachers will be expected to annotate lessons after the lessons have been taught. The information will be used at the end of the year to evaluate implementation of curriculum and pedagogy. Once we have ascertained that our

programs have been implemented with fidelity, analysis of student performance data will be the primary method for evaluating efficacy. We shall disaggregate data and look for trends in sub-groups. FTCSE will submit an Annual Report to its authorizer detaining its performance and progress toward its accountability goals. We shall also seek to participate in inter-visitation with other high performing "no excuses" schools to orovide critical feedback. Finally, we expect to have regular oversight visits by our authorizer and will use any constructive feedback to make necessary changes to the academic program.

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

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

Evaluation of Teachers
Evaluation of teachers will include explicit performance standards administered by the Executive Director in collaboration with FTCSE staff. A teacher performance rubric with five levels of practice—ineffective, developing, proficient, effective, and highly effective, will address issues of planning, instructional delivery, assessment, and classroom management. Teacher performance rubrics will set clear expectations for instructional rigor and classroom management, and they will also cover the blended rotational model of teaching, collaboration, and implementation of inquiry-based science pedagogy. Assessment systems and student progress toward objectives will count the most in teacher evaluations, and teachers must be adept at using the assessment systems. The Danielson Rubric by Charlotte Danielson will be used to evaluate our teachers. This evaluation tool reflects the style of teaching in alignment with the Common Core standards, and they envision, for literacy and mathematics initially, deep engagement by students with important concepts, skills, and perspectives. They emphasize active rather than passive learning by students. In all areas, they place a premium on deep conceptual understanding, thinking, and reasoning, and the skill of argumentation (students taking a position and supporting it with logic and evidence).

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

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

E. Professional Development

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

In August (month before school begins): In a 3-4 day orientation, the School Leader will introduce all staff and instructional staff will review all policies and policy guides for staff, parents, and students.

Each month during the Academic Year: The School Leader will conduct professional development which will entail reviewing present key design elements and addressing how each one is implemented during the daily operation of the school, specifically within the classroom and throughout the entire school facility. Assessment data, journal entries, and anecdotal evidence will be collected in order for the School Leader to process with the school leadership team, collectively. Adjustments and revisions may be elected to add to present policy handbooks and guides as a way to facilitate further growth within the organization. Each monthly professional development session will consist of a three hour session and the schedule will coincide with the academic calendar.

Culminating Professional Development two-day Sessions: These two days will be conducted by the School Leader to have instructional staff pack-up their rooms and also give teachers an opportunity to give feedback that can help the Instructional Leader plan for the the next school year. This process raises the level of accountability and also incorporates continuity into the planning process of improving the school's efficiency, efficacy, and equity in the process of delivering instruction to students.

As part of its professional development program, FTCSE will provide frequent training sessions offered by both in-house and outside experts in areas of particular importance. Some of these will be specifically targeted to meeting the needs of students with disabilities, ESL students, and other at-risk learners. Within the school, the Director of Pupil Services and SPED Coordinator will be responsible for presentations aimed at working with these groups of students. Improved student learning outcomes will be the most significant measure of the effectiveness of professional development.

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

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

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

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

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

Grade Level Meeting Twice each week teachers will meet in their grade-level teams. During these meetings, teachers will work on planning and will discuss their successes and failures during lessons. They will strategizes how the educational team can best support each other in problem areas of learning. Teachers will also use this time to analyze data. The analysis will be used to inform their teaching in subsequent lessons. Differences in results among grade level teachers will also be analyzed. Throughout the year, teachers will participate in constant peer observation and provide each other with critical feedback during the grade level meetings. The Director of Pupil Services will participate in these meetings on occasion in order to observe and to offer support. The Executive Directors' participation will be announced prior to the meetings.

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

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

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

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

F. Facilities

After thorough research and a feasibility study of possible sites for the housing of FTCSE, it was determined that two possible locations have been approved for educational use that would be considered for the future home of FTCSE. The board reviewed the layout of both sites and determined that the cost of renovating the second site at 214 E. Lincoln Avenue, Mount Vernon, New York, would not be the best fiscal decision for the initial start-up.

At 261 Lincoln Avenue, Mount Vernon, New York, approximately 20,000 square feet of space has been previously approved by the New York State Department of Education for educational use. The recent occupants were BOCES and Amani Public Charter Schools. The building currently meets the Local and State Fire Code requirements. The building is a multi-level facility that has stairs throughout for easy access to each floor. This proposed location is in move-in condition and only requires the classrooms to be painted at the expense of the landlord. The building contains the following spaces:

- Ground Floor: 11 air-conditioned classrooms (1 handicapped and 2 private lavatories), nurses office, administrative office and boardroom
- Main Floor: Assembly Hall, Multiple-purpose room, classrooms (1 with private lavatory)

- 3rd Floor: 3 air-conditioned classrooms (1 with private lavatory)
- Handicapped accessible
- Teachers' Lounge
- Small outdoor play area
- The entire building is Wi-Fi friendly

Size of Rental Space: 9,508 sq. ft. Area to be used by Tenant to include:

Tenant exclusive Space Usage 9,508 sq. Ft. (as shown in attached diagram)
Rooms #4, 5, 6, 7, 8, 9; library, office, nurse's room & lunch area (7 am – 3 pm exclusive).
Adult/ Handicap Toilet
Corridor, Entrance Stairs
Tenant will have parking privileges in the lot

Total: 9,508 sq. ft. at $2.65 sq. Ft.= $25,196.20 per month that include the following;

- Heat
- Snow removal of parking lot
- Electrical Con Edison utility
- Water

Renter utility charge breakdown total

Heating Fuel	$16,498.80
Snow removal	2, 500.00
Electric Con Ed	8,518.00
Water & Taxes Sewer	2,771.20
Total	**$30,288.00/yearly- cost for utility**

2,524.00 = Monthly cost for utility
25,196.20 = Monthly space cost
$27, 720.20 =Total rental monthly fee

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

If FTCSE is granted a charter, the board will enter into formal negotiations with Friendship Community Development Corporation.

G. Insurance

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

- General Aggregate: $2 million aggregate and $1 million for each occurrence
- Umbrella Liability: $5 million limit of coverage
- School Leaders Errors & Omissions: $1 million in coverage
- Student Accident: $500,000 aggregate per accident
- Student Accident Medical: $25,000 per accident
- Student Catastrophic Accident: $1 million limit

- Auto: for non-owned vehicles used in school business
- Property: $250,000 in coverage for school furnishings, equipment, and leased space betterments
- Workers' Compensation: rate determined by state of New York

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

H. Health, Food, and Transportation Services

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

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

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

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

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

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

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

Food Services

Eating healthy is a primary concern for FTCSE, especially in a culture and climate where children are economically at risk as well as at risk educationally. Across various indicators of diet quality, an association with academic performance was observed. Students with decreased overall diet quality were significantly more likely to perform poorly on the assessment. Girls performed better than boys, as did children from socioeconomically advantaged families. Children attending better schools and living in wealthy neighborhoods also performed better.[1] These findings demonstrate an association between diet quality and academic performance and identify specific dietary factors that contribute to this association. Additionally, this research supports the broader implementation and investment in effective school nutrition programs that have the potential to improve student access to healthy food choices, diet quality, academic performance, and, over the long term, health.

Because we are concerned about the whole person, FTCSE is committed to the student from a holistic perspective. Rich's Food Service, Red Rabbit, or Resolution Foods Service will be used on an ongoing basis based on a competitive bid process to provide daily breakfast, lunch, and snack. The criteria to select a food services provider will include: cost, menu options, nutrition,

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[1] "Diet Quality and Academic Performance," accessed February 21, 2014, http://www.ncbi. nlm.Nih .gov /pub med/18336680.

logistics, and capacity. We will hire staff with appropriate food handlers permits to serve meals. Students will not be required to participate in our meal program and can elect to bring their own food to school. We intend to participate in the Federal School Breakfast Program and the National School Lunch Program, administered by the United States Department of Agriculture (USDA); our meals will meet all nutritional requirements.

Prior to the start of school, the school will work with families to complete the online School Meals Application form at www.apply forlunch.com. The school will make computers available and provide assistance to ensure every student's free and reduced price lunch eligibility is documented. Each month the school will estimate meal participation and bill in advance families of full-paying or reduced lunch eligible students; differences between estimated and actual participation will roll over to the next pay cycle. Per federal regulations, students with a disability that restricts their diet will be served meals at no extra charge. The school will discretely track all meals eaten at the school; students' free and reduced price lunch status will remain private. We will never turn away a student whose parent has not paid and have budgeted funds to cover such costs. The school will complete the Meals Served Report Form on a weekly basis to submit to the Office of School Food and Nutrition Services. If warranted by a sufficiently high proportion of low-income students, we will explore participation in the universal lunch program, which allows all students to eat free of charge.

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

I. Family and Community Involvement

FTCSE seeks to create a school culture that embraces and encourages family and community involvement. Parent coaching, communicating, volunteering, learning at home, decision-making, and collaborating with the community will define the complete work of FTCSE. FTCSE will offer a broad range of school, family, and community activities that can engage all parties and help meet student needs.

Successful school-parent-community partnerships are not stand-alone projects or add-on programs but are integrated within the school's overall mission and goals. Our research and fieldwork show that parent-school partnerships improve schools, strengthen families, builds community support, and increases student achievement and success. We believe that parent,

family, and community involvement in education correlates with higher academic performance and school improvement increases the chances of students becoming life-long learners.

Parents will participate in ongoing workshops and learn Conscious Discipline to use with students at home. Parents will be required to participate in the training. The training will empower the parents to fully understand student performance outcomes and help them to best be able to assist our students at home. Each workshop is geared to address age-appropriate learning on the grade level of each child. The workshops will be offered online to accommodate working parents. Parents will be required to complete at least 15 hours of service to the school to build a school friendly environment. FTCSE will provide a ledger where parents will be required to sign in for the events and activities they attend. This approach supports the mission of the school and thereby fulfills the five key designed elements. They support the mission of the school by completing at least 15 hours of service to the school annually. We encourage all parents to schedule their service hours with our Parent Coordinator, who will be managing this process. This service can be accomplished in several ways including but not limited to:

- Helping the office staff with administrative tasks
- Attending PTA meetings
- Chaperoning student activities
- Assisting with student and parent outreach for school-wide events
- Assisting in the development and implementation of the school's Annual Community Events
- Summer Bridge Program Celebration Night
- Family Picnic
- School Thanksgiving Dinner
- Fall Credit Night: Celebration of Student Achievement
- Spring Credit Night: Celebration of Student Achievement
- Spring Performance Day
- Second Cup (coffee/beverage) with the Executive Director
- Summer Credit Night & Awards Ceremony: Celebration of Student Achievement

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

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

FTCSE has collaborated with these groups during the establishment of our Charter School. Westchester Family Ties has offered a wide range of support groups, advocacy services, parent

coaching, and connection to community resources, as well as respite and youth development opportunities. FTCSE recognizes the caregiver as a full partner in planning for the family's success based on a family's unique strength and culture. Thus, while participants may have a primary affiliation elsewhere, they commit to working together under specified conditions to pursue a shared vision and common set of goals.

J. Financial Management

The Financial Management Team consisting of the Board of Trustees, Executive Director, Operations Director, Finance Director (Year 2), and Financial Consultants is responsible for the financial management and fiscal oversight of the school. The Board of Trustees will establish policies and procedures to ensure that the school's assets are safeguarded and that complete and accurate financial records are maintained. On a daily basis, the Executive Director, Director of Operations, and Finance Director (Year 2) as well as the Financial Consultants are responsible for the day-to-day finance and operations of the school.

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

In Year 1, the School will contract with CSBM to work with staff to handle the daily financial responsibilities and to specifically provide training to the Operations and Finance Associate. CSBM will directly handle the daily accounting, financial budgeting, and reporting functions (alng with the Operations and Finance Associate) until the Director of Finance is hired in Year 2. CSBM will then provide professional development and support as needed to the Director of Finance and staff.

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

Financial Controls

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

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

Budget

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

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

Fiscal Audit

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

K. Budget and Cash Flow

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

- The primary source of revenue is from the school district Per Pupil Revenue following each student attending the charter school and is budgeted at the 2017-18 rate of $17,144.
- Title I funding is included based on demographics of our current student population in Mount Vernon at 80% of the students being eligible. The rate per student of $500 is forecasted for the term of the charter.
- The CSP grant will provide a school creation grant of $500,000 to FTCSE. $219,000 will be available for the start-up period with the remaining $281,000 in year 1.
- Spending categories in personnel and "other than personnel" are comprehensive, wide-ranging and are tailored to student enrollment. Salary increases are set at a standard COLA increase of 3% per year.
- During the start-up period, FTCSE will provide the planning team office space, equipment, supplies, and any needed training facilities.

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

Pre-Opening Revenue The School will operate on $219,000 from the Charter School Planning grant (CSP) to cover the expense discussed below.

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

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

Year-One Budget Expenditures The largest portion of the budget is based on salary and personnel cost such as taxes and related benefits comprising over 56% of expenditures. The remaining costs are allocated to school operations and facilities rental/maintenance.

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

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

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

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

L. Pre-Opening Plan

Once a charter contract has been signed, the FTCSE Board of Trustees shall formally hire the Executive Director, who shall immediately implement the recruitment strategy and build out the school's support staff to implement the School's mission and five key design elements.

The Executive Director bears the responsibility to recruit administrators, faculty and staff members by visit colleges and universities, attend professional job fairs, placing ads in professional teachers journals, posting jobs opening on FTCSE's social media outlets (school website, school Facebook) and common known of social media outlets (Indeed.com, Glassdoor.com, Teacher–Teacher.com, Monster.com, Career Builder.com), reach out to various networks, fraternities, sororities and professional business groups. It is expected that contractual agreements will be signed by both parties by February of the upcoming academic year. During the pre-operation the Director of Operation shall assist in the administrative paper work for all new employees.

The Exectuive Director will conduct an initial 3-4 day orientation a month prior to the school opening (August) to discuss the mission, key design elements, and share a definitive calendar with identified dates to conduct periodic professional development sessions. In the initial

orientation, the Exectuive Director will suggest that staff maintain a reflection journal and s/he will encourage the instructional staff to discuss those specific reflections as to how they handle the role of being the founding instructional staff of the inaugural year of FCTSE. In this process, confidentiality will be emphasized, and teachers will have the opportunity to offer suggestions, recommendations, and explain how the school policy can be improved upon to by all stakeholders in a way that is transparent and sensitive to the improvement of the operations of the school.

Category	Task Description	Time Frame	Task Owner
Accountability	Develop Assessment Plan aligned with application	May 2017	Board of Trustee/ Consultant
	Performance Framework	June 2017	Board of Trustees
Attendance	Develop Attendance Policy	June 2017	Executive Director
Curriculum & Instruction	Order needed instructional materials and supplies	August- November 2017	Executive Director, Director of Operations
	Create a detailed, specific course scope and sequence for all grade levels offered in Year 1	July 2017 – September 2017	Executive Director
Enrollment and Admissions	Plan and document recruitment and school marketing efforts	May 2017	Director of Operations
	Conduct lottery for school admissions	April 2017	Director of Operations
	Register students from seating offering and waitlist	April 2017 - July 2017	Director of Operations
Facility Preparation	Purchase classroom and office furniture	April 2017 - August 2017	Director of Operations
	Acquire location and facility	May 2016 - April 2017	Trustees & Executive Director
	Create Facility Completion Schedule	June 2016 – June 2017	Director of Operations
	Obtain Certificates of Occupancy	June 2017	Director of Operations
	Americans with Disabilities Act Compliance	April 2016- June 2017	Executive Director, Director of Operations
	Develop School Safety Plan	February 2017	Executive Director, Director of Operations
Financial Management	Establish bank accounts	December 2016	Trustee/CSBM
	Revenue planning (per pupil funds, SPED, IDEA, Titles I-V)	Jan 2016 - April 2017	Director of Operations, CSBM
	Fiscal policies and procedures established	September 2017	Board of Trustees & CSBM
	Audit procedures / GAAP and FASB No. 117 compliance	April 2017	Trustees
	Apply for a Federal Employer Identification Number (EIN)	December 2016	Trustees

	Cash flow projection for first year of operation	September 2016	Director of Operations & CSBM
Food Services	Develop plan for collecting free and reduced-price lunch forms	September 2017	Director of Operations
Performance Evaluation	Develop performance evaluation system	June 2017-July 2017	CSBM
	Determine performance goals	April 2017-July 2017	Executive Director & Trustees
Policy Development & Implementation	Create and approve FOIL Policy	December 2016	Board of Trustees & Legal
	Create and approve Student Disciplinary Code	August 2017	Board of Trustees & CSBM
	Create and approve Complaint/Grievance Policies for staff	August 2017	Board of Trustees & Legal
	Create and approve Complaint Policies for parents	August 2017	Board of Trustees & Legal
	Create and approve FERPA policy	August 2017	Board of Trustees & legal CSBM
	Develop Student and Family Handbook	August 2017	Executive Director & legal
School Health Plan	Obtain services of physician	August 2017	Director of Operations
	Create a Health and Safety Plan	July 2017	Director of Operations
	Create Medications Administration Plan	July 2017	Director of Operations
	Create School Wellness Policy	July 2017	Director of Operations
	Obtain training and certification for first responders	July 2017	Executive Director

M. Friendship Tech Charter School of Excellence Dissolution Plan

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

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

Attachment 1

Admissions Policies and Procedures

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

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

Initial Recruitment

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

Once the school is authorized, FTCSE will schedule a press conference to make a formal announcement informing the public about the fact that the new school is opening. After the public announcement, recruitment will begin. During the recruitment process, FTCSE will inform parents about the school and its key design elements, answer any questions they have about the school and its operations, and inform them about how to enroll. Information about the school and how to contact FTCSE will be included. A variety of strategies will be used to inform parents about FTCSE's educational program. To meet or exceed enrollment and retention of targeted requirements for subpopulations of students, as required by charter school law, FTCSE will attract students and families by utilizing aggressive marketing campaigns via various media such as radio, local newspapers, social media venues, our webpage, flyers distributed to day-care

sites, preschools, community centers, libraries, apartment complexes, churches, supermarkets, and community outreach house meetings. We will secure a recruiter who will reach out to many different Mount Vernon community outlets. Our marketing campaign and outreach efforts will speak to our approach to onset intervention[clarify this term?] of ELA and targeted instruction using an interval data measuring process. Our retention efforts will include recruiting students with disabilities, English language learners, and students who are eligible applicants for the free and reduced-price lunch programs,

Procedure for First Year Enrollment

Applications

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

Children applying for Kindergarten must be five years old by December 31 of the year they are applying. All applications must be received at the Friendship Tech Charter School of Excellence by 5:00 pm on Monday, ___add date?_____in the first year of operation, and the first Monday of ___here too?_____in each succeeding year. Applications may be hand delivered, completed online, or sent via mail or email. Parents will be notified either by mail or by email, depending on how the application was submitted, that their application has been received.

If FTCSE does not receive as many applications as there are vacant seats, all students who applied will be admitted. However, in the event that there are more applications than vacant seats, FTCSE will hold a public lottery within two weeks of the application due date. The lottery will be publicized as a public event, and will be overseen by a neutral third party to ensure that it is just and fair. All students' names will go into the lottery pool and will be chosen one at a time to fill each vacant seat until capacity is reached for each grade. Applicants who have siblings enrolled in the school will be given preference in the lottery process. All other applicants will be drawn randomly one at a time. Children who were not among those selected will be given the opportunity to be placed on a waitlist in the order in which they were drawn and will be notified in order if seats become available. The waitlist is only valid for the current school year and students who are not admitted must reapply for the following school year.

Notification [are these same level as Applications above?]

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

choose not to enroll their child, FTCSE will proceed to the next child on the waitlist until all available seats are filled.

Required Documents

The email and mailed letter to parents of students who are admitted to FTCSE will inform them of the documents they will need to provide in order to enroll their child. They will need to bring an original birth certificate to verify the age of their child, proof of address, social security card, and immunization records. Students who are admitted to FTCSE are guaranteed enrollment for all grade levels offered. Each spring, FTCSE will ask families to inform the school of their plans for the following school year and whether they choose to re-enroll their child. This information will be used to plan for the recruitment of students in grades one through four as needed.

Backfilling Seats

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

Orientation and Preparation to Include Child into the FTCSE Community

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

Meeting Recruitment Goals

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

Open Lottery

When admission applications exceed the number of slots, FTCSE will conduct a public lottery and secure an outside/independent agent that will oversee the lottery process. FTCSE will make every effort to publicize the lottery through social media outlets, local newspapers, and palm cards distributed throughout the community. Once the slots have been filled, the remaining applications will be placed in a "pending admissions file" and used to backfill any vacancies that may occur during the school year, based on a second lottery process.

Table 2: Public Outreach Information
(Table 2 is not counted towards the page limits. Add more rows as necessary)

Dates of Outreach (month/date/year)	Description of Outreach	Location of Outreach	Target Stakeholder Group	Feedback Obtained	Action Taken on Feedback	Number of Attendees
3/26/2016	Community outreach – distribution of FTCSE information brochures and had conversations with the parents during Annual Easter Eggs Hunt	FWC – 261 E. Lincoln Avenue, Mt. Vernon, NY	Parents, families and friends of Mount Vernon students	Families/parents, community stakeholders, daycare providers requested more information about the FTCSE application/ registration process	Informed parents, and families to view and register at FTCSE Website: www.friendshipstem.com	30 families attended event
3/1/2016	Mount Vernon Inquirer published article to Mount Vernon community residents an updated article that FTCSE was reapplying during the next charter school application round	Mount Vernon Inquirer Newspaper – PO Box 458 Mount Vernon, NY Email: info@theinquirernews.com Website: www.mvinquirer.com	Parents, community residents and stakeholders	Parents, community residents, stakeholders and parents requested more information on how FTCSE will improve Mount Vernon students' educational outcomes	Continued to work on FTCSE application and registration process	10,000 copies of the article were distributed and viewed on-line
3/7/2016 – 3/11/2016	Met with Community Stakeholders	Stakeholders' Offices; Community Affairs	Met with Stakeholder – Ministers; Business Owners; Elected Officials; MV Superintendent of Schools; & Non-Profit Organizations	Continued support of FTCSE efforts.	Aligned FTCSE curriculum in partnership with Community-based Organizations	10 Stakeholders
2/12/2016	Hosted a public forum – community outreach to inform Mount Vernon	FWC – 261 E. Lincoln Avenue Mount Vernon, NY	parents, families, and community members	Parents, families wanted more information on how to register at the	Provided parents, families, and community members with	100 of guest attendees received copies of the FTCSE Information

	community residents			FTCSE Website: www.friendshipstem.com	information about FTCSE proposal process	Brochures
2/2/2016	Hosted a Ribbon cutting ceremony for the FFT STEM Computer Lab at Friend ship Family Worship center to launch and model use of the new iPad tablets in the Tech Computer Lab for the students and residents of Mount Vernon. Westchester County Executive Astorino, MV Mayor Thomas, MVBOE Superintendent Dr. Hamilton, Bishop Edwers and others were in attendance.	FFWC\Tech Computer Lab @ 261 E. Lincoln Avenue, Mount Vernon, NY	Parents of students currently in Preschool & Kindergarten, community members	Parents, community members, and residents asked questions about the Computer Tech Lab and what are the requirements to register for the charter school.	FTCSE Information table was setup to answer questions from parents, community stakeholders, residents, and students about the proposed charter school	Over 100 guests included Dignitaries, Parents, Teachers & students and community residents.
1/28/2016	Did community outreach at Graham Elementary School PTA meeting to share purpose of FTCSE for parents of students attending Kindergarten to 4th grade.	Graham Elementary School 421 E. 5th Street, Mount Vernon, NY	Parents and families of students in Kindergarten to 4th Grade	Parents and families of students in Kindergarten to 4th Grade requested more information about the FTCSE application and registration process	Informed parents, and families to register at FTCSE Website: www.friendshipstem.com	15 families with students in kindergarten to 4th Grade.

1/5/2016	Launch of the new FTCSE website: www.friendshipstem.com and distributed the redesigned FTCSE information brochure.	FWC – 261 E. Lincoln Avenue, Mt. Vernon, NY	Parents and families of students in grades Pre-K and Kindergarten	Parents, families wanted more information on how to register at the FTCSE Website: www.friendshipstem.com	Provided parents, families, and community members with more information about FTCSE proposal. Parents are able to use the website to pre-enroll their children.	100 families of students in grades Pre-K and Kindergarten
10/29/2015	Community outreach - Mount Vernon School District held a Public Hearing on proposed FTCSE full application	Mount Vernon Board of Education – 165 North Columbus Avenue, Mount Vernon, NY	Community members, parents, students and professionals	Community members, parents, students and professionals had opportunity to share their feedback, testimonials, affirmations about the proposed FTCSE efforts	Individuals had opportunity to speak for 3 minutes to inform the MVCSD about their support for the proposed charter school	100 residents attended hearing to support the proposed FTCSE
8/2/2015	Community outreach – Annual Family Bar-B-Que in the Park; Distributed FTCSE information brochures	Tibbett's Brook Park – Yonkers, NY	Community residents, neighbors, and families	Families, parents, care givers and community residents asked questions about the FTCSE application process	Parents, families signed their names to the contact list to get more information about FTCSE forums and events.	Over 40 families and guests attended, participated in annual event
6/25/2015	FTCSE Community Forum – Community outreach to inform parents and community members about purpose of FTCSE – more than 500	FWC–261 E. Lincoln Avenue, Mount Vernon, NY	Families of students in pre-kindergarten and kindergarten. Group meeting of parents, community members	Parents, families wanted more information on how to register at the FTCSE Website: www.friendshipstem.com	Provided parents, families, and community members with more information about FTCSE proposal	7 Parents attend support group meeting

	pieces of materials distributed to the community - copies of FTCSE invitation, letters and program brochures.					
6/20/2015	Distributed FTCSE information brochures @ Annual FFT Fantastic Carnival - community outreach event –	FWC/ Parking lot - 261 E. Lincoln Avenue, Mt. Vernon, NY	Community residents and Families, parents of surrounding neighbors and friends	Parents requested more information about the FTCSE registration process	Parents provided their contact information, signed FTCSE petition / community survey.	Over 200 families, children, guests attended event
4/27/2015	Hosted Community Forum – community outreach to inform parents and community members about purpose of FTCSE. Distributed more than 500 pieces of materials to the community - copies of FTCSE invitation, letters and program brochures.	FWC–261 E. Lincoln Avenue, Mount Vernon, NY	Families of students in pre-kindergarten and kindergarten. Group meeting of parents, community members	Parents requested more information about the FTCSE registration process	Informed parents and community members how to register and communicate on the FTCSE Website: www.friendshipstem.com	Over 500 pieces of FTCSE materials were distributed to community & local businesses
10/2014	Community outreach - Mount Vernon School District held a Public Hearing on proposed FTCSE full application	Mount Vernon Board of Education – 165 North Columbus Avenue, Mount Vernon, NY	community members, parents, students and professionals	community members, parents, students and professionals had opportunity to share their feedback, testimonials, affirmations about	Individuals had opportunity to speak for 3 minutes to inform the MVCSD about their support for the proposed	100 residents attended hearing to support the proposed FTCSE

				the proposed FTCSE process		
8/2014 to 10/2014	Distributed the Westchester Journal News article to parents and community residents about FTCSE's submission of formal application to the NYSED Charter School Authorizer	Friendship Family Life Center @ 261 East Lincoln Avenue, Mount Vernon, NY	Parents and Families of students in Pre-kindergarten, Kindergarten to 4th Grade	Parents, families wanted more information on how to register at the FTCSE Website: www.friendshipstem.com	Provided parents, families, and community members with more information about FTCSE proposal	100s of guest attendees received copies of the FTCSE Information Brochures
9/27/2014	Hosted parent group meeting to inform parents and community members about purpose of FTCSE and gain feedback from parents. Distributed copies of the FTCSE information brochure.	Friendship Family Life Center @ 261 East Lincoln Avenue, Mount Vernon, NY	Parents, Grandparents, and community members	Parents, families, community members wanted more information about the charter school application process. Asked questions about how to register their child.	Provided parents, families, and community members with more information about FTCSE proposal and how to register at the FTCSE Website: www.friendshipstem.com	15 guests registered for the parent group meeting
7/19/2014	Hosted parent group meeting to inform community members about purpose of FTCSE and gain feedback from parents. Provided copy of FTCSE information brochure.	MV Public Library South Second Avenue, Mt. Vernon, NY	Parents, Grandparents, and community members	Parents, families wanted more information about the charter school application process. Asked questions about how to register their child.	Provided parents, families, and community members with more information about FTCSE proposal and how to register at the FTCSE Website: www.friendshipstem.com	5-7 families of students in Pre-K, Kindergarten to 4th Grade.

6/28/2014	Hosted parent group meeting to inform parents and community members about purpose of FTCSE and gain feedback from parents. Provided copy of FTCSE information brochure	MV Public Library @ 28 South Second Avenue, Mount Vernon, NY	Parents, Grandparents, and community members	Parents, families wanted more information on how to register at the FTCSE Website: www.friendshipstem.com	Provided parents, families, and community members with more information about FTCSE proposal	6 families of students in pre-kindergarten to 4th grade attended
6/21/2014	Hosted FWC's Annual Funtastic Kiddie Carnival & Family Fair, and provided community residents with copies of FTCSE information brochure	FWC @ 261 E. Lincoln Avenue	Community Residents	FTCSE petition names; distributed FTCSE information brochure.	Parents, community residents received information brochure and signed petition forms	Over 100 attendees received FTCSE Information Brochures
6/2/2014	Parent group meeting to inform parents and community members about purpose of FTCSE and gain feedback from parents. Provided copy of FTCSE information brochure	FWC, 261 E. Lincoln Avenue Mount Vernon, NY	Parents of students in K – 4th Grade, and community Residents	Parents, community residents received information brochure and signed petition forms	FTCSE petition names; distributed FTCSE information brochure.	Registered guests and walk-ins attended event
5/31/2014	Distributed FTCSE flyer throughout community to residents and local business. Hosted community forum	Mount Vernon Public Library – 350 South 6th Avenue, Mount Vernon, NY	Parents, Community residents	Parents shared concerns and asked questions about FTCSE process of when charter school will open.	Petition names, valuable input from parents regarding	5 parents attended forum

	to speak with parents and community residents to get feedback on the purpose of FTCSE.					
4/27/2014	Emailed flyer to community providers of children/families with children in daycare and kindergarten. Hosted community forum to speak with community residents to get feedback on the purpose of FTCSE.	Friendship Family Learning Center – 261 E. Lincoln Avenue, Mount Vernon, NY	Parents, Community residents	Parents shared concerns and asked questions about FTCSE process of when charter school will open.	Petition names, valuable input from parents regarding	Guests registered and walk-ins attended forum
4/15/2014	Community outreach-provided copies of support letter from (then) Mayor of Mount Vernon: Honorable Ernest D. Davis on proposed FTCSE application process.	Office of the Mayor of Mount Vernon Public announcement/ letter	Community Residents	Political support	Valuable input, and political feedback matters – shows a major statement of support	500+ copies of letter distributed
May 2014 to July 2014	Community outreach, going door-to-door, in housing complexes; Acquired petition names and community surveys.	Mount Vernon Housing complexes	Parents, community residents, local businesses, daycare providers, community residents and neighbors Neighborhood housing, Library, community centers,	Community residents, Parents, guardians asked for more information about the FTCSE registration process.	Parents and residents provided their contact information to receive updates about FTCSE registration.	1,000 petition names collected over three months time

			Supermarket bulletin boards, Laundry facilities, sent email blasts			
3/29/2014	Hosted parent group meeting to inform community members about purpose of FTCSE and gain feedback from parents. Provided copy of FTCSE information brochure.	Mount Vernon Public Library 2 South Second Avenue, Mt. Vernon, NY	Group meeting of parents, community members	Require involvement from parents, daycare providers, community members	Provided community members and parents with detailed PowerPoint presentation about the proposed FTCSE application and registration process	15 parents registered to attend for parent group meeting
2/25/2014	Mount Vernon Inquirer published article to Mount Vernon community residents an article that informs there is a proposed FTCSE , and there is positive feedback from the community.	Mount Vernon Inquirer Newspaper – PO Box 458 Mount Vernon, NY Email: info@theinquirernews.com Website: www.mvinquirer.com	Parents, community residents and stakeholders	Parents, community residents, stakeholders and parents requested more information on how FTCSE will improve Mount Vernon student's educational outcomes	Provided community members and parents with detailed PowerPoint presentation about the proposed FTCSE application and registration process	100s of copies of the article were distributed
1/27/2014	Hosted community outreach forum with parents, residents, daycare providers of children and students in K – 4th grade. Provided FTCSE information brochure	Friendship Family Life Center @ 261 East Lincoln Avenue, Mount Vernon, NY	community members, parents, students and professionals	Discussion, feedback, testimonials, affirmations and concerns have been received from community members, parents, students and professionals.	Provided a panel discussion for community members, parents, students and professionals to hear more detailed information about proposed FTCSE process. Editor of the Mount Vernon Inquirer	Over 30 guests attended community forum

					interviewed several guest for his newspaper article regarding the proposed charter school.	
1/27/2014	Community Forum - distributed copies of Mount Vernon Inquirer News Article published on proposed FTCSE application process.	Friendship Family Life Center @ 261 East Lincoln Avenue, Mount Vernon, NY	Community residents, parents and stakeholders.	Parents, residents, and community stakeholders requested more information about how the proposed FTCSE process will benefit the community.	Provided a program brochure to share more detailed information about the proposed charter school.	500 – 1000 copies of Article information
1/18/2014	Community forum held for Mount Vernon Faith Based organization. Hosted meeting with clergy persons to gain feedback about proposal for charter school for students K – 4th grade.	FWC – 261 E. Lincoln Avenue, Mt. Vernon, NY	Meeting with founding group of clergypersons of United Black Clergy (UBC) of Westchester County.	Clergypersons asked questions about how the proposed FTCSE process will benefit the parents/students and residents of the community	Provided clergypersons with detailed PowerPoint presentation about the proposed FTCSE application process	20 clergypersons attended meeting
12/30/2013	Hosted meet/greet to solicit feedback from community residents and stakeholders. Showed PowerPoint presentation on FTCSE process. Distributed FTCSE Information Brochure.	FWC – 261 E. Lincoln Avenue, Mount Vernon, NY	Community residents, parents, and stakeholders.	Parent requested more information: provided a program brochure with details about the proposed FTCSE process. Parents asked how soon charter school would open.	Created contact list of names of parents, community resident. Will provide ongoing communication about FTCSE process, community forums and events.	Over 100 brochures distributed

12/2013	Community outreach to parents, residents, daycare providers of children and students in K – 4th grade. Provided FTCSE information brochure	Throughout Mount Vernon neighborhoods.	Parents, community residents of children in Pre-K to 4th Grade	Parents shared they would love to have a charter school in the community, but also want more information about FTCSE registration process. It would be beneficial for the community.	Provided a program brochure to share more detailed information about the proposed charter school. FTCSE created email address for public to leave comments and feedback.	500+ brochures and community surveys distributed

Table 2

Public Outreach Information

The FTCSE founding group's findings and the evolution of the proposed school design

Over the course of the past three years the FTCSE founding members have conducted extensive community outreach programs to inform the citizens of Mount Vernon about the proposed charter school. Within those public and private discussions over the years, the conversations demonstrated that there is an interest in the proposed school. The main concern among many parents was the low performance and student outcomes within the Mount Vernon School District. The results of the New York State Assessment Test implied that the lower-grade students aren't meeting or exceeding the assessment standards as well as those in the surrounding communities of Pelham, Bronxville, and New Rochelle. Parents who were armed with this information were concerned that their children wouldn't meet or exceed the Common Core achievement standard level. FTCSE shared the core academic approach, including the proposed five key design elements and the interdisciplinary STEM-based curriculum, with parents. The initial impression among parents was that they were not informed about the project. Parent's questions and comments led the founding members to design their outreach presentations in a manner that would answer their questions. Their questions were:

- What is STEM?
- How will STEM be infused into the core discipline subjects: Reading, Writing, Math, and English?
- How was the design of the program determined?
- What will be the difference between the District grade schools and the proposed FTCSE?
- What is the teacher to student ratio?
- How will the use of technology improve student outcomes?
- Where is the school location and will it serve students citywide?
- How will the proposed school enforce school discipline?
- What the plan for safety?
- How will the school culture and climate be created?

The input of parents and community stakeholders improved the development of the proposed charter school designed over the course of three years.

In the research conducted, the FTCSE founding group learned that students in the U.S. reach fourth grade with few science and technology skills. Our outreach informed potential student parents and guardians that STEM skills built from early learning will help students develop the knowledge and habits that will engender a lifetime of STEM understanding and proficiency.

Our research suggested that STEM supports children's overall academic growth and develops early critical thinking and reasoning skills. Learning STEM in the early school years instills the process of inquiry that is integral to STEM and is the way young children naturally learn. Young children explore, ask questions, and discuss their findings. In an article on early STEM education, Erin MacPherson describes first-grade learners gathered around a sand table:

"Students become engrossed with the sand, some marbles, and rulers, and soon, with the help of a few guiding questions, they are learning principles of physical science."

Science4Us is a program that delivers innovative online activities and hands-on offline activities. It guides students' exploration to build a solid foundation in STEM skills. Through online games and videos, students learn concepts and vocabulary that will support their learning in higher grades. They participate in online virtual investigations and offline hands-on investigations to build and slake their thirst for scientific inquiry and investigation. Activities are interdisciplinary, also including literacy skills, math skills, historical and biographical information, and literature that relates to science.

Research data has indicated that STEM creates a strong focus on early learning and early literacy.

What is STEM?

The term STEM was coined at the National Science Foundation (NSF) as a way to encompass a new "meta-discipline" that combined science, technology, engineering, and mathematics subject areas. This new discipline was meant to transform traditional classrooms from teacher-centered instruction into inquiry-based, problem solving discovery zones where children engage with content to find solutions to problems (Fioriello, 2010). It is a way of looking at and solving a problem in a holistic way, seeing how the components of STEM interact with each other. Put simply, it is the intersection of science, technology, engineering, and mathematics. It is problem-based. It is student-centered. It is the applied convergence of these disciplines used to solve a problem.

Presently, the Mount Vernon school district has no early-childhood program in place that infuses the interdisciplinary STEM-based curriculum approach. The parents who participated in our various informational sessions were excited that FTCSE would create an alterative for learning that will improve student outcomes.

The Teacher–Student Ratio

The teacher–student ratio is determined based upon the cluster grouping of each student reading level. Classrooms are built around clusters and levels. Students are integrated into one classroom of no more than 22 physical bodies with a head teacher and assistant teacher, both of whom are certified and trained to administer the five key design elements that fulfill the mission of FTCSE. The ratio of teacher to students is 1:11. The small group clusters will provide students with greater access to one-on-one direct teacher supervision, which is needed in administrating our STEM program to ensure better student outcomes. The integration of technology prevents any student from being singled-out among their peers. Each student will work at their pace on their level with the ultimate goal of the student meeting or exceeding core discipline standards.

The FTCSE founding group approach is to offer our school program to the entire school district and aggressively encourage ELL students to apply. Our research suggested that ELL students are better served through the student-centered approach offered in our Interdisciplinary STEM-based curriculum approach.

The FTCSE safety plan provides a secure facility with staff security guards, closed-circuit cameras throughout the building, with faculty and staff safety-training courses to prevent any incidents.

The FTCSE founding group has listened to the potential students' parents and stakeholders to create a school and climate based upon our five capacity framework: (1) *Rigorous Instruction* occurs when students are actively engaged in ambitious intellectual activity and developing critical thinking skills; (2) A *Supportive Environment* is one in which the school culture and classroom are learning friendly and safe, where students feel supported by their teachers and peers; (3) *Collaborative Teachers* are student-centered and committed to the success and improvement of their classroom and school. This collaboration is fostered through professional development, strengthening the skills of each teacher within a culture of respect and continuous improvement whereby the student receives the maxim benefit of learning; (4) In *Effective School Leadership,* the Executive Director leads by example and nurtures the professional growth of teachers and staff, developing and delivering the instructional and social, emotional support that drives student achievement; (5) *Strong Family and Community Ties:* community-based partnerships that encourage and support student-based learning provide the practical resources to further the learning experience of each child. We will develop partnerships with families, businesses, and community-based organizations to merge various components into one learning unit.

The FTCSE founding group is committed to establishing a school of excellence that will produce life-long learners, college and career ready students who will excel in the higher grades. The success of our approach will be demonstrated through attrition rates, student proficiency, standardized test results, and student overall outcomes.

The FTCSE founding group is aware that effective elementary STEM programs share the elements of strong leadership, professional capacity among teachers, strong ties to parents and the community, a student-centered learning climate, and instructional guidance for teachers. Out-of-class activities, a standards-based curriculum, and program sustainability are key characteristics as well. We found that our parents' investment in the success of our school is necessary to achieve success.

The FTCSE founding group understands through our outreach research that effective elementary STEM programs share the elements of strong leadership, professional capacity among teachers, strong ties to parents and the community, a student-centered learning climate, and instructional guidance for teachers. Out-of-class activities, a standards-based curriculum, and program sustainability are key characteristics to building a successful school. We strive to ensure that the FTCSE program meets those established expectations.

Through our outreach efforts, the founding group has determined that there is enough interest in FTCSE among potential students and parents to fill our proposed seats. Their input in the creation of the key design elements has influenced several rewrites of FTCSE application over the course of three years.

How has the public outreach affected the design of the proposed new school?

1. *Choice of School Name:* Several names were presented to interested parents in the initial stages of formulating the new school. Friendship TECH Charter School of Excellence was chosen because it was inviting, user friendly, and child friendly. The responders felt that at the early-grade level, socialization skills were important for children becoming life-long learners. The word TECH is an acronym standing for Teaching Each Child Holistically. This is the ultimate goal of FTCSE—to create learners who are successful well beyond their years in the institution.
2. *School Focus:* FTCSE launched an aggressive plan through research, surveys, and conversations regarding the focus of the new school. Our data findings suggested that the integration of technology in the classroom-learning environment was a major consideration. In the survey and through conversations, the FTCSE outreach team offered the STEM concept as an alternative. Potential students and parents agreed that STEM should become the school focus as an interdisciplinary approach.
3. *Strong Focus on the Core Discipline Subjects:* Armed with the most recent test scores data, Mount Vernon School District members of the community urged the proposed school founding group to develop a strong emphasis on the core discipline subjects: english, math, reading, writing, and literacy. The five key design elements were chosen to build strong skills in the core discipline subjects. The founding group paid close attention to the choice of curriculum and the professional development for teachers in the implementation of the proposed rigorous interdisciplinary STEM academic program.
4. *Capacity Framework:* Throughout our outreach efforts the public encouraged the founding group to create a capacity framework that will ensure that the five key design elements were developed. Five capacity frameworks were identified and the founding group built out the framework and presented this concept to the public. Parents were asked which issues were most important in the classroom and/or curriculum. The FTCSE founding group used the public input as a guide for the proposed school structure.
5. *Key Design Elements:* Out of the growing concerns of stakeholders, potential students' parents, and residents, the key design elements began to emerge. In our initial assessment for the forming of the proposed school, the FTCSE founding members reached out to the community regarding what they would like to see as the proposed charter school's design elements. Suggestions were strong literacy, student discipline, technology, learning approaches, and attention to ELL and special-needs children. Based upon those conversations, the founding group researched and developed a proposed key design element format. The founding group presented the five key design elements to the public and it was accepted as a true educational alternative.
6. *Culture and Discipline of the School:* The public wanted the proposed school to create a culture that would be early-childhood-learning friendly, inviting to the community, and parent-friendly. The founding group created the concept of *Teach Each Child Holistically* (TECH). The group wrestled with how to implement school discipline to ensure the safety of all and minimize the disruption of learning for every child. The *Resolving Conflicts Creatively Program* was chosen and shared with the public. The response was favorable: children will learn how to work through their conflicts and be enabled to communicate effectively and learn as a group.
7. *School number of days and time length:* The public requested that consideration be given to the number of school days and the length of the school day. FTCSE announced that the

school calendar will consist of one hundred and ninety six (196) instructional days. Students will have 7 hours per day of academic program instruction.

8. *ELL Focus:* With the growing population of families within Mount Vernon that speak English as a second language, parents wanted to know if there was a plan to reach and retain ELL students. The FTCSE founding group will create recruitment and retention strategies which will improve access to our FTCSE ELL education program. Those strategies will engage ELL families and their communities in the life of FTCSE to ensure better student performance outcomes.
9. *Teacher Professional Development:* The public was concerned about continuing teacher skill improvement. The founding group researched high quality professional development strategies for teachers and inserted a program that complements the school's academic schedule for ongoing teacher and staff skill improvement. Programs will provide professional development, STEM expertise, and facilitation for sessions, teacher pairing, and professional retreats.

How did the public outreach affect the outcome?

- Parents' input stimulated the development of a student-centered educational program that the community can support which empowers our students for future academic pursuits.
- The parents' influence in the creation of the five key design elements led directly to the school's programs for literacy, use of technology, and the school's climate, culture, and discipline.
- Students' Performance Outcomes: Parents wanted assurance that the New York Common Core Standards are met through the interdisciplinary STEM instructional program. The FTCSE founding group selected a curriculum that will build a strong literacy foundation.
- Community Partnerships: The FTCSE outreach has demonstrated the parents' commitment to partnering with FTCSE in improving students' performance outcomes.
- The need for an educational alternative in Mount Vernon: The public outreach committee heard the cry for change and improvement of Mount Vernon students' performance outcomes.

The FTCSE founding group heard the public comments and over the course of three years we changed and modified our educational program to meet the needs of our community. If the FTCSE founding group is awarded a charter, our full application will become our model. We are aware that this is a continuous work in progress as children begin their academic journey. FTCSE will foster and nurture our students as they become life-long learners.

2016 - Public Outreach and Community Support

Current Community Outreach January—February 2016

2016 To Date

As part of its ongoing outreach efforts to inform the community overall:

- **January 5, 2016** Friendship Tech Charter School of Excellence (FTCSE) launched a *new* website www.friendshipstem.com on
- **January 12, 2016** informing the public through the local newspaper, *Mount Vernon*

Inquirer, of the proposed FTCSE program. This website serves as a pre-enrollment tool to capture and determine interest in meeting or exceeding the expected enrollment of the first year of FTCSE operation.

- **January 28, 2016, PTA meeting held at Graham Elementary School.** The FTCSE information brochures were distributed to parents at their
- **February 2** the founding group participated in the grand opening of Friendship STEM Computer Lab and offered comments about the proposed charter school. An information table and display were set up, providing information about the proposed school and answering potential parents' questions. Specific strategy for FTCSE public outreach and community support continues, enhancing the relationships built over the past three years with the stakeholders of Mount Vernon.
- **February 12, 2016** a public forum was held at Friendship Family Life Center, Mount Vernon, New York
- The *Mount Vernon Inquirer* on **March 1, 2016** published an updated article that FTCSE was reapplying during the upcoming round (see attachment).
- The week of **Monday, March 7 through Friday, March 11, 2016** the founding group held meetings with stakeholders informing them of our intention to resubmit our proposal in the 2016 first round of Letter of Intent submission. They continued their support of our efforts (see attachment).
- We continue to engage parents and guardians, community leaders, local businesses, and advocates by hosting public forums, cottage parties, attending PTA meetings, and engaging monthly parent-youth group meetings. Public forums were held in the Doles Recreation Center, MV Public Library, and MV Boys/Girls Club.
- We created and distributed materials in multiple languages the address potential ELL student population (see attachment.) Our outreach efforts have led us to conduct forums in the Portuguese and Hispanic communities using interpreters.
- **March 26, 2016** distribution of information brochures and conversations with parents at a community Easter Egg Hunt.
- **March 2016 through present (August 2016)** FTCSE continued its outreach. The activities mentioned throughput this table have become our plan of action. We continue to engage the community and we have received positive feedback. Our methods of communicating the updates to the Mount Vernon community is through our social media appeal, FTCSE website, display units, meetings, conversation with potential parents and distribution of flyers.

2015 Public Outreach and Community Support Continues

FTCSE continued its engagement with the community, hosting meetings in early 2015. We met with various stakeholders and parents in our community, keeping them abreast of the founding board's progress. A meeting took place with the new Superintendent of the Mount Vernon School District, Dr. Kenneth Hamilton. We continued with the distribution of flyers throughout the community and held cottage meetings in various venues.

FTCSE produced 500 pieces each outreach materials—invitations, letters, and program brochures. The material was distributed during the **April 27, 2015 community forum meeting**. Outreach materials were distributed throughout the community to inform parents about the newly proposed

The *Mount Vernon Inquirer,* "The People's Newspaper," covered the meeting and the meeting was published in the June issue. During late spring and early summer our outreach efforts focused on gathering an *assessment of parent interest* in the proposed charter school through a questionnaire polling some twelve hundred prospective parents who might enroll their children in the proposed charter school. This information continued to build our database of constant contact with the general public. **On October 29, 2015 Mount Vernon School District held a Public hearing** of the proposed full application that drew an audience of 100 residents in support of our effort. The outreach continued to update the stakeholders of the progress of the application submission through media outlets and cottage meetings.

The above is an overview narrative of FTSCE 2015 Outreach efforts.

Summary

The FTSCE outreach team embraced social media and other outlets with the launching of the FTCSE website *Friendshipstem.com.*
Use of social media outlets was employed during this process, i.e., Facebook, Live feed (Periscope), Constant Contact Newsletter, Notices displayed in stores, Community Television Programs, Libraries, Churches, Community Bulletin Boards and other public locations, telephone calls or direct mailings to the non-governmental organizations and community groups in Mount Vernon, the Public Library, Religious and Civic organizations, Health Care Providers, were used over the span of three years to get the word out.

In Summary… *from 2013 to 2016 the proposed* FTCSE engaged the Mount Vernon community and its residents with over 12 various forums and meetings as part of its community outreach activities in a manner that optimized both variety and extent of participation, with the hope that we will further develop our outreach plans going forward into 2016 and beyond.
The outreach continued to engage and circled back to all persons who provided letters of support in 2013-14. To date, all stakeholders who provided letters continue to support our efforts.

2015 FTCSE Public Outreach and Community Support

In Summary… *from 2013 to 2015 the proposed* FTCSE engaged the Mount Vernon community and its residents with over 12 various forums and meetings as part of its community outreach activities in a manner that optimized both variety and extent of participation, with the hope that will further develop our outreach plans going forward into 2016 and beyond.

- **2014** - Public Outreach and Community Support: On **January 18, 2014, the founding group met with 20 clergypersons of the United Black Clergy (UBC)** of Westchester County, a distinguished Mount Vernon Faith-Based organization that has historically been in the forefront of education reform in Mount Vernon. After a lengthy discussion, the consensus was to encourage viable educational reform efforts that would uplift the children of Mount Vernon and provide them with opportunities to become college and career ready.

A **community forum was held January 27, 2014** at the Friendship Family Life Center located at 261 E. Lincoln Avenue, Mount Vernon, NY 10552. Meetings with the local Mount Vernon PTA and Block Associations also gave favorable reception of the proposed Charter school.
We had personal discussions with community and educational stakeholders regarding their support and reservations. Discussion, feedback, testimonials, affirmations, and concerns have been received from various community members including parents, students, and professionals:

Westchester County Executive, The Honorable Robert Astorino; Mount Vernon City Council members, Richard Thomas and Marcus Griffin; Interim Superintendent, Judith Johnson; Executive Director of Amani Public Charter School, Debra Sterns; New York State Senator, Jeff Klein; and Radio station WVOX 1460 FM, Mount Vernon Community Talk Show Sponsor.
Joe Parisi, editor of the *Mount Vernon Inquirer* wrote several articles in the Mount Vernon City newspaper regarding the proposed charter school.

In an **article dated February 25, 2014, Parisi wrote**: *"When a community hears that a charter school has been proposed, it can incite furious opposition or adamant support. Until now, like the Amani Charter School in Mount Vernon once did, Friendship Tech Public Charter School has received positive support from the neighboring community where it is located..."* In the same article by Parisi, Bert Littlejohn, community activist and Director of Mount Vernon Family Ties, was quoted: *"I am wholeheartedly supporting your proposed charter school since we can use a second charter school in Mount Vernon."* In a letter of dated April 15, 2014, the Mayor of Mount Vernon, The Honorable Ernest D. Davis, stated the following: *"I support the rights of parents to choose the educational plan for their child or children. The path of beginning the Friendship TECH Public Charter School here in Mount Vernon is a concept I can lend my support."*

Two Community Parent Group meetings were held at the Mount Vernon Public Library on **March 29, 2014 and April 26, 2014**, respectively. Outreach continued with distributing program flyers; a second meeting with the United Black Clergy of Westchester County, and a full write-up in the Mount Vernon Inquirer newspaper. Additional outreach included five community parent group meetings, media announcements, radio spots, and an information booth at Friendship for Tots, Inc. **Annual Funtastic Kiddie Carnival and Family Fair June 21, 2014.**

The community was informed of the application process by **two press releases printed in the *Mount Vernon Inquirer* newspaper and posted on their website**. A FTCSE website and email address was created to receive community feedback. Information was disseminated about these outreach efforts utilizing email blasts and door-to-door distribution. A ground team was mobilized in each housing complex to serve as community liaison. A total of **1000 residents signed the petition** expressing interest for the establishment of FTCSE.
Approximately half (457) of the 1000 signatures on the petition in support of creating a K-4 charter school in Mount Vernon expressed interest in enrolling their children in FTCSE. Observations from our community outreach efforts indicated that the area of our greatest support, which is the 10550 Zip Code area, includes the lowest performing schools. Petitions came from the following zip code areas:

Zip Code:	**Petitions:**
10550	577

10551	70
10552	283
10553	70

Throughout **August and October 2014, The *Westchester Journal News* published several articles** about FTCSE's submission of a formal application to the NYSED Charter School Authorizer. In early **October 2014,** the Mount Vernon School District **conducted a public hearing** to discuss the proposed FTCSE charter school as mandated by law. On November 12, another *Westchester Journal News* article announced that the proposed charter schools for Peekskill and Mount Vernon had been withdrawn.

2013 - Public Outreach and Community Support:

In 2013, FTCSE's founding group undertook a rigorous community outreach campaign to inform the community about our vision and goals for opening a charter school, while gathering their concerns of and interests in their children's academic, developmental, and social progress.

March 2013

- Local worship houses (churches)
- Community organizations
- Mount Vernon Public Library
- Local residents living in the vicinity of the proposed entity
- Local businesses
- Neighborhood associations
- School, religious, civic, and other non-government organizations
- Health care providers
- Community Talk with Mayor Ernest Davis Show WVOX 93.5 FM
- Local elected officials
- Local merchants, supermarkets, dry cleaners, etc…)

Additionally, letters of intent were sent to the Mayor and schools in the Mount Vernon District. Local religious and civic groups were informed of our intentions by group visits; the community was invited to make comments by email. During December 2013, a comment collector and an electronic version of our press release were posted on the Mount Vernon Inquirer's website. An **open-door community forum was held December 30, 2013**. In attendance was Dr. Iris Pagan, Commissioner of the Westchester County Youth Bureau, who is a strong advocate for STEM programs and charter school establishment. During these community gatherings, a summary of the academic program plan was shared with the participants and surveys were distributed requesting input on specific topics, such as program design and curriculum.

Summary

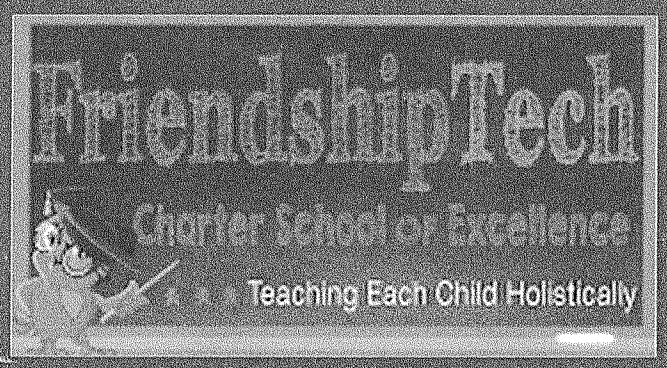
Over the course of three years FTCSE has done its due diligence, informing the Mount Vernon community and neighboring communities about of our intent to start a charter school. Our outreach bought us in touch with STEM schools, educators, and experts in the area of STEM or STEAM community. FTCSE outreach will continue beyond the success of charter issuance. The

input gain from the community and stakeholders has allowed the founding group to create a school that will excel and become a vital part of the City of Mount Vernon life. A number of residents are excited and expect FTCSE to become a vital educational alternative.

Statutory Public outreach meetings

Mount Vernon School District Public outreach meeting November 2014
Mount Vernon School District Public outreach meeting October 29, 2015

Friendship Tech Charter School of Excellence



Grades Kindergarten Through 4th

An innovative approach to educating the next generation of leaders.

STEM: Science – Technology – Engineering – Mathematics

Our Goal

To reduce the achievement gap of Mount Vernon children during the formative years.

Options

FTCSE provides an alternative to public elementary education for residents of Mount Vernon.

Teachers

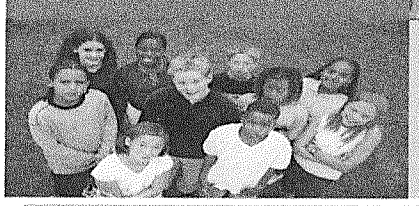
We aim to hire qualified teachers with a focus on boosting student academic and cultural achievement.

A Head Start

We will provide a strong academic head-start and deeper learning experiences.

Learning

Our interdisciplinary STEM academic program will meet the NYS Common Core standards.



Graduates

Graduates will surpass their counterparts in technology, literacy, and academic achievement.

Have Questions Contact Us At

Friendship Tech Charter School of Excellence
261 East Lincoln Avenue, Mount Vernon, NY 10552
Tel. 914-668-1210 Email:admin@friendshipSTEM.com
www.friendshipstem.com
Dr. C. Nathan Edwers, Visionary

The Proposed

FriendshipTech

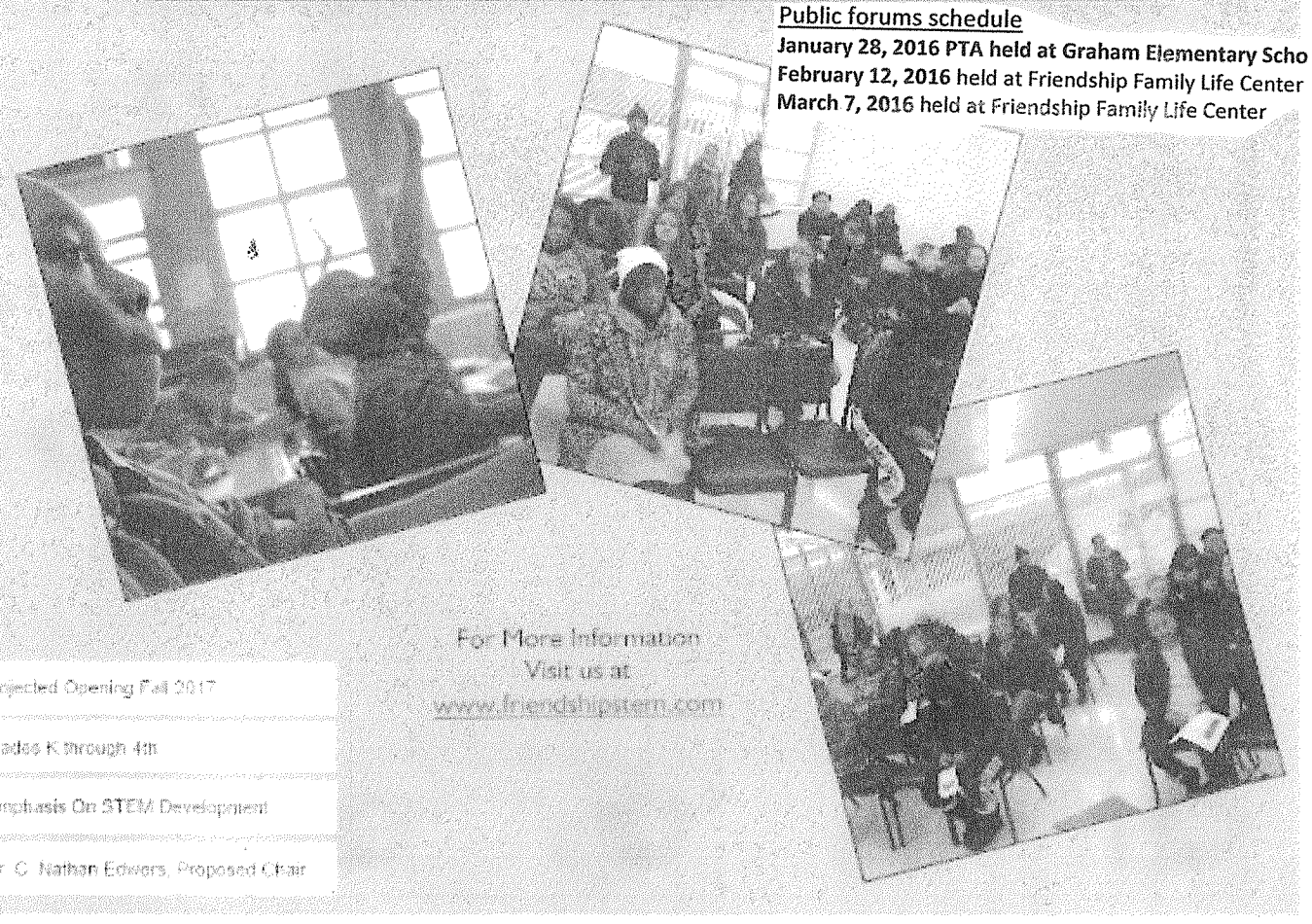
Charter School of Excellence

Teaching Each Child Holistically

Still Working Towards Our Goal

Public forums schedule

January 28, 2016 PTA held at Graham Elementary Scho
February 12, 2016 held at Friendship Family Life Center
March 7, 2016 held at Friendship Family Life Center



For More Information
Visit us at
www.friendshipstem.com

Projected Opening Fall 2017

Grades K through 4th

Emphasis On STEM Development

Dr. C. Nathan Echers, Proposed Chair

Minutes of the Public Community Forum for the proposed Friendship Charter School of Excellence
Location of the forum: Friendship Family Life Center
Held at the proposed site location: 261 E. Lincoln Ave Mount Vernon, New York 10552
Date: Friday, February 12, 2016
Time: 8:45 a.m.

Dr. C. Nathan Edwers called the meeting to order, the proposed Chair of Trustee at 8:45 a.m. He offered words of greetings and proceeded to state the purpose of the meeting. Dr. Edwers distributed a brochure among the parents present and highlighted that the brochure was written in three different languages to represent the diversity of our community and the willingness of the foundering board to make English Language Learners a serious priority in our school. The proposed school name and concept was reviewed. He asked that each parent would fill out the attendance sheet. Dr. C. Nathan Edwers gave a power point presentation and asked if pictures could be taken during the meeting showing support. He explained those pictures would be used to strengthen the Letter of Intent, the audience agreed. He than log on to the proposed school website and browsed the site providing explanations of each prompt. He pointed to the pre-enrollment prompt and asked that the parents who were supportive of the new school to log on and fill out the questions online and provide comments or suggests about the proposed school. He said this will ensured the new proposed school will help us meet the target capacity to fill the seats. He also indicated that all comments would help frame the application. He further said, you the potential parents are the stakeholders of our new proposed school and want to establish a working relationship in fulfilling the mission of our school.

Dr. C. Nathan Edwers opened the floor for questions and comments concerning the presentation of new proposed chartered school.

The Parents questions and concerns about the new school were:
Comment: Overall the parents supported the right of choice and the new proposed school. They commented that the website is helpful and provide them the opportunity to revisit and examine thoroughly the school concept, approach and formation.

1. *How does the school relate to the parents whom children live outside Mount Vernon?* Dr. C. Nathan Edwers indicated that all children regardless of their school district who are residents of New York State can apply for enrollment. The school will use a lobby system to fill seats. The charter schools are public schools that are monitored by New York State Education Department Board of Regent that issue charters and they empowers the charter school authorizers to monitor the progress of the school.
2. *The class size.*
   Dr. C. Nathan Edwers said the design of a school specialized STEM. The school is student centered learning. Each student will learn on their own pace using iReady program to improve student outcomes. The classes will have clusters representing different level of learning. The classrooms will not exceed 25 students during the course of instruction. A head teacher and teacher assistant will be assigned to each classroom. Both teachers will be certified with specialized skillset to fulfill the school program of STEM Science, Technology, Engineer and Mathematics.
3. *Teachers Qualifications*
   Dr. C. Nathan Edwers stated that required New York teacher certification would be adhered to in the proposed school.

4. *Will the school have a social worker and counselor?*
   Dr. C. Nathan Edwers indicated to the parents that the school plans to have all the tools needed to close the achievement gaps. The school administration, faculty and staff will hire the best for our children. Social worker and counselor are positions and function that will be combined the first few years because instructional care is our greatest priority. However, these services will be available from school opening.

The meeting was adjourned at 9:45 p.m.

FriendshipTech
Charter School of Excellence
Teaching Each Child Holistically

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

Proposed Charter School Kindergarten – Fourth Grade Opening Fall 2017
Proposed Location: 261 East Lincoln Avenue Mount Vernon, New York 10552
Public Community Forum Attendance Sheet

Date 2-12-2016

Location Friendship Family Life Center 261 E. Lincoln Ave Mt. Vernon, NY, 10552

Name	[redacted]
Jasmine Jan	[redacted]
Alexandria Stevens	[redacted]
Shaun Porter	[redacted]
Myesha Brown	[redacted]
Kazetta Miller	[redacted]
Pamela Allen	[redacted]
Santasia Brown	[redacted]
Jennifer Ramos	[redacted]
Latoya Hall	[redacted]
Gissel Filion	[redacted]
Sehan Landau	[redacted]
Lisa Paxton	[redacted]
Tracy Ann Guilbaire	[redacted]
Cristina Rios	[redacted]
Audrey Thomas	[redacted]

FriendshipTech

Charter School of Excellence

Teaching Each Child Holistically

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Public Community Forum Attendance Sheet

Date 2-12-2016

Location ~~Friendship Fam~~ly Life Center 261 E. Lincoln Ave Mount Vernon, NY 10552

Name	Address	Email	Signature
Frant Daranda Yearwood	Ian.Yearwood@yahoo.com	305 E. Lincoln ave Apt 44 Mt Vernon, NY	
Gary Strango	334 locust St		
Mykell Bray	12 Spring Street Assin	gM.Mj56@	
Adriana Martinez	145 W. 8th Av Mt Vernon 10550	martinez2848@msn.com	
NANCY PASCAL	154 Pennsylvania Ave Mt Vernon NY 10552	pdelaunde@[illegible]	
~~Michael Stephens~~			
Michael Stephens	3755 ontwatheee	Sucess is key 246 gmail	
Tasha Mitchell	42 Sheridan	tashaun.mitchell@	
Mary A. Holmes	80 William St 1B	HAliceG@aol.com	
Robin Thomas	1207 midland ave	RThomas01299@yahoo.com	
Shakeemah Freeman	334 locust St.	Shakeemahf@gmail.com	

FWC to reapply for K through 4th grade charter school

Over the past three years, Bishop C. Nathan Edwers, Pastor of Friendship Worship Center, has led a group of residents, educators and businesspersons in an effort to create a new Mount Vernon charter school known as Friendship Tech Charter School of Excellence and will provide educational options for parents and their children. Regrettably, the group has encountered several setbacks involving the New York State Department of Education's denial of their applications.

The group's denials have not dampened their spirits and they are currently updating their application to fully meet the state's strict requirements.

According to Bishop Edwers, the charter they seek to create will specialize in preparing students in the area of Science, Mathematic, Engineer and Technology (STEM). "We plan to build a strong academic program that will focus on an interdisciplinary STEM-based curriculum. This interdisciplinary curriculum will infuse STEM content and careers into rigorous Common Core ELA and math instruction, and into student-centered STEM problem-based design challenges," added Bishop Edwers.

The proposed charter will undoubtedly provide parents with a choice of education philosophy, culture and learning needed among low performing schools within the Mount Vernon district. The charter is committed to improving the academic proficiencies of students living in Mount Vernon, where a glaring socio-economic and academic divide exist.

"Our approach isn't to weaken our public schools, but partner with the school district, residents, non-profits, corporations, stakeholders and parents in improving outcomes," added Bishop Edwers. "This new

school will provide parents the level of accountability that's missing in the regular public school setting."

"Currently, Friendship Tech Charter School of Excellence has been conducting public forums throughout the three-year process of interested parents and stakeholders," Edwers said.

"Our group has committed to continue with the process until the State Education Department gives a final approval or denial. Our children and parents deserve the best and we have a moral obligation to continue the struggle of education equality in our community."

For more information about the proposed school log on to www.friendshipstem.com

The next schedule public forum will be held on Monday, March 7, at Friendship Family Life Center, located at 261 E. Lincoln Avenue, Mount Vernon, New York.

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publish february 20, 2016

I Need More Information About Enrollment

From:	Lori Monroe <ldmonroe@gmail.com>
To:	admin@friendshipstem.com
Priority:	Normal
Date	02-17-2016 05:13 PM

From: Lori Monroe <ldmonroe@gmail.com>
Subject: I Need More Information About Enrollment

I completed the pre-enrollment application for my two daughters but I have some additional questions. My children are currently enrolled in another school district however, we will be moving to Mount Vernon in June.

Do I need to notify Mount Vernon School district to let them know that my children may be attending your school next year?

**This e-mail was sent from a contact form on WP Kindergarten (http://friendshipSTEM.com)

Pre-Enrollment Application

From: Virretta Green <vgee285@gmail.com>
To: admin@friendshipstem.com

Priority: Normal
Date 02-20-2016 01:35 PM

Subject: Pre-Enrollment Application

Parent's Name: Virretta Green

Address: PO Box 244

City, State, Zip: Mt. Vernon, NY 10552

Phone: 9145622544

Email: vgee285@gmail.com

School District: mt vernon

First Child's Name: Christian Robinson

Date of Birth: 2009-05-04

Ethnicity: Black or African American

Child's Name: Christeina Robinson

Date of Birth: 2007-12-01

Ethnicity: Black or African American

Third Child's Name:

Date of Birth:

Ethnicity: Black or African American

Digital Signature: Virretta Green

**This e-mail was sent from a contact form on Friendship Technical Charter School (http://friendshipstem.com)

Pre-Enrollment Application

From: Lisa Lewis <lisalewis@gmail.com>
To: admin@friendshipstem.com

Priority: Normal
Date 02-23-2016 12:07 PM

Subject: Pre-Enrollment Application

Parent's Name: Lisa Lewis

Address: 155 Crary Avenue

City, State, Zip: Mount Vernon

Phone: 9143717491

Email: lisalewis@gmail.com

School District: Mount Vernon

First Child's Name: Noelle Lewis

Date of Birth: 2013-08-23

Ethnicity: Black or African American

Child's Name:

Date of Birth:

Ethnicity:

Third Child's Name:

Date of Birth:

Ethnicity:

Digital Signature: Lisa Lewis

**This e-mail was sent from a contact form on Friendship Technical Charter School (http://friendshipstem.com)

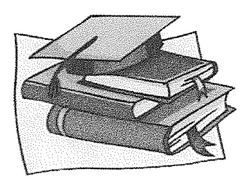
Friendship Tech Charter
SCHOOL OF EXCELLENCE

What You Need To Know About Charter Schools

FACTS:

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

"A mind is a beautiful thing to fill!"



Name:_____

Address:_____

Apt._____

City:_____ St._____ Zip:_____

Friendship Tech Charter
SCHOOL OF EXCELLENCE

261 East Lincoln Avenue
Mount Vernon, NY 10552

Proposed

~~~~~

Friendship Tech Charter
SCHOOL OF EXCELLENCE

~~~~~

Kindergarten to 4th Grade

~~~~~

Community Information Brochure

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

Friendship Tech Charter
SCHOOL OF EXCELLENCE

Kindergarten
to 4th Grade

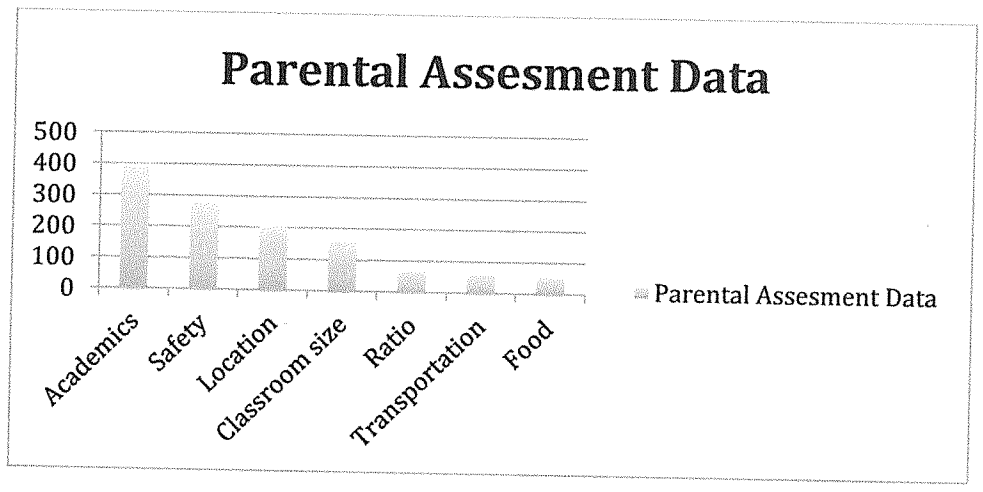
~~~

Warm welcome school
where all students
will excel

~~~

Challenging hands-on
Curriculum

~~~

"Making Change Happen"

Mission:

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

Vision:

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

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

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

Objectives:

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

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

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

Initial Parental Assessment Survey findings

Three different surveys were distributed and we gathered over 1200 responses not including the countless number of conversations with parents who were in support of improving and providing a better quality of education for our children in Mount Vernon. Several parents provided letters of support and a commitment to enroll or recruit prospective students to ensure we reach maximum enrollment. FTCSE determined based upon the assessment of parents that there was a high interest in enrolling their child (ren) in the proposed school and the finding suggest that we will met or exceed enrollment prospect. Our analysis is based on surveys, pre-enrollment interest and direct conversations with several parents who wanted educational choice as an option. Below is the breakout of how the survey numbers which mat the categories. Our survey indicated that academics were the strongest concern, safety and location ranked second, classroom size and student teacher ratio were also a major concerns. Their measure of consideration regarding enrollment of the children in FTCSE program is that those concerns were met.



Friendship Tech Charter
SCHOOL OF EXCELLENCE

Friendship TECH Charter School of Excellence 2015
Community Outreach Questionnaire

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

DATE: _____

GENERAL INFORMATION:

a) Are you a Mount Vernon resident; how long? _____

b) City of residence: _____

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

d) Gender: ☐ Male ☐ Female

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

f) Status: ☐ Single ☐ Married ☐ Separated ☐ Divorced ☐ Partners

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

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

EDUCATION DEMOGRAHICS INFORMATION:

1. How many school-age children do you have? (K-4)
   - ☐ None
   - ☐ 1
   - ☐ 2
   - ☐ 3
   - ☐ 4
   - ☐ 5+

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

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

4. What is your relationship to your child?
   - ☐ Mother
   - ☐ Father
   - ☐ Step-mother
   - ☐ Step-father
   - ☐ Grandmother
   - ☐ Grandfather
   - ☐ Aunt
   - ☐ Uncle
   - ☐ Guardian
   - ☐ Other

5. What is the primary language you speak with your child currently? (Please choose only one.)
   - ☐ Chinese
   - ☐ English
   - ☐ French
   - ☐ German
   - ☐ Italian
   - ☐ Korean
   - ☐ Russian
   - ☐ Spanish
   - ☐ Tagalog
   - ☐ Vietnamese
   - ☐ Other/multiple languages (please specify)

   _____

6. Do you feel the Mount Vernon school district is meeting the needs of its students?
   ☐ Yes ☐ No
   Please explain: _____

   _____

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

_____

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

   ☐ No impact ☐ Some impact ☐ A positive impact

   Please Explain: _____

   _____

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

   ☐ Yes ☐ No ☐ Not sure

   Please explain: _____

   _____

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

    _____

    _____

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

    Explain briefly: _____

    _____

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

    _____

    _____

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

    _____

    _____

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

_____

_____

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

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

_____

_____

16. What is your highest level of education?

- ☐ High School
- ☐ Some College
- ☐ Associate's Degree
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctorate Clean, organized, and attractive classrooms
- ☐ Other

_____

Thank you for your time and feedback!

Friendshiptech2015@gmail.com

Friendship Tech Charter
SCHOOL OF EXCELLENCE

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

Name _____

Address _____

City _____

Zip Code _____

Phone Number ( ) _____

Email Address _____

Thank you for your time and feedback!

Friendshiptech2015@gmail.com

Appendix VI a: Community Outreach Survey

Community Outreach Survey

Today's Date:_____

City of Residence_____

Age Group (please circle) 18yrs - 21yrs 22yrs – 32yrs 33yrs – 44yrs 45yrs – 55yrs 56+yrs

Gender: Male or Female

Marital Status: Single Married Separated Divorced

Parent with Children: Yes or No

No. of Children: One Two Three Four or more

How many children between the ages 2yrs – 10yrs: _____

1. Please circle all that apply:

   Resident Educator Parent

2. How did you find out about this community forum?

   _____

   _____

3. What is your highest level of education? _____

4. What do you know about blended learning?

   _____

   _____

   _____

   _____

Appendix VI b: Community Outreach Survey

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

_____
_____
_____
_____
_____

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

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

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

_____
_____
_____

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

_____
_____
_____
_____

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

_____
_____

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

_____

_____

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

None Some A positive impact

Why?_____

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

_____

_____

_____

_____

_____

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

Yes No Not Sure

Thank you for your time and feedback!

32

Appendix III c: Media Coverage

January 14, 2014 9
Vieques, PR

US processed foods may be even worse that those in other countries

Many of the food additives that are perfectly legal to use in US foods are banned in other countries. MORE

January 13, 2014
White Plains, NY

Volunteers needed for annual tax credit effort; training provided

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

January 14, 2014 10
Mt. Vernon, NY

WCC announces new President/Board of Trustees members

Westchester Community College has named an Interim President, and simultaneously, the terms of some of members of our Board of Trustees have expired, so they also named four new members of the Board of Trustees. MORE

January 13, 2014
Mt. Vernon, NY

A second public hearing on proposed Mt. Vernon Charter School

Concerned citizens of Mount Vernon will submit an

CLICK HERE to view the January 2014 issue of the Mt. Vernon Inquirer

A second hearing on proposed Friendship Tech Public Charter School

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

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

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

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

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

Appendix III: Media Coverage

FOR IMMEDIATE RELEASE

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

Telephone: 914-668-1210

E-Mail: cnedwers@gmail.com

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

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

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

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

(PUBLISHED ON THE MOUNT VERNON INQUIRER WEBSITE THE 2ND WEEK OF DECEMBER 2014 WITH A COMMENT COLLECTOR)

WHO WE ARE

Opening Fall 2017

The Proposed Friendship Tech Charter School of Excellence is a Public Charter School authorized by the New York State Education Department Board of Regents Article 56 of the New York Charter Law Act 1998. The Board of Trustees is responsible for maintaining the laws, rules, policies and guidelines as required by New York State Education of Board of Regents. They ensure that the academic/programmatic plan of FTCSE is fully adhered to.

PLACE STAMP HERE

Friendship Tech Charter School of Excellence
261 East Lincoln Avenue
Mount Vernon, NY 10552

Name:_____

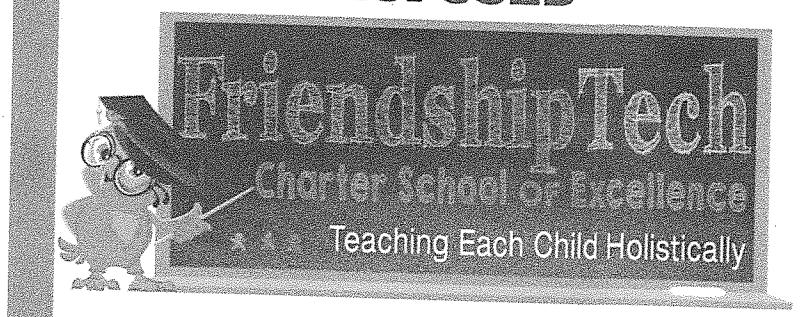
Address:_____

Apt._____

City:_____ St._____ Zip:_____

Pre-enrollment Online Register for Now!

PROPOSED



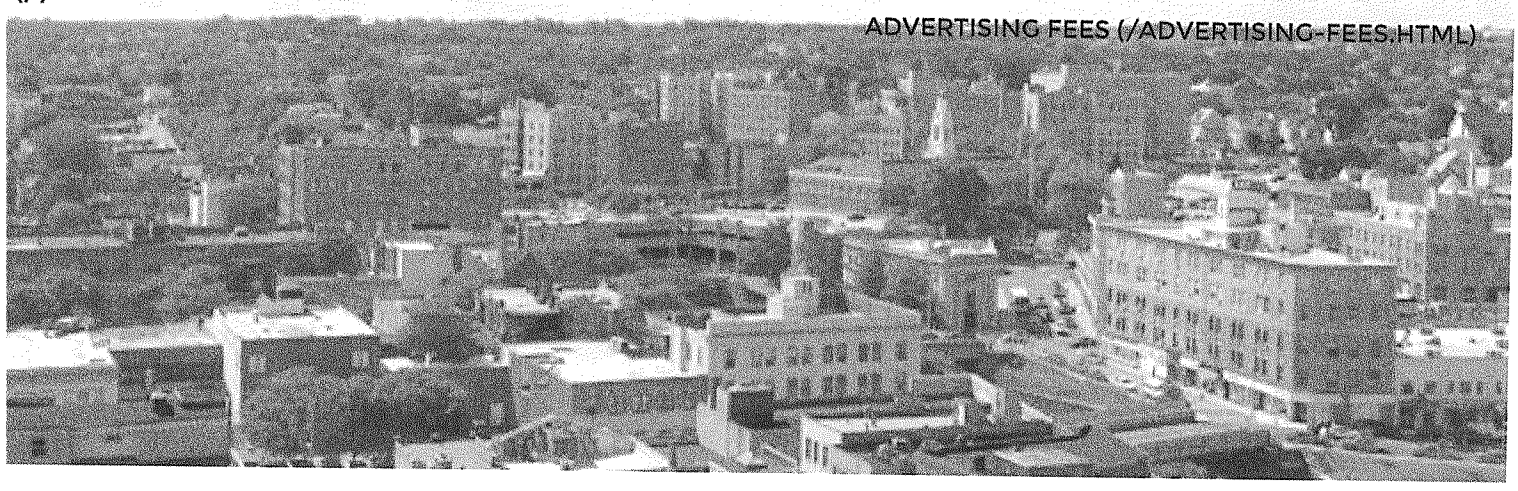
Today's Learner's Tomorrow's Leaders Kindergarten to 4th Grade

Alunos de hoje - os líderes de amanhã Jardim de infância a 4 º série

Estudiantes de hoy los líderes del mañana Kinder a 4 grado

Information Brochure

Friendship Tech Charter School of Excellence
261 East Lincoln Avenue
Mount Vernon, NY 10552
Phone: (914) 668-1210
Fax: (914) 0574
Email: admin@friendshipSTEM.com
Website: www.frienship STEM.com



Proposed Friendship Tech Charter School makes website available

The Proposed Friendship Tech Charter School of Excellence (FTCSE), a Public Charter School to be located at 261 E. Lincoln Avenue, Mount Vernon, at the site of Friendship Worship Center, is seeking the approval of the New York State Education Department before they can commence full operation in the fall of 2017.

For some time now, the foundering group of FTCSE has been working diligently to provide educational choices to the residents of Mount Vernon. The application and approval process is very stringent and time consuming, and they hope to get an approval shortly.

"We are striving to create a safe, nurturing and supporting environment that encourages a high rate of attendance and achievement. We are currently seeking to enlist parents and community stakeholders to partner with us in creating a school that will fulfill the school's mission," said Dr. C. Nathan Edwers, Proposed Chair.

A very informative, colorful and state-of-the-art website is currently available for those interested in supporting the ongoing effort to get state approval for FTCSE so the school can open in the fall of 2017.

The website is also an excellent source of information for parents interested in enrolling their children at the school, which will infuse STEM content and rigorous Common Core ELA and math instruction with interdisciplinary inquiry, project, and problem-based scenarios.

The website can be accessed at: www.friendshipstem.com or call 914.668.1210 for additional information.

Published JANUARY 12, 2016

Proudly powered by Weebly (http://www.weebly.com/?utm_source=internal&utm_medium=footer&utm_campaign=2)

Appendix I: Media Coverage

www.mvinquirer.com THE MOUNT VERNON INQUIRER "The People's Newspaper" 13 | January 20

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

Santa greeting children upon his arrival

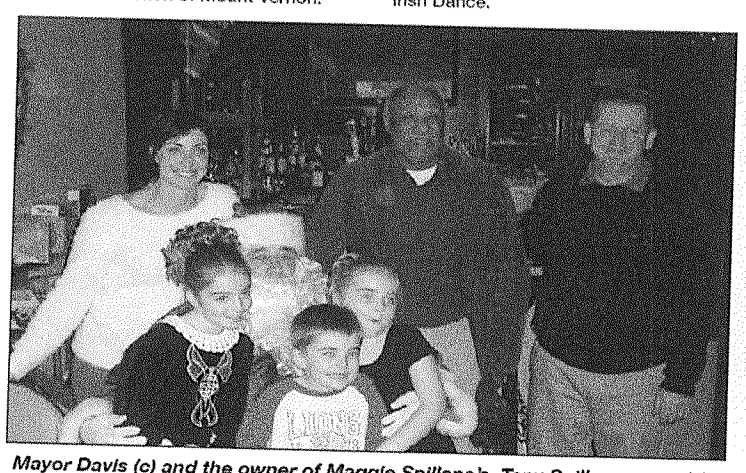
Santa posing for a picture with some of the children

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

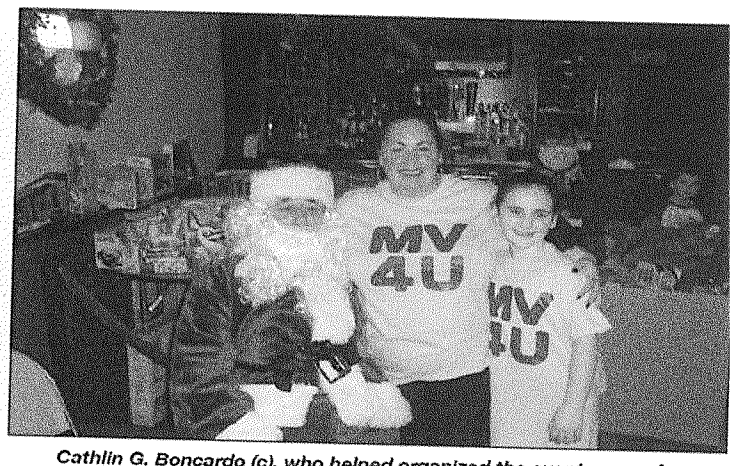
Those in attendance brought gifts and enjoyed plenty of delicious food while waiting for Santa Claus to arrive. They also enjoyed entertainment provided by members of Deirdre O' Mara School of Irish Dance.

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

Many of the kids also had the opportu nity to say hello to Mayor Ernest D. De vis who attended the spirit-lifting holida event.



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



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

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

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

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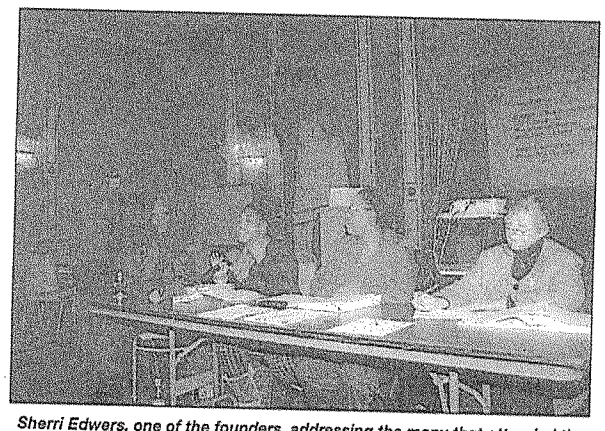
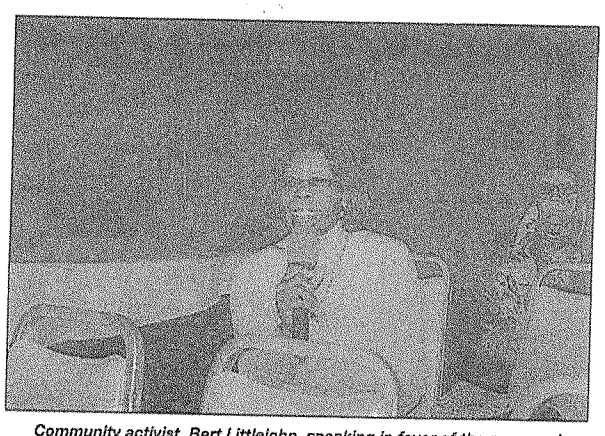
The concerned citizens of Mount Vernon submitting this application comprise community activists, educators, parents, and relevant others. The collective experience of this coalition encompasses more than 70 years of community outreach and program development for the advancement of disenfranchised populations.

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

Second Community Forum on proposed Mount Vernon charter school well attended



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



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

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

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

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

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

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

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

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

According to the four founding members, the school will have some ambitious goals. They plan to fulfill the common core standards for college and career readiness in multiple disciplines which will measure academic success through common core aligned curriculum assessments and New York State assessments. In addition, school staff will serve as partners in the educational character building of the students through the Parents Association, and the development of a school leadership team.

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

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

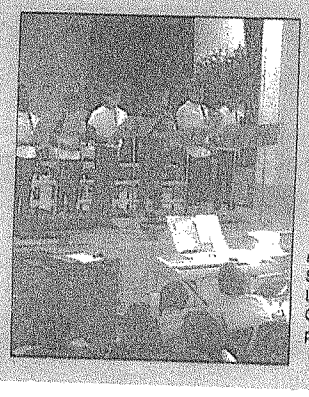
"I am wholeheartedly supporting your proposed charter school since we can use a second charter school in Mount Vernon," said community activist, Bert Littlejohn.

While addressing those in attendance, Bishop Edwers stated, "You can help us move ahead with our proposed charter school by volunteering and asking others to volunteer. You can also send letters to our elected officials asking that they support our proposed charter school. We are anticipating opposition from the school district and we are prepared to confront the challenge."

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

Contact information:
Friendship Tech Public Charter School
261 East Lincoln Avenue
Mount Vernon, NY
Dr. C. Nathan Edwers, founding group leader
Send email to friendshiptech2015@gmail.com or call 914-668-1210.

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

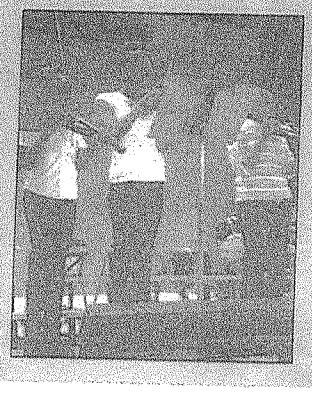


Throughout the morning of Thursday, January 23rd, the students of Edward Williams Elementary School hosted formal assemblies to celebrate the life of Dr. Martin Luther King Jr. These special presentations featured excerpts of Dr. King's immortal speeches and other civil rights literature, as well as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

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

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

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



From: bishopcnedwers <bishopcnedwers@aol.com>
To: Felicia <Felicia.Leary@gmail.com>
Subject: Re: Radio Show
Date: Sat, May 10, 2014 4:23 pm

Ok just read that's good

Sent from my iPad

On May 10, 2014, at 9:48 AM, Felicia <felicia.leary@gmail.com> wrote:

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

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

I will be there about hour before. Thanks.

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

-------- Original message --------
From: bishopcnedwers@aol.com
Date: 05/09/2014 5:15 PM (GMT-05:00)
To: felicia.leary@gmail.com
Subject: Fwd: Radio Show

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

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

-----Original Message-----
From: Jermin, Crystal <CJermin@ci.mount-vernon.ny.us>
To: bishopcnedwers <bishopcnedwers@aol.com>
Sent: Fri, May 9, 2014 10:04 am
Subject: Radio Show

Good Morning Bishop Edwers,

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

From: Dorothea Muccigrosso <aceit4243@gmail.com>
To: Collie Edwers <bishopcnedwers@aol.com>; cherylcorn <cherylcorn@gmail.com>; Dorothea Muccigrosso <aceit4243@gmail.com>
Subject: Minutes: Friendship Tech Charter School Information Meeting
Date: Thu, Jan 2, 2014 3:14 pm

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

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

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

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

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

Comments from those in attendence:

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

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

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

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

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

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

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

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

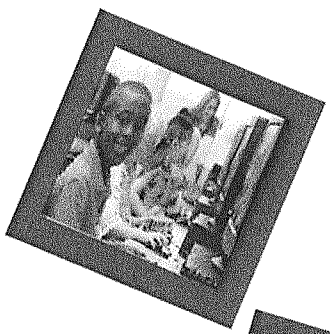
"A mind is a wonderful thing to fill!"

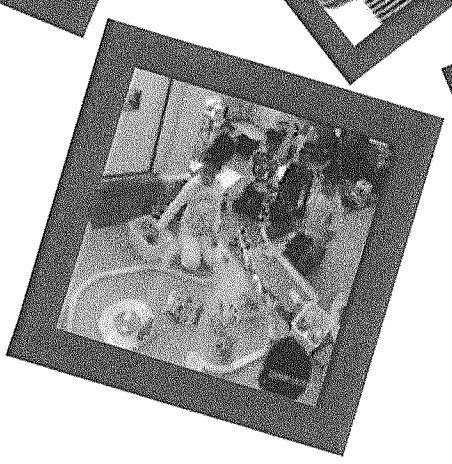
PROPOSED FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE

A Warm School where all students will excel

Grades K - 4th

Making Change Happen





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

Appendix III a: Media Coverage

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

SECOND PUBLIC HEARING

FRIENDSHIP TECH PUBLIC CHARTER SCHOOL

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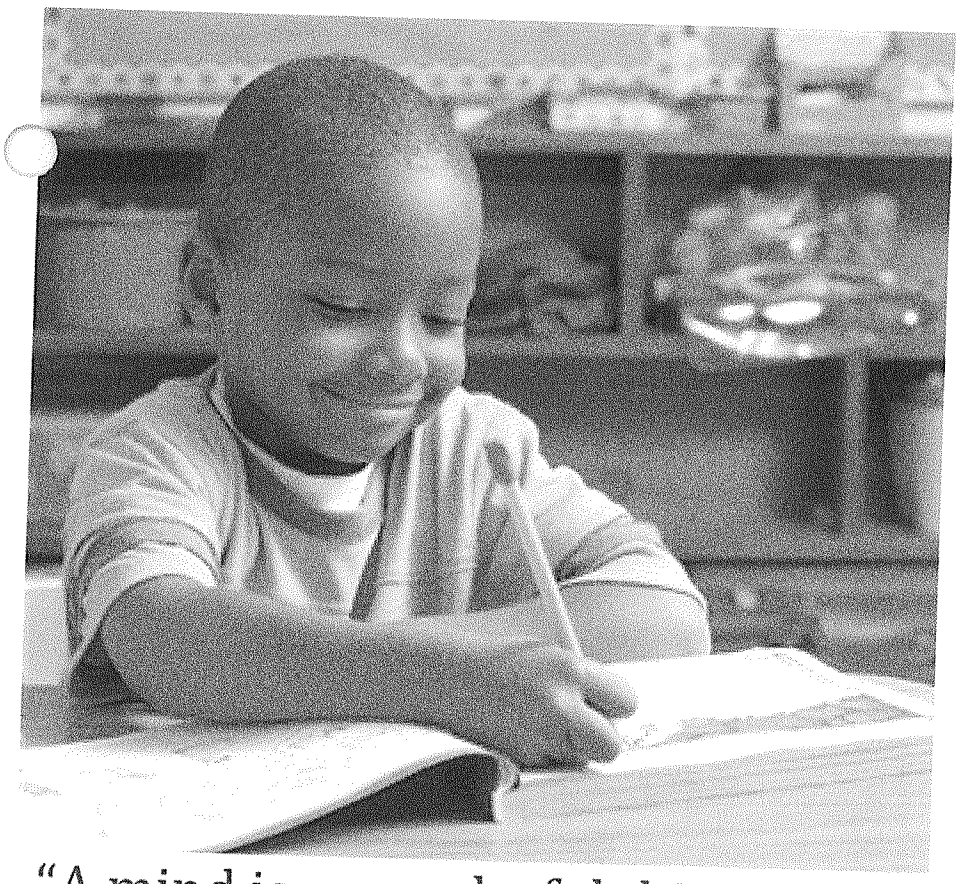
The mission of the Friendship Tech Public Charter School is to provide early awareness and experiential learning in the core academic subjects with a particular emphasis in Science, Technology, Engineering and Mathematics education among Mount Vernon children. The school will provide children in Kindergarten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

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

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

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



"A mind is a wonderful thing to fill!"

4TH COMMUNITY FORUM

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

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

We encourage everyone to attend this important event.

COMMUNITY FORUM

Proposed
Friendship Tech Public Charter School

Grades K – 4th

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

"Making change happen"

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

Mission: English

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

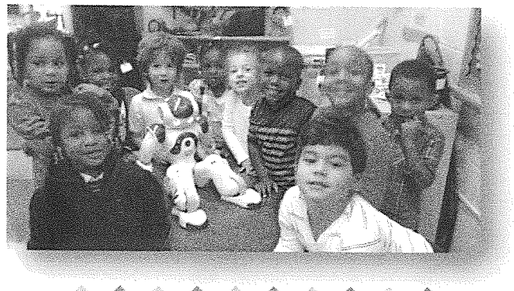
Objectives:

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

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

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

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



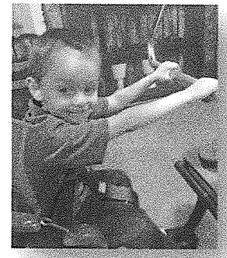
Misión: Espanol

La amistad tecnología carta escuela de excelencia (FTCSE) será capacitar a los estudiantes a convertirse en líderes aspirantes a estudiantes de toda la vida, pensadores críticos y solucionadores de problemas a través de un riguroso programa académico interdisciplinario STEM (ciencia, tecnología, ingeniería y matemáticas).

Objetivos:

1.amistad tecnología carta escuela de excelencia (FTCSE) brindará a los residentes de Mount Vernon una opción de viaje educativo de sus hijos mediante la creación de una alternativa a las opciones de educación primaria pública para satisfacer las necesidades de sus estudiantes educación proporcionando un desafiante programa prácticas.
2. nuestra rigurosa madre académica programa interdisciplinario, que superará el núcleo común de NYS, estándares de aprendizaje, creará los estudiantes listos y carrera que son pensadores críticos y solucionadores de problemas.
3. el plan de estudios recibirán instrucción de alta calidad individualizada y múltiples formas de evaluación, lo que permite a nuestros alumnos a superar a sus contrapartes de la escuela pública de Mount Vernon en logros académicos, alfabetización tecnología, arte, disciplina consciente y participación de la comunidad.

Nuestros graduados serán competentes para ELA, matemáticas y Ciencias, mientras trabajamos para hacer que los niños Mount Vernon mejor y más fuerte.



Missão: Portugues

A amizade Tech carta escola de excelência (FTCSE) irá capacitar os alunos a tornarem-se líderes aspirantes ao criar aprendizes ao longo da vida, pensadores críticos e solucionadores através de um rigoroso programa acadêmico interdisciplinar tronco (ciência, tecnologia, engenharia e matemática).

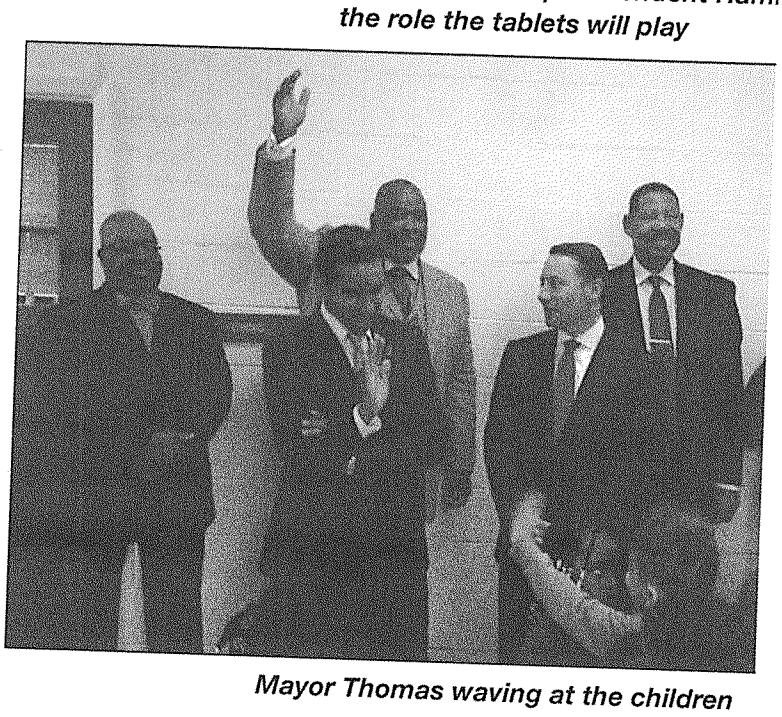
Objetivos: 1. amizade Tech carta escola de excelência (FTCSE) irá permitir uma escolha na jornada educacional de seus filhos, criando uma alternativa para as opções de ensino elementar público actualmente em vigor para atender às necessidades de seus alunos sob-educado, fornecendo um currículo desafiante hands-on-os moradores de Mount Vernon.
2. nosso rigoroso programa interdisciplinar de tronco acadêmico, que excederá o núcleo comum de NYS, padrões de aprendizagem, irá criar a faculdade e carreira pronto os alunos que são pensadores críticos e solucionadores.
3. o currículo será apoiado por instrução de alta qualidade individualizada e múltiplas formas de avaliação, permitindo assim que nossos alunos a superar suas contrapartes de escola pública de Mount Vernon no desempenho acadêmico, alfabetização de tecnologia, as artes, disciplina consciente e envolvimento da Comunidade.

Nossos graduados vão ser proficientes em ELA, matemática e ciência, enquanto trabalhamos para tornar crianças de Mount Vernon, melhor e mais forte.

Astorino and Thomas attend grand opening of STEM Computer Lab at FWC

›p Edwers, Astorino and Mayor Thomas cutting the ceremonial ribbon

(l to r) Mayor Thomas, Astorino and Superintendent Hami the role the tablets will play



Mayor Thomas waving at the children

Nathan Edwers, Pas-
ship Worship Center
the Friendship for
e Center, recently
Vernon pioneer by
school STEM Com-
Mount Vernon.
eves there is a cli-
certainty, and Amer-
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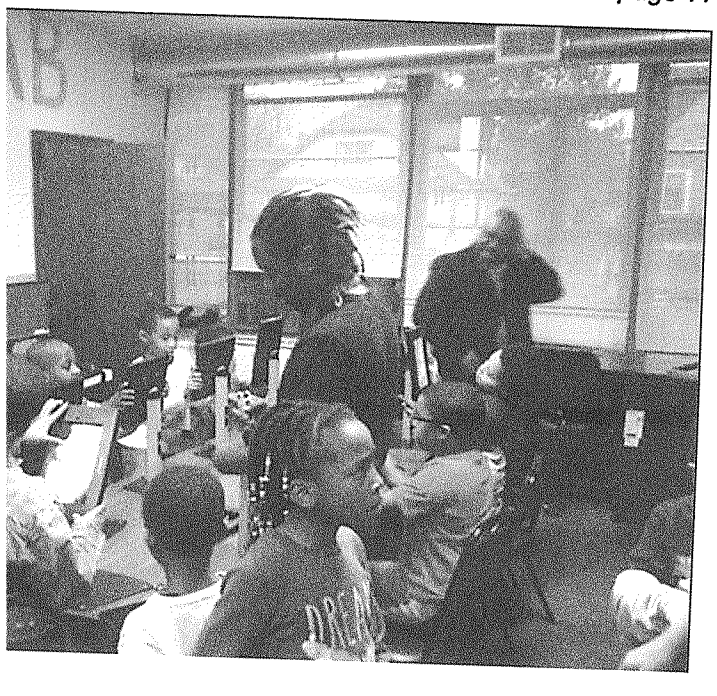
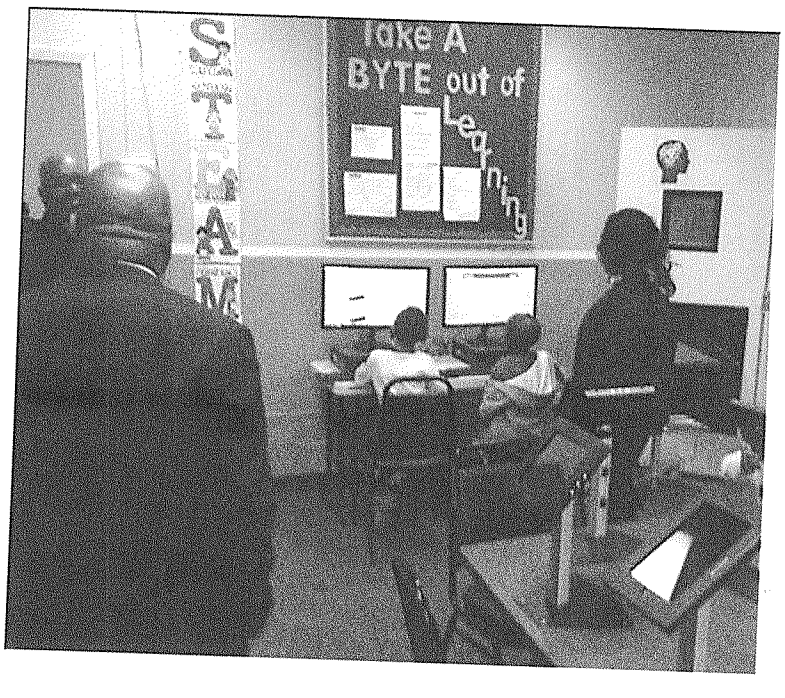
Thanks to a grant provided by the county and private donations, Bishop Edwers was able to purchase the required equipment for the new STEM Computer Lab, which is located within the Friendship Worship Center on Lincoln Avenue. The after school program will function in collaboration with the Mount Vernon School District. Each student in the program will be assigned his own tablet, enabling him not only to learn, but to relax and have fun in a less demanding and safe environment. In addition, students will be able to access their iReady account.

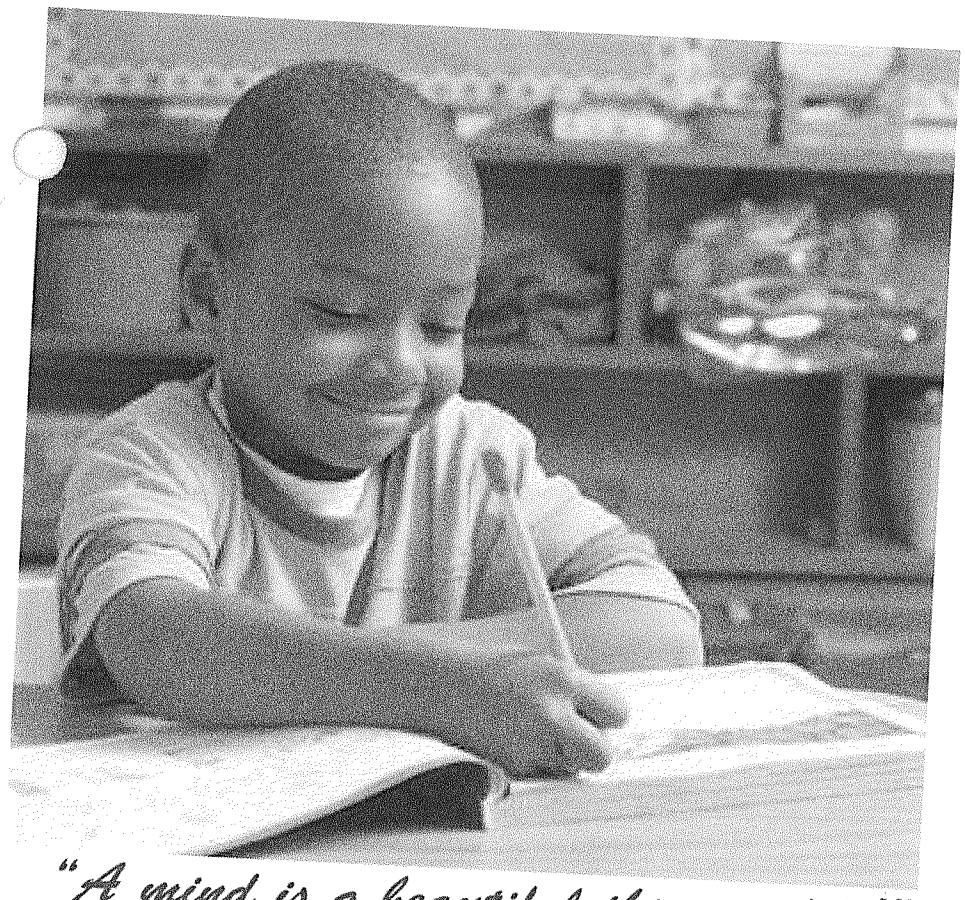
On Tuesday, February 2, Bishop Edwers held a grand opening for the new STEM Computer Lab and the turnout was impressive. One of Edwers' biggest supporters, County Executive Robert Astorino, was in attendance, along with Mayor Richard Thomas, who has also supported the creation of the STEM Computer Lab. Also in attendance was school Superintendent Dr. Kenneth Hamilton.

Astorino, like all in attendance was pleased and stated: "I appreciate the in-

Continued on page 11







"A mind is a beautiful thing to fill!"

2ND COMMUNITY FORUM

MONDAY, JANUARY 27, 2014
261 E. LINCOLN AVENUE
MOUNT VERNON, NY
6:30 P.M.

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

We encourage everyone to attend this important event.

COMMUNITY FORUM

Proposed
Friendship Tech Public Charter School

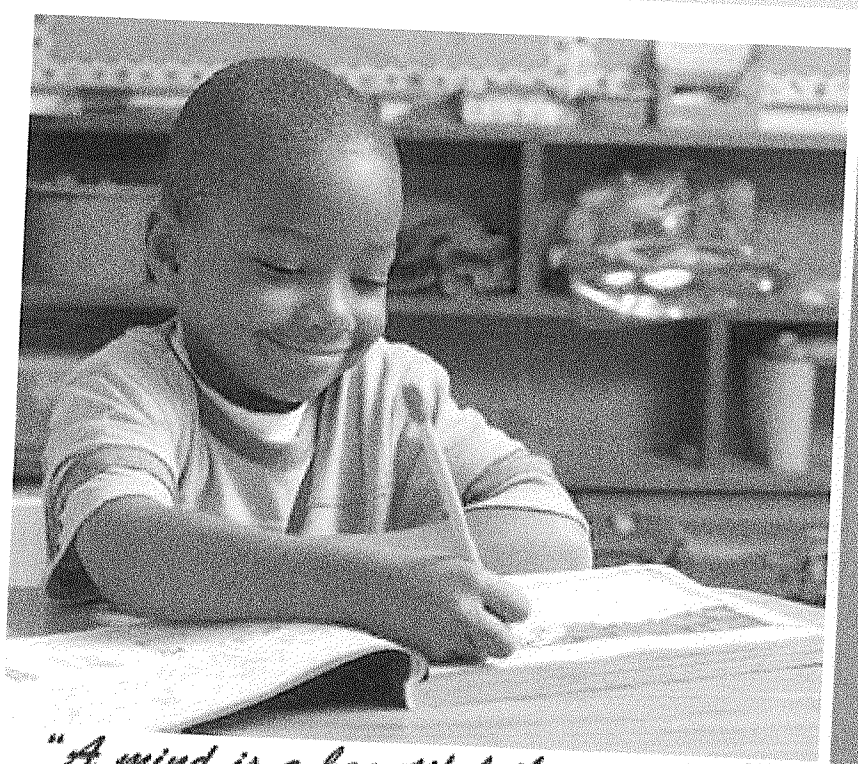
Grades K – 4th

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

"Making change happen"

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

Appendix IV: Flyer Regarding Community Forum



"A mind is a beautiful thing to fill!"

COMMUNITY FORUM

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

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

We encourage everyone to attend this important event.

Community Forum

Proposed Friendship Tech Public Charter School

Grades K – 3rd

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

"Making change happen"

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

Charter schools proposed in East Ramapo, Peekskill, Mount Vernon

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

(Photo: Tania Savayan/The Journal News)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The school would serve kindergarten through grade four.

Twitter: @SwapnaVenugopal (https://twitter.com/SwapnaVenugopal)

Charter schools

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

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

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

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

Read or Share this story: http://lohud.us/Vy0T4o

TOP VIDEOS

(/videos/news/2898340408001/45278190580

Charter schools halted for Peekskill, Mount Vernon

Gary Stern, gstern@lohud.com *10:23 p.m. EST November 12, 2014*

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

(Photo: Tania Savayan/The Journal News)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Mount Vernon's Hometown Newspaper

Mount Vernon Inquirer (/)

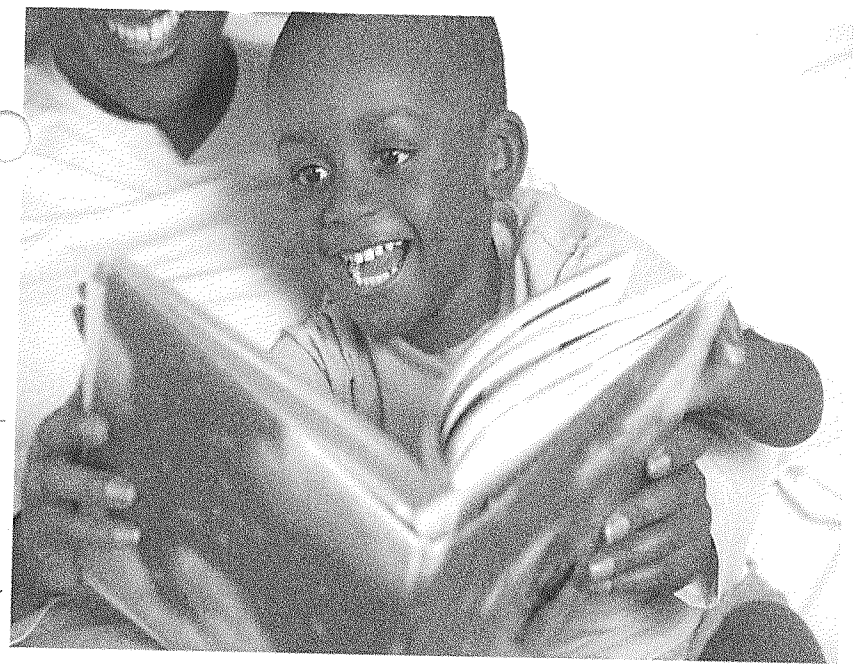
Public forum held on proposed Friendship Tech Charter School

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

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

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

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



"A mind is a beautiful thing to fill!"

3RD COMMUNITY FORUM

MONDAY, JUNE 2, 2014

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

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

All persons will be afforded 2 minutes to speak.

COMMUNITY FORUM

Proposed Friendship Tech Charter School of Excellence

Grades K – 4th

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

"Making change happen"

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

We encourage everyone to attend this important event.

From: Joseph Parisi <ja_parisi@yahoo.com>
To: Bishop Edwers <bishopcnedwers@aol.com>
Subject: Charter school comments on Inquirer's website
Date: Mon, Dec 30, 2013 5:21 pm

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

Mack 2 days ago

This looks interesting.

cherylcorn@gmail.com2 days ago

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

Myra2 days ago

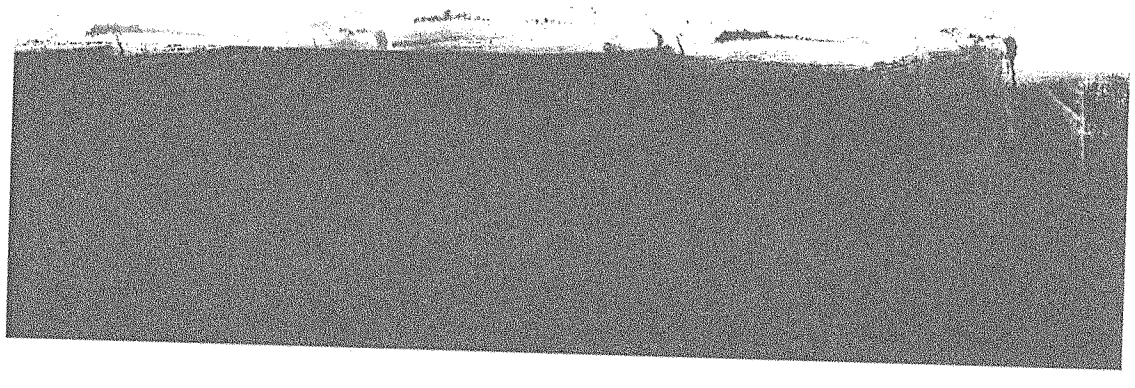
Joseph A. Parisi
Publisher/Editor
The Mt. Vernon Inquirer Newspaper
www.mvinquirer.com

(914)584-6386

Our Goals For Friendship Tech CSE

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

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



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

May 2014

Dear Fellow Community Residents and Professional,

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

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

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

Should you have any questions or concerns, please don't hesitate to email bishopcnedwers@aol.com or call 914-668-1210.

Respectfully yours,

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

Appendix V a: Letters to Community Stakeholders

Proposal: Friendship Tech Public Charter School

December 17, 2013

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

Dear Ms. Johnson:

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

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

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

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

Regards,

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

Weekly Student Schedule: Kindergarten & First Grade

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:20	*Doors Open*				
7:30–8:00	*Breakfast* ***Teacher preparation time—Lesson review, classroom décor, and parent conferences***				
8:05–8:30	*School-Wide Morning Greeting and Classroom Morning Meeting* Circle Time: Discuss month, day, year; count-down to 100th day of school; Data Collection: What is the weather today? Tally the total number of sunny, cloudy, rainy days for the month. ELA: Discuss author of the week; connect literary themes to the season.				
8:30–9:45	*i-STEM Block* *Science Start Curriculum*, Life Science: Growing and Changing Making predictions, observations, recording findings, making, and reporting conclusions (oral and written); science journals				
	Examining rocks, sand, and soil. Are they alive?	Different Seeds, Different Plants: Using science journals to record vocabulary or draw pictures describing the physical characteristics of seeds	Design an experiment to test which environment —rock, sand, or soil— the seeds will grow in. Make predictions.	Earthworms in the soil: exploring the habitats of earthworms.	Create a classroom terrarium. Monitor seed growth, take care of your plant, measure plant growth (collect data).
9:45–10:30	Teacher Specialists: STEM Lab/MakerSpace—Music—Physical Education—Art—AIS—Resource Room ***Teacher preparation time—Review of student outcomes and cluster group evaluation***				
10:30–10:50	*Recess* Bathroom and Snack				

Weekly Student Schedule: Kindergarten & First Grade

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

Attachment 3b: Sample Weekly Teacher Schedule

Student—Teacher School Day Example

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

Length of the teacher's workday: FTCSE Teachers are expected to work 8 hours per day with an additional 50 minutes for lunch.

Supervisory time: Teachers will meet for 25 minutes, 8:05–8:30 am, each morning to discuss any issues with administrators, the student cluster focus learning group lead teacher, and parents

Planning periods: Teachers will be provided with 3 time blocks within the daily schedule for preparation/collaboration. The first block is in the morning, 9:45–10:30 am, and the second block is in the afternoon, 12:30–1:15 pm. The third block is 2:50–3:35 pm. The Executive Director and/or Director of Pupil's Services will schedule and coordinate the time allotted to each teacher.

Professional development: The school calendar has listed professional development days for teacher skills enhancement. Throughout the year FTCSE will have 4 half-days of student instructional time in order to provide time for professional development.

All day sessions

Monday, July 17–19, 2017 New Teachers and Staff Orientation, Professional Development
Monday, August 7, 2017–Thursday, August 10, 2017 Faculty & Staff Orientation, Professional Development

Half days

Wednesday, October 18, 2017 HALF DAY - Professional Development
Wednesday, December 8, 2017 HALF DAY- Professional Development
Wednesday, February 7, 2018 HALF DAY - Professional Development
Wednesday, April 4, 2018 HALF DAY - Professional Development

Other duties that the teacher performs in a given day:

1. Provides STEM-oriented instruction through project-based learning methods.
2. Employs a variety of instructional techniques, instructional media, and performance assessments, which guide the learning process toward curriculum goals and student learning.
3. Uses technology to promote learning, creativity, and collaboration.
4. Works directly with school administrators and staff in the development, implementation, and evaluation of STEM initiatives and curriculum.
5. Organizes, develops, and coordinates special STEM events and activities.
6. Coaches fellow teachers on STEM initiatives and instructional best practices in the STEM areas.
7. Serves as liaison to prospective or selected STEM vendors, to determine the best resources, options, and innovations that will optimize the learning experience for students and staff.
8. Initiates new programs that support the STEM vision.
9. Shares STEM events and activities through social media, such as Facebook, Twitter, and Instagram.

Academic Calendar 2017–2018

"Learning is a treasure that will follow its owner everywhere."–Chinese Proverb

*Monday, July 17–19, 2017—**New Teachers and Staff Orientation***
*Monday, August 7, 2017–Thursday, August 10, 2017—**Faculty & Staff Orientation, Professional Development***
*Monday, August 14, 201—**Parent/Student Orientation***
*Monday, August 21, 2017—**School Official Opening (Teachers expected) CONVOCATION***
*Tuesday, August 22, 2017—**(Students first day of class)***
Class Days for Students: 196
September 4, 2017—Labor Day (School closed)
Monday, September 18, 2017—Afterschool Academy opens
Friday, September 29, 2017—School doors open to the community outreach day
Saturday, October 14, 2017—STEM Resource Lab open (Parent's & Students Academy)
Wednesday, October 18, 2017—Half day; Professional Development Day
Friday, October 20, 2017—School Assembly
Wednesday, October 25, 2017—**FIRST QUARTER ENDS**
Saturday, October 28, 2017—School FALL FESTIVAL
Wednesday, November 1, 2017—Teacher–Parent Conference **(First Student Progress Report,** Distributed**)**
Monday, November 20, 2017—SCIENCE FAIR
Wednesday, November 22—Friday, November 24, 2017 Holiday recess, Thanksgiving Day
Monday, November 27, 2017—Teachers Meeting
Saturday, December 1, 2017—School Holiday Festival
Wednesday, December 8, 2017—Half day; Professional Development Day
Monday, December 11, 2017—FTCSE Board of Trustees Black Tie Gala
Thursday, December 14, 2017—School Holiday Musical
Friday, December 15, 2017—Faculty & Staff Holiday Social
Thursday, December 21, 2017–Tuesday, January 2, 2018—Holiday Recess
Monday, January 8, 2018—Afterschool Academy Resumes
Saturday, January 12, 2018—STEM Lab Resource Resumes (Parent's & Student Academy)
Monday, January 15, 2018—MLK Day (School closed)
Tuesday, January 16, 2018—School Public Assembly
Thursday, January 18, 2018—**SECOND QUARTER ENDS**

Tuesday, January 23, 2018–Thursday, January 25, 2018—FTCSE Technology Expos
Wednesday, January 24, 2018 **(Second Student Progress Report,** Sent Home by email**)**
Monday, January 29, 2018—Teachers Meeting
Thursday, February 1, 2018—ENROLLMENT APPLICATION PROCESS BEGINS
Wednesday, February 7, 2018—Half day, Professional Development Day
Tuesday, February 12, 2018—Teacher–Parent Conference (Second Progress Report)
Monday, February 12, 2018—Presidents' Day (School closed)
Wednesday, March 14, 2018—Professional Development (Staff In-Service Training)
Monday, March 19–Friday, March 23—2018 Spring Recess (School closed)
Friday, March 16, 2018—School Field Trip
Tuesday, March 27–28, 2018—Student Assessment Test
GOOD FRIDAY, MARCH 30, 2018—(SCHOOL CLOSED)
Wednesday, April 4, 2018—Half day Teacher/Staff Professional Development Day
Thursday, April 5, 2018—**THIRD QUARTER ENDS**
Monday April, 9, 2018—Enrollment Lottery
Wednesday, April 11, 2018—(**Third Student Progress Report,** Pick up by Parent**)**
Thursday, April 12, 2018—Student Spring Music and Arts Performances
Friday, May 4, 2018—Faculty & Staff Appreciation LUNCHEON
Monday, May 7–Friday, May11, 2018—TEACHER EVALUATIONS
Friday, May 11, 2018—Mother's Day Appreciation Lunch at FTCSE
Monday, May 28, 2018—Memorial Day
Friday, May 17–Saturday 18, 2018—Trustees and Administration Retreat
Saturday, June 2, 2018—STEM LAB/PARENTS & STUDENT ACADEMY FINAL DAY
Friday, June 8, 218—Afterschool Final Day
Friday, June 15, 2018—FTCSE Field Trip (Parents and Students Cookout), Father's Day Appreciation
Thursday, June 21, 2018—**FOURTH QUARTER ENDS**
Friday, June 22, 2018—Promotion, Graduation, and Recognition Day
Saturday, June 23, 2018—FTCSE Community Carnival
MONDAY JUNE 25–26—HALF DAYS
WEDNESDAY, JUNE 27, 2018 **(FOURTH STUDENT PROGRESS REPORT,** Sent home by Student**)**
EARLY DISMISSAL—SUMMER RECESS

Friendship TECH Charter School of Excellence
Holiday Observance 2017–2018
SCHOOL CLOSED IN RED

09/04/2017	Labor Day
10/09/2017	Columbus Day
11/10/2017	Veteran's Day (*observed*)
11/23/2017	Thanksgiving
12/25/2017	Christmas
12/31/2017	New Year's Eve
01/1/2018	New Year's Day Have a wonderful new year!
01/15/2018	Martin Luther King's Birthday
02/14/2018	Ash Wednesday – Valentine's Day
02/19/2018	President's Day
02/22/2018	George Washington's Birthday
03/17/2018	St. Patrick's Day
03/30/2018	Good Friday
04/01/2018	Easter
04/22/2018	Earth Day
05/13/2018	Mother's Day
05/28/2018	Memorial Day
06/14/2018	Flag Day
06/17/2018	Father's Day
07/04/2018	Independence Day
09/03/2018	Labor Day
10/08/2018	Columbus Day
10/31/2018	Halloween
11/12/2018	Veteran's Day (observed)
11/22/2018	Thanksgiving
12/25/2018	Christmas
12/31/2018	New Year's Eve

FTCSE Specail Emphsis Comments for Each Month

JUNE: The community is invited to our first Open House. This event will provide open enrollment and parental support information.
JULY: Our new journey begins born with great possibilities to succeed FTCSE WINS.
AUGUST: Our children are our future and what we deposit will determine our destiny.
Note: Administration and Faculty are required to attend Professional development.
SEPTEMBER: FTCSE STARTS AFTERSCHOOL ACADEMY WHERE LEARNING IS FUN THIS AFTERSCHOOL PROGRAM FEATURES A VARIETY OF ACTIVITIES TO STRENGTHEN ACADEMIC PERFORMANCE.
OCTOBER: Every Saturday the FTCSE STEM Resource Lab is open for students and parents to enhance their technology skill levels. Also, this is the start of our Parental Academy.
NOVEMBER: TEACHER AND PARENT CONFERENCE TO PROVIDE A REVIEW OF THE PROGRESS OF EACH STUDENT. REPORT CARDS WILL BE DISTRIBUTED AT THIS MEETING. OUR SCIENCE FAIR IS THE HIGHLIGHT OF THIS FIRST QUARTER.
DECEMBER: Administration, faculty, staff, and families of FTCSE gather together to celebrate the holiday season with games, food, drinks, and entertainment. This is the time we continue to build our school community, foster partnerships, and connect with the border communities that we serve.
JANUARY: NEW START FOR A NEW YEAR
FEBRUARY: Administration, faculty, staff, and families of FTCSE gather again to celebrate the holiday season with games, food, drinks, and entertainment. This is the time we continue to build our school community, foster partnerships, and connect with the border communities that we serve.
MARCH: STUDENT PERFORMANCE OUTCOMES IS TESTED DURING THIS MONTH.
APRIL: SPRING IS HERE: FTCSE PRESENTS OUR STUDENTS IN A MUSIC AND ARTS CONCERT. OUR LOTTERY WILL HAPPEN WITH ENROLLMENT OF NEW STUDENTS.
MAY: Strategic Planning for Success.

Education is not the filling of a pail, but the lighting of a fire." – W.B. Yeats

Days that school is in session; 196
Holidays; 16 DAYS,
Days off; 30 DAYS
Half days; 5 DAYS
Professional development days; 10 DAYS
SNOW DAYS, 5
Summer programming and/or instruction; FIVE WEEKS, 20 DAYS Mon–Thurs.
First day of school; **Monday, August 21, 2017**
Last day of class; **June 26, 2018**

Organization of the school year; Quarters
First Quarter; BEGINS AUGUST 22, ENDS OCTOBER 25, 2017
Second Quarter; BEGINS OCTOBER 26, ENDS JANUARY 18, 2018
Third Quarter; BEGINS JANUARY 19, ENDS APRIL 5, 2018
Fourth Quarter; BEGINS APRIL 9, ENDS JUNE 21, 2018
FTCSE Board of Trustees meets First Monday of each Month PUBLIC INVITED

Website: friendshipstem.com

Attachment 4

Student Discipline Policy (Student Code of Conduct)

The Board of Trustees of Friendship Tech Charter School of Excellence recognize that sound, ethical standards of conduct and creating a positive and safe learning environment are critical factors in student and school success. These characteristics also serve to increase the effectiveness of School Board Trustees and their staff as educational leaders in collaboration with school administrators, parents, students, and the community. Actions based on ethical codes of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law[1] to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all school trustees, officers, and employees.

FTCSE's Student Code of Conduct is based on the best practices of successful charter schools for our age demographic and the principles of Conscience Discipline,[2] respect for self, respect for others, and respect for the environment. By establishing high expectations for appropriate behavior, we will guide our students to develop a positive self-image, the courage to take risks in their learning, the dedication to persevere with their work, the ability to know and form healthy relationships, the ability to discern right from wrong, and the confidence to make positive social choices. Students, parents, staff, and administration share this responsibility. When everyone works cooperatively to prevent problems and promote success, the need for disciplinary action is reduced.

When students behave in ways that are not acceptable under the Code of Conduct, there will be a variety of responses, depending on the level of the problem. Generally it is hoped that in-school suspension will be the most severe punishment necessary, but there may be situations in which more severe responses are necessary (assaults, threats, theft, damaging of school property, inappropriate behaviors). Depending on individual circumstances of the incident and the student's disciplinary record, the Executive Director may determine that an alternative response is appropriate. More severe accountability measures will be imposed on those students who engage in a pattern of persistent misconduct.

CODE OF CONDUCT:

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[1]New York General Municipal Law, Section 806, Code of Ethics, accessed June 6, 2014, http://www. Regents .nysed.gov/about/statement_governance.html.

[2]Becky Bailey, "Conscience Discipline," accessed November 2012, http://consciousdiscipline.com /about /dr_ becky_bailey.asp.

Respect for learning; -Positive Intent
Respect for the feelings of others; -Empathy
The use of appropriate language at all times;
Respect for the property of others;
Respect for school property;
Getting along with other children;
Following directions from school staff; -Positive Intent
Arriving to school on time; and
Appropriate ways to solve problems with peers; Positive Intent; Empathy.

These topics along with Seven Conscience Skills will be included in regular classroom lessons in a uniform manner to ensure continuity in all classes:
Respect for learning
We always come to school on time
We complete our homework every night
We do our work neatly and carefully
We listen when the teacher or a classmate is speaking
We raise our hand when we wish to ask or answer a question
Respect the feelings of others
Be polite and friendly to others
Never tease anyone
Never call anyone by a name that is hurtful
Try to help someone when they make a mistake
Composure
Encouragement
Assertiveness
Choices
Empathy
Positive Intent
Consequences

The use of appropriate language at all times

- We never use curse words
- We talk to each other with respect at all times
- We do not call people names that hurt their feelings

Respect for the property of others

- We do not take anything from someone without asking
- We treat other people's property with respect
- We always return things we borrow

Respect for school property

- We never write in library books
- We do not tear pages from any book
- We do not write on walls or desks

- We do not throw books or school property
- We behave properly in the bathroom
- We keep our school neat and clean
- We pick up something that we dropped
- We do not touch student displays

Getting along with other children

- We do not yell at other children
- We never hit other children
- We talk to someone about our feelings
- We ask a teacher to help us if we have a problem

Following directions from school staff

- We never leave the classroom without permission
- We stay with our class at all times
- We always talk to teachers with respect

Arriving to school on time

- We always come to school on time
- We come to school straight from home
- We come to school ready to learn
- If we are late or absent, we bring a note from our parent

Proper ways to solve problems with peers

- We explain to others how we feel
- We ask a teacher to help us solve a problem

Students at FTCSE must adhere to the following Code of Conduct.

General Student Conduct Standards

- Obey rules established in individual classes and in the school at large
- Demonstrate respect for other students
- Demonstrate respect for faculty, staff, guests, and administrators
- Ask for help politely and at appropriate times
- Act in a way that is safe and non-threatening
- Use language that is appropriate and does not offend others
- Behave in ways that will assist others in their learning
- Keep the classroom and school clean
- Come to school regularly, on time, and ready to learn
- Take responsibility for learning
- Dress appropriately because school is a special place
- Honor the code of conduct when participating in field trips, community service projects, and attending performances

Student Responsibilities

Each FTCSE student is expected to

- Follow all classroom expectations and school rules
- Respect other students and their personal space
- Respect faculty, staff, administrators, and guests
- Work to the best of your abilities
- Act in a way that is safe and non-threatening
- Use language that is appropriate and does not offend others
- Keep the classroom and school clean by respecting the school environment
- Come to school regularly, on time, and ready to learn
- Dress appropriately according to the dress code
- Honor the code of conduct in school and when participating in fieldwork, community service projects, and attending performances
- Cultivate and support the "spirit of inquiry" in the classroom

Parent Responsibilities

Each FTCSE family is expected to

- Support the mission of FTCSE
- Communicate their needs/concerns to their child's CSI team
- Participate actively, based on their Asset Inventory
- Ensure that their child attends school regularly and on time
- Attend all school meetings and team conferences
- Support classroom programs, fieldwork, activities, and curriculum

Displaying Conduct Standards

Each class will display the Student Conduct Standards in a place where all students can revisit and discuss them when needed. The class display of FTCSE Conduct Standards will include pictures or drawings for students not yet reading.

Copies of Conduct Standards

Parents will receive a copy of the Student Conduct Standards and the Parents Responsibilities so they are aware of the behavioral norms, morals, and values expected of each child as well as what is expected of them. Teachers will also inform parents of the process by which the students are made aware of FTCSE's conduct standards. They will include the conduct standards defining appropriate behavior expected while participating in field trips, community service projects, attending performances, and dealing with conflict.

Covenant and Agreement Forms

After the first six weeks of school, when classroom teachers and the children establish the conduct standards for classroom management, parents will sign a Covenant and Agreement Form from their child's teacher. The Covenant and Agreement Form will outline Classroom

Expectations, and the School Conduct Standards, so parents are aware of the behavioral norms, morals, and values expected of each child. The purpose of the Covenant and Agreement Form is for parents and students to have written documentation of the expectations and consequences to use as a reference throughout the whole year.

Responding to Misbehavior

All teachers will follow a set protocol associated with the philosophy of Responsive Classroom.[3] Using visual and verbal cues, increasing teacher proximity and logical consequences will be in place if a disruption to FTCSE's Conduct Standards is experienced. Additional techniques to be used for creating an orderly learning environment in the classroom may include progressive discipline such as a "take-a-break" spot, a "fix-it plan," or a "team meeting."[4] "Take-a-break" will be a place where children go to reflect on behavior before returning to the group. It will provide the student having difficulty following rules with an opportunity to decompress, reflect, and rejoin the class. If the child continues to misbehave, he or she will complete a "fix-it plan" with an adult and then be welcomed back into his or her learning environment. If the student does not follow the "fix-it plan," the next consequence is a behavioral plan formulated during a "team meeting." The teacher will assess the immediate needs of the child and take time to discuss issues and problem-solve. The teacher will communicate with the parent if the child continually exhibits behaviors counter to the rule system of the classroom and schedule a conference with the parent.

Team Meeting

During a team meeting, a student will meet with the School Support Team (teacher, Executive Director, school's Social Worker) and the child's parent. The team will create a behavior plan designed specifically for the student, including the possible referral of the child (and family if needed) to the County's social/human services departments, mental health counseling, or a community-based organization, depending on the behavior. The plan will be set into place immediately. In-school as well as out-of-school consequences will be set into place based on the advice of the team.

Habitual Problems

The FTCSE school climate and culture are designed to help children feel safe emotionally and physically. While FTCSE does not expect chronic problems in its children's behavior, the school will follow the provisions of the Individuals with Disabilities Education Act (IDEA), and New York State's Dignity for All Students Act to ensure that children have a safe and supportive environment in which to learn, free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus, and/or at a school function. If a child's conduct is such that he or she requires formal disciplinary action to be taken, the parents will be notified.

Short-Term Suspensions

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

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

A student who is determined to have committed any of the infractions listed below shall be subject minimally to a short-term suspension, unless the Executive Director or Student Support Team determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. Depending on the severity of the infraction, a long-term suspension also may be imposed and referrals to law enforcement authorities may be made. A short-term suspension is an out-of-school suspension for five school days or fewer. The Executive Director will have the power, under the law, to grant a short-term suspension.

Disciplinary Infractions That May Result in a Short-Term Suspension

- Attempt to assault any student or staff member
- Acts of physical aggression
- Vandalizing school or personal property that results in minor damage
- Endangering the physical safety of another by the use of force or threats of force
- Engaging in conduct that disrupts school or classroom activity or endangers or threatens to endanger the health, safety, welfare, or morals of others.
- Engaging in insubordination
- Failure to complete assignments, carry out directions, or comply with disciplinary sanctions
- Cheating on tests or quizzes, or committing plagiary
- Use of forged notes or excuses
- Stealing, attempt to steal, or possession of property known by the student to be stolen.
- Trespassing on school property
- Abuse of school property or equipment
- Use of obscene or abusive language or gestures
- Engaging in acts of sexual harassment, including but not limited to sexually-related physical contact or offensive sexual comments
- Use of derogatory racial or ethnic slurs
- Acts of bullying, harassment, intimidation, or threats of violence (in school or electronically)
- Making a false bomb threat or pulling a false emergency alarm
- Possession of tobacco or alcohol
- Possession of radios, pagers, beepers, portable/cellular telephones, or any electronic device not being used for instructional purposes
- Wearing inappropriate, insufficient, or disruptive clothing or attire, and/or violating the student dress code
- Repeatedly committing minor behavioral infractions that, in the aggregate, may be considered an infraction subject to formal disciplinary action
- Inappropriate or unauthorized use of technology
- Committing any other act that school officials reasonably conclude warrants a disciplinary response

Long-Term Suspensions

A student who is determined to have committed any of the infractions listed below, or repeats an offense listed above, shall be subject minimally to a long-term suspension, unless the Executive Director determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. A long-term suspension is an out-of-school suspension for more than five school days, followed by a hearing conducted by a hearing officer.

Disciplinary Infractions that May Result in a Long-Term Suspension

- Possession, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student at school
- Committing or attempting to commit arson on school property
- Possession, sale, purchase, distribution, or use of any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at any school-sponsored event
- Assault of any other student or staff member
- Intentionally causing physical injury to another person, expect when the student's actions are reasonably necessary to protect himself or herself from injury
- Vandalizing school or personal property resulting in major damage
- Threats of violence or acts of intimidation (in school or electronically)
- Committing any act that school officials reasonably conclude warrants long-term suspension

Procedures for Long-Term Suspension.

The Head of School may impose a long-term suspension only after the student has been found guilty at a formal suspension hearing. At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. CSI will contract with a qualified impartial hearing officer who will issue an advisory report that the Head of School may accept or reject in whole or in part.

Alternative Instruction

Suspension data and associated reports will be kept on record. If a child is suspended, alternative educational instruction will be offered to keep the student from missing instruction. The alternative instruction may be taught by a tutor or instructional staff at a space assigned in the school, or at the student's home. The instruction time will be limited to two hours per suspension day but will be designed to allow the student to keep up with his or her class' progress with curriculum and test preparation. During long-term suspensions, the school may also seek to place the student during the term of the suspension in any alternate education program that is operated by the Mount Vernon school district. For a student who has been expelled by the school, the means and manner of alternative instruction will be the same as for a student who has been suspended. Alternative instruction will be provided until the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence, to the extent that the provision of such services is required by law. As above, the school may seek, where appropriate, to place the student in an alternative education program operated by the Mount Vernon school district either through agreement with the school district or by operation of law.

Special Education Discipline Policy

FTCSE discipline policy aligns with the Individuals with Disabilities Education Act (IDEA) and all applicable laws, including the Dignity for All Students Act to keep children free from discrimination or harassment. When a student with a disability violates the FTCSE Code of Conduct, the staff will work with the Academic Counselor to determine whether or not the disability is a contributing factor. If the child's behavior relates to his or her disability, FTCSE will not remove the child from class or suspend the child. If, however, the behavior is not related to the child's disability, the child will be disciplined according to the tenets in the school's Student Discipline Policy, or if applicable, to the student's Behavior Intervention Plan (BIP).[5] In the event that a student with disabilities is suspended, FTCSE will assure that the alternative instruction plan complies with provisions of the student's IEP.[6] If the student does not have a BIP and is removed from their placement or suspended for more than 10 days, FTCSE will convene an IEP meeting to create a Functional Behavior Assessment plan within 10 days of the removal. FTCSE's Academic Counselor will consult with the Committee on Special Education to create a BIP to define appropriate interventions. Likewise, if the student has a BIP that is not proving effective, the FTCSE Student Support Team will be convened within 10 days of the disciplinary action to evaluate the plan and make the necessary modifications that include positive behavioral supports and services to address the child's behavior. As with any suspension at FTCSE, the school will provide alternative education instruction for students with disabilities so that they can keep up with the curriculum, assignments/homework, and tests. Any suspension of a student with disabilities will be in accordance with §14.143 (disciplinary placements) and 34 CFR 300.519-300.529 (discipline procedures). Parents will be provided a copy of their procedural and complaint rights.

Appeals

The Executive Director's decision after the formal hearing to impose a long-term suspension may be appealed first to the FTCSE Board of Trustees within 10 days of the suspension, next to the chartering entity, and finally to the State Commission on Charter Schools. A parent/guardian can challenge the interim alternative education offered and/or the disciplinary action. If the infraction was related to drugs or firearms/weapons, there must be an official deliberation on the case before any alternative educational arrangements are to be changed. Parents can appeal suspension or expulsion decisions. The appeal should be addressed to the Board of Trustees within 10 days from the notice of suspension with an expected resolution within 48 hours. If the Board of Trustees' resolution does not grant the removal of suspension, the parent can further appeal the decision at the Commissioner of Education according to Education law §310. A notice must be sent by the parent/guardian to the SUNY Board of Trustees.[7] An appeal must be made within 10 days of the suspension or expulsion determination, and the Board must reply within 48 hours. If the Board of Trustees upholds the suspension or expulsion determination, an appeal may be initiated to the NYS Commissioner of Education within 30 days from the decision or

[5]NYSED.gov Special Education, Behavior Intervention Plans, accessed June 6, 2014, http://www.p12.Nysed.gov/specialed/publications/topicalbriefs/BIP.htm.

[6]National Center for Learning Disabilities, "What Is an IEP," http://www.ncld.org/students-disabilities/iep-504-plan/what-is-iep

[7]The State University of New York (SUNY) "About The Board of Trustees," accessed June 6, 2014, http://www.suny.edu/about/leadership/board-of-trustees/.

action complained of, according to Education law §310.[8] Notice by the individual appealing must be provided to the SUNY Board of Trustees, our chartering entity.

Violations of the School Law

Complaints on violations of the Charter School law or regulations may be addressed to the Board of Trustees, who must send a response within 30 days. Further complaints may be initiated within 30 days and addressed to the New York State Commissioner of Education. Based on Education Law §306[9] the Commissioner of Education can remove a trustee and other school officers for willful misconduct or neglect of duty.

Evaluation of School Environment

Students and other school stakeholders will evaluate their experiences with FTCSE, including how they feel about the safety of the environment, in a survey conducted at the end of each school year.

[8]NYSED.gov Office of Council, "Selected Sections of the Education Law Appeals or Petitions to the Commissioner of Education," accessed June 6, 2014, http://www.counsel.nysed.gov/appeals/selectlaw.htm.

[9]New York Education Law 306, accessed June 6, 2014, http://codes.lp.findlaw.com/nycode/EDN/I/7/306.

Summary: POSSIBLE INFRACTIONS AND RESPONSES: Depending on the severity of the infraction, disciplinary responses include exclusion from extracurricular activities, detention, suspension (short or long term), and expulsion. Where appropriate, school officials also will contact law enforcement agencies.

For most infractions of behavior, the teacher, parent, and administration will determine the appropriate in-school course of action. Children displaying inappropriate or disruptive behavior will participate in a conference with the teacher, parent/guardian, and principal. The purpose of the conference will be to modify the behavior. As an alternative to suspension, when appropriate, the child will temporarily be placed in another class. An in-school suspension will mean that a child is placed in another class of the same grade for a one- to two-day period after consultation with the teacher, child, principal, and parent. The consultation will give the parent and child the information about the reasons for the suspension, with an opportunity to respond. Articulation with the sending and receiving teacher will be held at the direction of the Principal to insure the continuity of instruction while the child is attending the other class. In the event that a parent/guardian or person in the position of in locus parentis causes a student to be absent from school in contravention of the school's absence policy other than for illness or family emergency of a short duration, the parent/guardian or person in the position of in locus parentis will be notified in writing that expulsion may result from the illegal absence. In addition, the EXECUTIVE DIRECTOR will notify, as may be required, the Administration for Children's Services of educational neglect, pursuant to the Executive Director requirement as a mandated reporter.

ATTACHMENT 5b

BYLAWS

A Not for Profit Corporation

ARTICLE I

MEMBERSHIP

1. Monthly Meeting

A meeting of the Board of Trustees shall be held on the first Monday of each month to transact the business of FTPCS. The President and/or the Board of Trustees may reschedule or cancel a meeting, but in any event the announcement must not be less than 72 hours before the original time scheduled. Proper public notification must be given. [is this what you mean to say?]

2. Special Meetings

The majority of the members or the President of the Board may call special meetings of the Board of Trustees. The Secretary of the Corporation is permitted to exercise this provision only in the absence, death, or disability of the President. A meeting shall be called upon the written request of the majority of the outstanding Trustees of the Corporation entitled to vote. Such request shall state the purpose or purposes of the proposed meeting. At such special meetings the only business that may be transacted is that business related to the purpose or purposes set forth in the notice thereof.

3. Place of Meetings

Meetings of the Board of Trustees shall be held at such place within the State of New York as may be fixed by the Board of Trustees. If no place is so fixed, such meetings shall be held at the principal office of the Corporation.

4. Public Notice of Meetings

Public notice of each monthly meeting of the Board of Trustees shall be given in writing and shall state the place, date, and hour of the meeting and the purpose or purposes for which the

meeting is called. Notice of a special meeting shall indicate that it is being issued by or at the direction of the person or persons calling or requesting the meeting.

The Public should be informed of all regular and special meetings by postings in the school public displays, on the Internet, and in the school's yearly-published calendar.

When a meeting is adjourned to another time or place, it shall not be necessary to give any notice of the adjourned meeting if the time and place to which the meeting is adjourned are announced at the meeting at which the adjournment is taken. At the adjourned meeting any business may be transacted that might have been transacted on the original date of the meeting. However, if after the adjournment, the Board of Trustees fixes a new record date for the adjourned meeting, a notice of the adjourned meeting shall be given to each member of record entitled to notice under Section 4 of the new record date. [is this correct?]

5. Waiver of Notice

Notice of a meeting need not be given to any member who submits a signed waiver of notice, in person or by proxy, whether before or after the meeting. The attendance of any member at a meeting, in person or by proxy, without protesting prior to the conclusion of the meeting the lack of notice of such meeting, shall constitute a waiver of notice by him or her.

6. Quorum of Trustees Meeting

The number of Trustees present that constitutes a quorum shall be three. When a quorum is once present to organize a meeting, it is not broken by the subsequent withdrawal of any Trustee.

ARTICLE II

BOARD OF TRUSTEES OF FRIENDSHIP TECH CHARTER SCHOOL OF EXECELLENCE

1. Powers of Board and Qualifications of Trustees

The business affairs of the school shall be managed by the Board of Trustees. Each Trustee shall be at least eighteen years of age.

2. The Work of the Board of Trustees

- Establishing the school's mission and school design
- Ensuring adequate resources for implementation of the school programs
- Recruiting, hiring, and evaluating the Executive Director
- Approving all hiring and firing of personnel as recommended
- Adopting the annual school budget
- Approving all line-item adjustments
- Approving major policies and regularly reviewing and revising them as necessary

- Preparing for and attending Board and committee meetings
- Making informed decisions to support the success of the school
- Monitoring program implementation and compliance with the charter agreement and relevant laws and regulations
- Facilitating long-term strategic planning
- Recruiting and orienting new Board members and assessing Board performance
- Participating as appropriate in the grievance process
- Enhancing the school's public standing
- Approving all recommended successors

3. Number of Trustees

The number of Trustees constituting the entire Board of Trustees shall be not less than five nor more than nine.

4. Election and Term of Trustees

On the first Monday of May the election of Trustees will be held. Trustees shall be elected to hold office until their term has expired and their successors have been elected and qualified or until their death, resignation, or removal in the manner hereinafter provided. Board members will serve staggered three-year terms.

5. Quorum of Trustees and Action by the Board

Three members of the entire Board of Trustees shall constitute a quorum for the transaction of business, and, except where otherwise provided herein, the vote of a majority of the Trustees present at a meeting at the time of such vote, if a quorum is then present, shall be the act of the Board.

6. Meetings of the Board

Regular meetings of the Board shall be held on the first Monday of each month.[see Article 1] Special meetings of the Board may be held at any time upon the call of the President or under the conditions specified in Article 2.

Meetings of the Board of Trustees shall be held at places specified by the Board for regular meetings or a place named for a special meeting. If no place is specified, meetings of the Board shall be held at the principal office of the Corporation. Any one or more members of the Board of Trustees may participate in meetings by means of a conference telephone or similar communications equipment.

Notices of regular meetings of the Board of Trustees should be publicized. Notice of each special meeting of the Board shall be given to each Trustee either by mail on the third day prior to the meeting or by email, written message, or orally, not later than noon, 3 p.m.,[which?] on the day prior to the meeting. Notices are deemed to have been properly given if given by mail, when deposited in the United States mail; by email, at the time of filing; or by messenger, at the time

of delivery. Notices by mail, email, or messenger shall be sent to each Trustee at the address designated by him or her for that purpose, or, if none has been designated, at the last known residence or business address.

Notice of a meeting of the Board of Trustees need not be given to any Trustee who submits a signed waiver of notice whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to any director.[please clarify this paragraph]

A notice, or waiver of notice, need not specify the purpose of any meeting of the Board of Trustees.

A majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of any adjournment of a meeting to another time or place shall be given, in the manner described above, to the Trustees who were not present at the time of the adjournment and, unless such time and place are announced at the meeting, to the other Trustees.

7. Resignations

Any Trustee of the Corporation may resign at any time by giving written notice to the Board of Trustees or to the President or to the Secretary of the Corporation. Such resignation shall take effect at the time specified therein; and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

8. Removal of Trustees

Any one of the Trustees may be removed for cause by action of the Board of Trustees.

9. Executive and Other Committees of Trustees

The Board of Trustees, by resolution adopted by a majority of the entire Board, may designate from among its members an Executive Committee and other committees, each consisting of three or more Trustees and each of which, to the extent provided in the resolution, shall have all the authority of the Board, except that no such committee shall have authority as to the following matters: (a) the filling of vacancies in the Board; (b) the fixing of compensation; (c) the amendment or repeal of the bylaws or the adoption of new bylaws; (d) the amendment or repeal of any resolution of the Board which, by its terms,[clarify?] shall not be so amendable or repealable; or (f) the removal or indemnification of a Trustee.
[is the remainder of this article about all committees or the Executive Committee specifically? Please clarify as necessary]
The Board of Trustees may designate one or more Trustees as alternate members of any such committee, who may replace any absent member or members at any meeting of such committee.

Unless a greater proportion is required by the resolution designating a committee, a majority of the entire authorized number of members of such committee shall constitute a quorum for the

transaction of business. The vote of a majority of the members present at a meeting at the time of such vote, if a quorum is then present, shall approve the proposals of the committee.

Each such committee shall serve at the pleasure of the Board of Trustees.

Standing Committees

- Budgeting and Finance
- Audit
- Building and Ground Operation
- Employment screening
- Community outreach
- Policy and Procedure
- Fundraising
- Grievance/Appeal
- Curriculum/Common Core Learning Standard
- Way and Means
- Process and Governance Committee

10. Compensation of Trustees

The Board of Trustees shall serve without fixed compensation. Expenses for educational board enhancement should be a line-item in the annual budget.

ARTICLE III

OFFICERS

1. Election of Officers

The Board of Trustees, as soon as may be practicable after the first annual organization meeting, in May of each year shall elect a President, a Secretary, and a Treasurer, and from time to time may elect or appoint such other officers as it may deem necessary. Any two or more offices, except the President, may be held by the same person. The Board of Trustees may also elect one or more Vice Presidents, Assistant Secretaries, and Assistant Treasurers.

2. Other Officers

The Board of Trustees may appoint such other officers and agents as it shall deem necessary, who shall hold their offices for such terms and shall exercise such powers and perform such duties as shall be determined from time to time by the Board.

4. Term of Office and Removal

Each officer shall hold office for the term for which he or she is elected or appointed, and until a successor has been elected or appointed and qualified. Unless otherwise provided in the resolution of the Board of Trustees that elected or appointed an officer, the term of office shall extend to and expire at the meeting of the Board following the next annual organizational meeting. Any officer may be removed by the Board, with or without cause, at any time. Removal of an officer without cause shall be without prejudice to contract rights, if any, and the election or appointment of an officer shall not of itself create contract rights.

5. President

The President shall be the chief executive officer of the Corporation, shall have general and active management of the business of the Corporation, and shall see that all orders and resolutions of the Board of Trustees are carried into effect. The President shall also preside at all meetings of the membership and the Board of Trustees.

The President shall execute bonds, mortgages, and other contracts requiring a seal, under the seal of the Corporation, except where required or permitted by law to be otherwise signed and executed and except where the signing and execution thereof shall be expressly delegated by the Board of Trustees to some other officer or agent of the Corporation.

6. Vice Presidents

The Vice Presidents, in the order designated by the Board of Trustees, or, in the absence of any designation, then in the order of their election, during the absence or disability of or refusal to act by the President, shall perform the duties and exercise limited powers of the President and shall perform such other duties as the Board of Trustees shall prescribe.

7. Secretary and Assistant Secretaries

The Secretary shall attend all meetings of the Board of Trustees and all meetings of the shareholders and record all the proceedings of the meetings of the Corporation and of the Board of Trustees in a book to be kept for that purpose, and shall perform like duties for the standing committees when required. The Secretary shall give or cause to be given, notice of all meetings of the membership and special meetings of the Board of Trustees, and shall perform such other duties as may be prescribed by the Board of Trustees or the President, under whose supervision the Secretary shall be. The Secretary shall have custody of the corporate seal of the Corporation and the Secretary, or an Assistant Secretary, shall have authority to affix the same to any instrument requiring it and when so affixed, it may be attested by the Secretary's signature or by the signature of an Assistant Secretary. The Board of Trustees may give general authority to any other officer to affix the seal of the Corporation and to attest the affixing by his or her signature.

The Assistant Secretary or the Assistant Secretaries in the order designated by the Board of Trustees, or, in the absence of such designation, then in the order of their election, in the absence of the Secretary or in the event of the Secretary's inability or refusal to act, shall perform the duties and exercise the powers of the Secretary and shall perform such other duties and have such other powers as the Board of Trustees may from time to time prescribe.

8. Treasurer and Assistant Treasurers

The Treasurer shall have the custody of the corporate funds and securities; shall keep full and accurate accounts of receipts and disbursements in books belonging to the Corporation; and shall deposit all moneys and other valuable effects in the name of and to the credit of the Corporation in such depositories as may be designated by the Board of Trustees.

The Treasurer shall disburse the funds as may be ordered by the Board of Trustees, taking proper vouchers for such disbursements, and shall render to the President and the Board of Trustees, at its regular meetings, or when the Board of Trustees so requires, an account of all transactions as Treasurer and of the financial condition of the Corporation.

If required by the Board of Trustees, the Treasurer shall give the Corporation a bond in such sum and with such surety or sureties as shall be satisfactory to the Board of Trustees for the faithful performance of the duties of the office of Treasurer, and for the restoration to the Corporation, in the case of the Treasurer's death, resignation, retirement, or removal from office, of all books, papers, vouchers, money, and other property of whatever kind in the possession or under the control of the Treasurer belonging to the Corporation.

The Assistant Treasurer, or if there are more than one, the Assistant Treasurers, in the order designated by the Board of Trustees, or in the absence of such designation, then in the order of their election, in the absence of the Treasurer or in the event of the Treasurer's inability or refusal to act, shall perform the duties and exercise the powers of the Treasurer and shall perform such other duties and have such other powers as the Board of Trustees may from time to time prescribe.

9. Books and Records

The Corporation shall keep: (a) correct and complete books and records of account; (b) minutes of the proceedings of the membership, Board of Trustees, and any committees of Trustees; and (c) a current list of the Trustees and officers and their residence addresses. The Corporation shall also keep at its office in the State of New York or at the office of its transfer agent or registrar in the State of New York, if any, a record containing the names and addresses of all members.

The Board of Trustees may determine whether and to what extent and at what times and places and under what conditions and regulations any accounts, books, records, or other documents of the Corporation shall be open to inspection, and no creditor, security holder, or other person shall have any right to inspect any accounts, books, records, or other documents of the Corporation except as conferred by statute or as so authorized by the Board.

10. Checks, Notes, etc.

All checks and drafts on, and withdrawals from the Corporation's accounts with banks or other financial institutions, and all bills of exchange, notes, and other instruments for the payment of money, drawn, made, endorsed, or accepted by the Corporation, shall be signed on its behalf by

the person or persons thereunto authorized by, or pursuant to resolution of, the Board of Trustees.

ARTICLE IV

OTHER MATTERS

1. Corporate Seal

The Board of Trustees may adopt a corporate seal, alter such seal at pleasure, and authorize it to be used by causing it or a facsimile to be affixed or impressed or reproduced in any other manner.

2. Fiscal Year

The fiscal year of the Corporation shall be the twelve months ending December 31st, or such other period as may be fixed by the Board of Trustees.

3. Amendments

Bylaws of the Corporation may be adopted, amended, or repealed by vote of the Trustees. Bylaws may also be adopted, amended, or repealed by the Board of Trustees, but any bylaws adopted by the Board may be amended or repealed.[please clarify re Trustees and Board of Trustees]

If any bylaw regulating an impending election of Trustees is adopted, amended, or repealed by the Board of Trustees, there shall be set forth in the notice of the next meeting for the election of Trustees the bylaw so adopted, amended, or repealed, together with a concise statement of the changes made.

ATTACHMENT 5C

BOARD OF TRUSTEES

CODE OF ETHICS

GOVERNANCE RESPONSIBILITIES

Public Trust. The Board of Trustees of FRIENDSHIP TECH CHARTER SCHOOL OF EXECELLENCE, which is constituted as a corporate entity by the Regents of the University of the State of New York, is responsible for the governance of FTCSE. Trustees hold a position of public trust and are expected to carry out their governance responsibilities in an honest, ethical, and diligent manner.

Welfare of the Entire FTCSE. The Trustees shall bring diverse backgrounds and expertise valuable to the governance of the Board. In carrying out their duties, however, Trustees must keep the welfare of the entire school paramount over any parochial interest.

Duty of Care. Trustees must discharge their duties, including duties as a member of a committee, in good faith, with the care that an ordinarily prudent person in a like position would exercise under similar circumstances, and in a manner that the Trustee reasonably believes to be in the best interest of the FTCSE.

Time Commitment. In undertaking the duties of the position, a Trustee shall make the commitment of time necessary to carry out the Trustee's governance responsibilities. Failure of a Trustee to attend three regular meetings of the Board in succession or of a committee on which the Trustee serves shall be cause for the Board to consider the Trustee's removal.

Due Diligence. Trustees shall undertake with due diligence a critical analysis of the risks and benefits of any matter coming before the Board for action. Trustees shall promote a culture of constructive debate about major initiatives and transactions and shall require management to provide information necessary to carry out the Trustees' duty of care to act in the best interest of FTCSE.

Legal Authority. Except as otherwise provided by law or bylaw, Trustees shall have no legal authority to act outside of Board meetings. Trustees shall avoid acting as a spokesperson for the entire Board unless specifically authorized to do so.

CONFLICT OF INTEREST

Trustees shall abide by the Conflict of Interest Policy for Trustees, as amended from time to time. Upon election and annually thereafter, Trustees shall file a financial disclosure form as required by the Conflict of Interest Policy for Trustees. The Audit Committee of the Board shall monitor compliance with the Conflict of Interest Policy for Trustees.

Personal Benefit or Gain. Trustees shall not use the authority, title, prestige, or other attribute of the office for personal benefit or gain for themselves or for any relative.

Favored Treatment. Trustees shall not use the authority, title, prestige, or other attribute of the office to obtain consideration, treatment, or favor for any person beyond that which is generally available. This does not prohibit routine letters of recommendation or requests for information about the status of an individual's admission, employment, discipline, and similar matters.

Gifts, Favors, and Gratuities.
(1) Trustees shall not knowingly accept any gift, favor, or gratuity from any person or entity under contract with the FTCSE or seeking a contract with the FTCSE.
(2) Trustees shall not knowingly accept any gift, favor, or gratuity from any person or entity, including another Trustee, that might affect or have the appearance of affecting a Trustee's judgment in the impartial performance of the duties of the office.

COMPLIANCE

Reporting of Violations. Anyone who believes that he or she has information indicating that a Trustee has violated the Code of Ethics shall make a written disclosure of the facts and circumstances to the Chair of the Board Process and Governance Committee. If the alleged violation involves the Chair or any member of the Board Process and Governance Committee, the disclosure shall be made to the Vice Chair of the Board. The Chair of the Board Process and Governance Committee shall refer alleged violations of the Conflict of Interest Policy for Trustees to the Audit Committee unless the allegation is against a member of the Audit Committee.

Review of Allegations. The chair of the appropriate committee (or the Vice Chair of the Board) shall review the alleged violation with the President and Legal Counsel to determine whether removal proceedings should be initiated against the Trustee for a material violation of the Code of Ethics.

Hearing. An appointed Trustee accused of a material violation of the Code of Ethics shall be afforded a due process contested case hearing.

Removal. If a contested case hearing results in a finding that an appointed Trustee materially violated the Code of Ethics, the Board may remove the Trustee from the Board by a two-thirds vote of the Board. Upon removal, the position shall be considered vacant, and the vacancy shall be filled as provided by the FTCSE Constitution and Bylaws.

Certification. Upon appointment and annually thereafter, Trustees shall be provided with a copy of the Code of Ethics and shall certify in writing that they have read the Code of Ethics and will comply with its provisions.

ATTACHMENT 8A

HIRING AND PERSONNEL POLICIES AND PROCEDURES

The School

Friendship Tech Charter School of Excellence is granted a charter by the New York State Board of Regents to provide educational services for children in Kindergarten through fourth grade. The term of the Regent is 5 years and school capacity is 315 children. The School serves all children throughout the lower Hudson valley.

The school is open year-round, Monday through Friday from 7:00 am to 6:30 pm; Summer School hours are 9 am to 12 noon; Saturday School and Adult Academy hours are 8:30 am to 11:30 am. The school shall be closed for the observances of all legal holidays listed below.

FTCSE Holidays

New Year's Eve	CLOSED
New Year's Day	CLOSED
Birthday of MLK Jr.	CLOSED
Memorial Day	CLOSED
Independence Day	CLOSED
Labor Day	CLOSED
Columbus Day	CLOSED
Thanksgiving Day	CLOSED
Day After Thanksgiving	CLOSED
Christmas Day	CLOSED
Christmas Eve	CLOSED

Mission Statement

The Friendship Tech Charter School of Excellence (FTCSE) will empower students of the Mount Vernon School District and abroad to become aspiring leaders by creating life-long learners, critical thinkers, and problem-solvers. Within an active multi-modal science, technology, engineering, and mathematics curriculum, FTCSE will utilize best practices and age-appropriate tools to develop a holistic, comprehensive, and integrated learning environment. Creating a strong literacy foundation for successful academic learning will help those students who struggle to master the English language.

Philosophy

It is the philosophy of Friendship Tech Charter School of Excellence and its staff that children, their families, and society benefit from high-quality early-education programs. We believe the establishment of Friendship Tech Charter School of Excellence will provide the residents of Mount Vernon a choice in the selection of their children's educational journey.

The learning environment at FTCSE is structured in such a way as to give the child an opportunity to independently explore, select, create, and solve problems. Classrooms are organized around interest Schools and play areas that include STEM labs, interactive tablets and pads, art, math, science, language arts, blocks, dramatic play, and cooking and nutrition. The FTCSE staff plan and facilitate these experiences for the total development of your child. We celebrate cultural diversity and incorporate multicultural perspectives throughout our curriculum.

Hiring Practice

Equal Opportunity Employer

Friendship Tech Charter School of Excellence is an equal opportunity employer and will hire the most qualified personnel without regard to sex, race, religion, color, creed, national origin, citizenship, sexual orientation, veteran status, age, marital status, or disability. FTCSE will ensure equal treatment in all areas of personnel management, including hiring, promotion, training, layoff, or termination. We welcome applications from people with disabilities, and will fully comply with the Americans with Disability Act (ADA) of 1990. Consistent with this policy, FTCSE is committed to:

- Recruit, hire, and promote on the basis of an individual's qualifications and competence for the job
- Make the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of their job
- Protect the disabled individual's right to privacy and confidentiality to the extent possible
- Full compliance with all requirements of applicable law, including those relating to employee benefits

General Employment Practices

FTCSE staff is hired *at will*, which means that either the employee or FTCSE can terminate the employment relationship with or without cause. In some cases, the Board of Trustees may enter into a contract with an employee, in which case the contract will prevail. All candidates will be required to get fingerprinted and undergo a background check before they are formally employed by FTCSE. Classroom teachers, special education teachers, and special teachers will be required to provide their teaching certifications and any other information required to prove that they meet qualifications for the job. Teachers will be hired in a configuration of one-third new teachers, one-third teachers with several years of teaching experience, and one-third with significant teaching experience. FTCSE will recruit a diverse staff with a variety of backgrounds, experiences, and interests, giving preference to teachers with experience in an urban setting.

The overarching criteria for all staff hired by FTCSE are that they contribute to the kind of culture FTCSE intends to create:

- Firm belief in FTCSE's mission
- Joyful creativity and inquisitiveness
- Willingness to collaborate and work in teams that conspire for children's success
- Deep respect for all
- Belief without reservation in seeing all students excel to their full potential
- Understanding the importance of engaging parents as full partners in their children's education

Hiring Timeline and Process

Recruitment of staff will begin immediately upon the granting of a charter (2016), after all members of the FTCSE Board of Trustees are recruited and seated (except for the Parent and Faculty representatives who will be seated later), officers are elected, by-laws ratified, and the

first-year budget is approved. The first position the FTCSE Trustees will recruit is the Executive Director. Trustees will conduct a national search for a dynamic person with experience in managing a school with positive outcomes, who can fuel a creative and innovative environment that will resonate throughout the school.

Search Committee
The Chair of the Board of Trustees will chair the Search Committee, which will be comprised of interested board members and educational experts that it recommends to participate in the selection process. The Search Committee will meet to discuss the criteria for selection of the successful candidate, the recruitment process they will use, and the timeline for completing the process. The process outlined here is a draft that may be refined once the Search Committee is actually convened.

Recruitment
As the Executive Director is the instructional leader of FTCSE, where the educational model is to develop inquiring minds and the school culture is one of collaboration, it is imperative that FTCSE Trustees establish a process that yields the right person to fill that position. FTCSE will establish a rigorous recruitment, screening, and selection process, ensuring the appointment of a highly qualified Executive Director with outstanding professional and management experience. We will conduct a national search by posting the job description in *Education Week*, and on nonprofit websites such as Teach for America, the New York Charter Schools Association, EdJoin, educationamerica.net, schoolspring.com, and others. The Search Committee will also use their personal networks and the networks of Board members and FTCSE founders to identify applicants who may be interested in applying for the position.

Reviewing Resumes
Once resumes are received by the stated deadline, the Search Committee will review the materials from applicants, and select the top candidates based on the established criteria and FTCSE's mission and key design elements, experience, and recommendations.

Screening/Virtual Interviews
The Search Committee will develop a set of questions to ask potential candidates, which will serve as a guide for the specifics we want to know about the candidate. The Search Committee will conduct virtual interviews with the top candidates as a way to narrow the candidate pool. Candidates will be questioned regarding their philosophy and experience, in addition to their potential areas of strength and development, their reasons for interest in the position, and other related questions.

Interviews
Once a small pool of candidates is identified (approximately 2 to 4 candidates), the Search Committee will invite them for a second interview, this time in person. Prior to the interview, however, candidates will be asked to provide a writing sample, a statement of leadership philosophy, and vision about the FTCSE school environment, and student demographic and performance data from their current school. As with the virtual interviews, candidates will be questioned, but in more detail regarding their philosophy and experience, in addition to their potential areas of strength and development in the following areas: fit with FTCSE's mission, experience with an inquiry-based curriculum and STEM, knowledge of early literacy and how best to achieve positive outcomes, interdisciplinary curriculum, philosophy of education, data analysis and accountability, collaboration, and leadership. Ratings will be assigned to candidates in these areas and others that may be determined at the time. In addition to assessing strengths and weaknesses in the areas identified above, candidates will be asked to review a videotape of a teacher delivering a lesson and then role-play a coaching role. Candidates will also be asked to look at and analyze student performance data; they will be asked to discuss the data and present a plan for achieving breakthrough student-achievement levels. Finally, the Search Committee may

choose to ask finalists to meet with groups of parents, teachers, and other stakeholders whose opinions will be sought verbally and in a written survey. These results will be collated into a report for the Board to consider when they interview the final candidate(s).

Recommendation to the Board
The Search Committee will develop recommendations following the panel interview and present the candidate(s) to the full Board. In the event that there is more than one strong candidate, the Search Committee will present all candidates to the Board for a final determination. Before a final offer is made, a candidate will be asked to undergo fingerprinting and background checks.

Recruiting Effective Teachers
Studies routinely point out that the single most important factor determining a child's education is the quality of his or her teacher. FTCSE teachers will demonstrate exemplary teaching skills, set high expectations, and believe that their students, including students at risk for academic failure and students with disabilities, can and will meet their full potential. FTCSE believes that recruiting, developing, supporting, and retaining high-quality teachers are essential to the success of our school. School leaders will select teachers based on the criteria outlined in the Job Description section for Classroom Teachers (below). Teachers will have a Master's degree (or Bachelor's degree and sufficient proof of excellence), appropriate NYS credentials, and demonstrated subject matter competence. FTCSE will establish a Search Committee, including the Executive Director and one or two of the current teaching staff, to develop a rubric that clearly defines the requirements, qualifications, and personal characteristics desired in its teachers. Then FTCSE will advertise widely through postings on the FTCSE website, professional networks, and online websites that serve to recruit educational professionals; with local universities that have education-credentialing programs; and through the professional networks of the FTCSE founders and Trustees. All recruitment materials will ask candidates who are interested to submit their resumes, proof of their teacher certification, and school transcripts, along with an explanation of why they want to teach at FTCSE. Resumes will be collected and vetted against the rubric established for selecting candidates. Candidates who meet the requirements for open positions will be contacted and invited to participate in a telephone interview. During the phone interview, FTCSE staff members will ask questions such as:

- What position are you interested in and how do you qualify for the position?
- How does your own educational philosophy align with the mission and key design elements of FTCSE?
- Why are you interested in teaching at FTCSE?
- Talk about your previous teaching experience and how it is similar to or different from what you expect at FTCSE?
- What strengths or unique skills do you bring to the school?

Candidates Will Be Scored Using the Rubric Scoring Calculation
The FTCSE Search Committee will discuss each candidate's responses and determine who qualifies for a personal interview. Successful candidates will be scheduled for a personal interview; they will be asked to bring a video of their actual teaching to show how they interact with children and how they present lessons, and/or their professional portfolio, and demonstrate a mock lesson with students.

Initial Personal Interviews
Candidates will be given a tour of the school, an overview of the philosophy and design principles of the school, and time to observe in classrooms. They will participate in a session to develop curriculum with other grade-level teachers and the literacy and inquiry coaches to determine their knowledge of Common Core State Standards, how creative they are at aligning curriculum, and how well they collaborate with others. They will also meet with the FTCSE interview team for a formal interview. FTCSE's Search Committee will ask in-depth questions

about their philosophy of education, their previous experience, their perspectives on the school, and what they think they can contribute to the school. The candidate will be given ample time to ask questions. Once the initial formal interview is over, the interview team will view the video of the candidate teaching, review the teacher's past performance data, debrief about the interview, review the selection rubric, and make a decision about the suitability of the candidate for further consideration. Follow-up interviews will be scheduled for the teachers selected after the first interview. This time, they will be asked to prepare a sample lesson on a topic the Search Committee will choose and will be offered a chance to teach a demonstration lesson in an FTCSE classroom. The Search Committee will meet with each candidate after the demonstration lesson to ask additional questions and to field questions from the candidate. There will also be an opportunity for the candidate to meet current faculty and staff in a meet-and-greet session.

Our thorough and rigorous selection process will ensure that the selected candidates are aligned with our mission and philosophy and bring a strong repertoire of skills, as well as a willingness and capacity for ongoing development. A third interview may be scheduled for the top-tier candidates.

Offer of Employment
Candidates who complete the process, and are recommended by the Search Committee, will be offered a position by telephone and in a formal written letter with the title of the position, salary and benefits, a statement about the position being at-will, and instructions for accepting or rejecting the offer. The candidate will have one week to sign the offer letter. Teachers who are selected to work at FTCSE will be asked to undergo fingerprinting and a background check before they begin teaching.

Retaining Effective Teachers
FTCSE recognizes that effective teachers are hard to find and harder to replace. Every effort will be made to retain teachers by providing the following:

- Effective and supportive leadership
- High quality and authentic professional development; teachers will have many opportunities to enhance their professional skills through dedicated common planning time, learning new skills, and by attending workshops or conferences
- A collaborative professional learning community, where each person is respected and each shares their knowledge and concerns to become the best teachers they can be
- A small teacher to student ratio with a maximum class size of 25 students, a teaching assistant, and the assistance of literacy and inquiry coaches that allows teachers to invest fully in each student
- A professional and collegial work environment, creating and maintaining a culture that is inclusive of all individuals. We will create a safe environment that values the input of all individuals.
- Competitive compensation and benefits (including health insurance and contributions to a retirement plan) are offered to all employees commensurate with their experience and job responsibilities.

FTCSE's Executive Director will have an open door policy and will work to resolve any issues before escalation. In addition, FTCSE will conduct an annual teacher survey to provide teachers with an opportunity to anonymously indicate their satisfaction with the school. FTCSE leadership will use the results to make adjustments as necessary.

Personnel Policies and Procedures

The Executive Director, whom we expect to hire during the planning period, will draft a set of policies and procedures governing the recruitment, hiring, management, and termination of school staff during the charter term. The set of policies and procedures drafted by the Head of School, with help from the Human Resources Consultant FTCSE will hire, and FTCSE's legal

counsel, will be reviewed by the FTCSE Board of Trustees. Once the Board ratifies the set of policies and procedures, they will constitute the FTCSE Employee Handbook, which will be distributed to all new employees. These policies will govern, but not be limited to, areas such as:

- Employment Matters, Working Environment
- Employment at-Will, Building and Office Access
- School Hours, Work Schedules, Smoking Policy
- Attendance and Punctuality, Dress Code, Personal Appearance
- Paid Time-off Policy, Telephone and Email Usage Policies
- Severe Weather and Emergency Closings, Computer Use Policy
- Jobs and Employment Classifications, Use of Office Equipment and Supplies
- Professional Development and Other Personnel Files
- Professional Opportunities, Changes in Personal Status
- Payroll and Payroll Periods, Solicitation and Distribution of Material
- Performance Evaluations
- Financial Matters
- Employee Benefits, Expense Reimbursement
- Health Insurance, Travel/Mileage Rates, Per Diems
- Dental Insurance
- Change in Family Status Employment Practices
- Life Insurance, Equal Employment Opportunity Policy
- Short-Term Disability, Non-harassment Policy
- Long-Term Disability, ADA Policy
- Workers' Compensation Secondary Employment
- Retirement Plan, Employee Protection/Whistle-Blower Policy
- Jury Duty, Confidentiality
- Bereavement Leave, Telecommunications Usage Policy
- Military Leave

Personnel Job Descriptions

The following is a list of the personnel that FTCSE intends to hire, along with their major job responsibilities and expected minimum qualifications:

Executive Director. The Executive Director is the educational leader of the school and, as such, is responsible for aligning all school activities with the school's mission. The successful candidate will create a culture of shared responsibility that ensures that all school stakeholders collaborate in the best interests of children, set high expectations for children and staff, establish a fiscally viable school with resources directly aligned to support student achievement, and include teachers and parents as partners in decision-making and student outcomes.

Responsibilities

- Serve as staff to the Board of Trustees and provide leadership and direction to staff (including contractors, consultants, faculty, and staff)
- Recruit, evaluate, and terminate staff with approval of the Board of Trustees
- Implement and follow policies and procedures as ratified by the Board of Trustees
- Ensure proper fiscal administration, including budgeting, accounting, auditing, and financial planning in compliance with Charter School Law
- Participate in planning and recommend changes in policies and procedures as required
- Coordinate the collection of data required for the preparation of reports
- Make formal reports to the Board of Trustees and the Board of Regents
- Administer scheduling, enrollment, and curriculum
- Create a welcoming and collaborative environment for the faculty and staff, parents, children, and guests of the school
- Serve as staff to Parent Association and Faculty Association

- Facilitate parent engagement and participation in the school
- Serve as liaison between parents and teachers, the staff and the Board
- Provide a safe environment for learning
- Develop relationships with community stakeholders and agencies to support the school
- Coordinate all administrative transactions, including the provisions of personnel services, record keeping, reporting, inventory, purchasing, etc.

Minimum Qualifications
Master's degree
NYS certification as a school administrator
Successful work in a school setting and/or building and ground operator who have experience being a Director of Operations. The Operations Director assists the Executive Director with administrative, financial, personnel, building and maintenance, record-keeping, student registration, purchasing, safety and security, vendor relations, computer/technology and associated school operations; works closely with and supervises the Administrative Assistant

Administrative Assistant.

Responsibilities

- Ensure proper fiscal administration, including budgeting, accounting, auditing, and financial planning in compliance with Charter School Law
- Oversee construction projects, including working with contractors, architects, and inspectors
- Oversee the maintenance and operations of the physical plant
- Coordinate transportation scheduling and food service operations with BPS and resolve any issues that may arise
- Coordinate and oversee all student data management and reporting, including tracking student enrollment and attendance, Title I eligibility and special education and ELL enrollment as it relates to state and federal entitlements and other grants
- Order all computer equipment and software, including servers, laptops, projectors, service contracts, maintenance, and upgrades
- Compile required reports for external agencies and the chartering entity
- Oversee and coordinate the charter renewal process
- Ensure that the school is in compliance with state and local regulations on all matters of health and safety
- Work with the Executive Director to develop and revise safety/security plans
- Provide oversight to ensure compliance of noninstructional programs
- Work with the Executive Director to coordinate the collection of data required for the preparation of reports to the chartering entity and other regulatory bodies
- Enter and manage student and staff data in the FTCSE computer system
- Oversee compliance with RttT (Race to the Top) and the School's approved APPR (Annual Professional Performance Review) plan
- Maintain a record of employee certifications and/or licenses
- Maintain staff attendance records
- Maintain a record of staff evaluations
- Complete and manage grant applications, budgets, and expenditure reports
- Oversee the procurement of goods and services
- Ensure that the school is in full legal compliance in all areas, including recruitment and retention of students, hiring and termination of staff, background checks and certifications, the annual financial audit, and reporting to the chartering entity and other external bodies
- Ensure that FTCSE is in full compliance with the oversight plan developed by the chartering entity
- Ensure that the FTCSE is operating in compliance with the Charter
- Report discrepancies to the Executive Director
- Other related duties as required by the Executive Director

Minimum Qualifications

- MBA degree (preferred) or Bachelor's Degree
- Years of experience in operations management
- Excellent verbal and written communication skills
- Proficiency with computer applications such as word processing, database management, electronic spreadsheets, and Power Point

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

Responsibilities

1. Daily morning and evening inspection of entire property. 2. Ensure the proper operation of heating, electrical, and air-conditioning systems. 3. Ensure all computers use surge protectors. 4. Ensure that electrical wiring for data office is separate. 5. Ensure burglar/fire alarm system is working properly and set daily. 6. Monitor daily maintenance of offices and classrooms, and parking lot (replacing light bulbs, fixing water leaks, moving equipment, touch-up work as required, snow removal, maintaining hedges). 7. Order and purchase supplies for offices, bathrooms, kitchen, and lunchroom. 8. Coordinate deliveries for the school, building supplies, and food service. 9. Ensure timely responses and completion of tasks for the facility and management requests. 10. Meet administration weekly to discuss budgets and needs of the facility. 11. Ensure the building is a physically safe environment which meets all compliances set forth by the city and state of New York building codes. 12. Monitor and direct the custodians. 13. Establish and conduct the lottery of students. 14. Be responsible for the marketing and recruitment strategies for students. This position requires 24/7 on-call coverage, and in the event of an emergency, the director of operations must be available or ensure coverage for the facility. Supervise and coordinate food services and transportation and assist in the staffing of breakfast, lunchs and snacks in the cafeteria. .

Director of Pupil Services. The Director of Pupil Services is responsible for the emotional and physical health of every student under our care, and will tend to the ongoing needs and concerns of students outside of their academic coursework.

The Director of Pupil Services will be responsible for communicating with parents any concerns that arise with their children in a timely manner as well as coordinating services with the School Nurse as required. This person will function as the Assistant Principal, who will coordinate all students' activities including lunch period monitoring and staffing, afterschool activities, field trips, parent–teachers night, and discipline. These functions include but are not limited to assisting the Executive Director.

This position will be filled at the start the third year of operation. The Executive Director along with the Director of Operations will assume these responsibilities in the first two years of operation.

Classroom Teachers. Teachers will demonstrate mastery in the areas of children's development of cognitive and social skills. They will know the Common Core Standards and how to align curriculum to them. They will be creative and excited about teaching and learning.

Responsibilities

- Plan and implement instructional units which adhere to the New York State standards and the curriculum of the FTCSE
- Attend and participate in all professional development for instructional personnel, including but not limited to professional development in Responsive Classroom, literacy, and inquiry-based instruction
- Assess and evaluate student progress
- Utilize formal and informal assessments to plan instructional programs

- Work with Literacy and Inquiry coaches to review student assessment data and create differentiated individual instruction plans for each student
- Collaborate with other faculty to meet program requirements of the FTCSE
- Create an inviting, exciting, and innovative learning environment
- Maintain open communication with parents, including monthly phone calls to each student's parents or guardian
- Maintain a classroom environment conducive to learning
- Perform other instructional duties, as deemed appropriate by the Executive Director

Minimum Qualifications
- Bachelor's degree/Master degree from an accredited college or university
- Valid New York State Teaching Certificate and/or NCLB "highly qualified" status
- Teachers who are not certified must meet one or more of the criteria listed in section 2854(3)(a-1) of Education Law.

Teacher Assistant. The teacher Assistant will provide instructional support to students under the direct supervision of a teacher.

Responsibilities
- Works with Head teachers to address individual needs of students
- Works with students individually or in small groups, under supervision
- Delivers instruction planned by lead classroom teacher
- Assists in classroom management
- Keeps students on task
- Prepares class materials
- Completes documentation for Response to Intervention
- Implements Behavior Intervention Plans
- Leads guided reading groups
- Provides RTI under direction of lead teacher
- Other duties may be determined

Minimum Qualifications
- Valid NYS Teacher Certification
- Workshop on identifying and reporting child abuse
- Workshop on violence prevention in schools
- Previous experience in an instructional setting with elementary school children

*Special Education Teache*r The special education teacher identifies students with special education needs in relation to grade level objectives, applies a program of instruction consistent with student learning needs and curriculum objectives as outlined in the Individual Education Plan (IEP), uses appropriate teaching strategies and instructional materials, and assesses student progress. Furthermore, the special education teacher creates and manages a classroom environment consistent with student learning. .

School Nurse This is a part-time position. The School Nurse will work two hours per day, five days a week, and will be on-call during the remaining school hours if needed. FTCSE recognizes that a student's health status is directly related to his or her ability to learn, as children with unmet health needs have a difficult time engaging in the educational process. FTCSE's School Nurse supports student success by providing health care through assessment, screenings, intervention, and follow-up for all children within the school setting. The School Nurse addresses the physical, mental, emotional, and social health needs of students and supports their achievement in the learning process. The School Nurse not only provides for the safety and care of students and staff but also addresses the need for integrating health solutions into the education setting.

Responsibilities

- Promote and protect the optimal health status of FTCSE's children
- Store and dispense medication with doctor's prescription and parent's consent
- Conduct health assessments on all FTCSE children
- Obtain a health history, including required immunizations
- Screen and evaluate children's vision, hearing, scoliosis, dental, growth, etc.
- Observe the child for development and health patterns in making nursing assessment
- Identify abnormal health findings to FTCSE Social Worker
- Develop and implement a student health plan
- Interpret the health status to parents and school personnel
- Initiate referral to parents, school personnel, or community health resources for intervention, remediation and follow-through
- Provide ongoing health counseling with students, parents, school personnel, or health agencies
- Identify existing health resources to recommend to parents for appropriate care of students
- Maintain, evaluate, and interpret cumulative health data to accommodate individual needs of students
- Develop and implement school health-management protocols
- Participate in home visits to assess the family needs as related to the child's health as needed
- Develop procedures and provide for emergency nursing management for injuries/illnesses
- Promote and assist in the control of communicable diseases
- Provide health education and anticipatory guidance
- Provide direct health education and health counseling to assist students and families in making decisions on health and lifestyles that affect health
- Participate in health education directly and indirectly for the improvement of health by teaching children and their families to become more assertive health consumers and to assume greater responsibility for their own health
- Serve as a resource person to the school staff members in health instruction
- Coordinate school and community health activities and serve as a liaison health professional between the home, school, and community
- Engage in research and evaluation of school health services to act as a change agent for the school's health programs and school nursing practices
- Provide consultation in the formation of health policies, goals, and objectives for FTCSE
- Where applicable, participates in the IEP plan development

Minimum Qualifications

- Bachelor of Science in Nursing or RN with a bachelor's degree in a related discipline
- Minimum of one (1) year experience in public health nursing, community health nursing, school health nursing or pediatric nursing
- Qualification to practice as a Registered Nurse in the State of New York
- Certified in CPR or Basic Life Support (or obtain in the first 6 months)

Administrative Assistant/Receptionist. The Administrative Assistant/Receptionist will be FTCSE's first point of contact for callers and visitors, assist the Director of Operations with her/his duties, and support faculty and staff with general office work, record keeping, data management, personnel time sheets, invoices, accounts payable/receivable, and completing and filing personnel paperwork and reports.

Responsibilities

- "First Impressions Manager," greet parents and visitors, answer phones
- Manage communication with parents, in particular helping to resolve issues or concerns raised, and ensuring that parents know about school events, parent conference days, etc.
- Coordinate parent volunteer activities with faculty and staff

- Work with the Executive Director and the Director of Operations to ensure smooth and efficient operations
- Assist in developing operational policies and procedures
- Create an organized filing system and maintain office files
- Liaison with FTCSE's contracted accounting service to manage accounts payable/receivables
- Develop and maintain vendor relationships and contracts
- Inventory office and instructional supplies and keep in stock items necessary for daily use
- Manage and distribute mail
- Receive checks and cash for recording to daily cash receipts journal
- Maintain student attendance records
- Assist with maintenance of individual classroom budgets and records
- Work with the Executive Director to coordinate the collection of data required for the preparation of reports to the chartering entity and other appropriate bodies
- Enroll students in school database
- Maintain student folders
- Other related duties as required

Minimum Qualifications

- Associate's or Bachelor's Degree
- Three to five years of successful experience in an administrative position
- Computer literacy, particularly with word processing, database management, electronic spreadsheets, and accounting software
- Excellent writing and verbal skills
- Demonstrated organizational skills
- Demonstrated effective people skills; maintaining open communication and relating sensitively to others, especially parents and students

Hiring Practices

FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE promotes the hiring of qualified individuals without regard to race, religion, color, national origin, gender, age, sexual orientation, marital status, status as a Vietnam Era Veteran, or disability, provided they meet the position requirements established by the School.

Prospective employees will be required to submit a letter of interest, a current resume, proof of appropriate degree and credentials, and the names, phone numbers, and address of three references to the School, followed by an interview. The prospective employee (for teachers only) may be required to demonstrate a mock lesson in the classroom.

All staff are hired for a six (6) month probationary period. During this time, ongoing evaluations of job performance will occur, ending in an evaluation, which will be discussed with the employee. Friendship Tech Charter School of Excellence may choose to terminate the employment of a probationary employee for any reason during this period. All employees must be screened by a background check and fingerprinted before they are approved to work in childcare. This policy of equal opportunity of employment for all covers recruitment, promotions, rate of pay, termination, and such other supplemental or additional compensation that the school may elect to adopt in the future.

Termination of Employment

A. Resignation of an employee
   An employee planning to resign should give at least two weeks written notice of such intention.

B. Termination of an employee

If the services of an employee are terminated by Friendship Tech Charter School of Excellence, the employee will receive two weeks written notice of termination of services. However, if an employee is dismissed for a just cause they may be terminated without benefit of a two-week written notice.

By accepting employment with FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE, you affirm that all representations you have made to FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE regarding your education and credentials and certification status are true and accurate. You further agree to take the necessary steps to maintain or secure, in a mutually agreed upon timeframe, the credential(s) or certification(s) required for your position.

C. Reasons for employee termination

I. The need to reduce or revise staffing requirements, reduction in workforce, elimination of positions, reorganization of office and work load, tardiness and absences, misconduct and negligence of children. An employee may be terminated at any time for causing a risk to the welfare of the children enrolled in the daycare facility.

II. Termination for just cause: The Provider, Director, and supervisor of the employees are responsible for the supervision of the employees' work. Except where immediate dismissal occurs, the following process will be followed:

1. The immediate supervisor will inform the employee in writing of unsatisfactory performance.
2. The employee will be given an opportunity to improve his or her overall unsatisfactory performance within a specified period of time.
3. If a second notice of unsatisfactory performance is given, a specified time period to correct performance is given and a one-to-five day suspension may also be involved.
4. If unsatisfactory performance continues, the employee is given written notice of termination.

Standards of Ethical Conduct

1. Serious behavior problems such as theft; acts in the community that would reflect poorly upon the School, such as drunkenness; or a criminal offense or assault on any person, whether in the community or at the School
2. Misappropriation of funds or willful damage to School property
3. Incompetence, lack of skill, or inadequacy of the employee's personality to develop sound relationships with the children, parents, or staff members
4. Lack of growth and/or progress on the job
5. Failure to understand or accept the philosophy and purpose of the School
6. Poor professional relationships in the community
7. Falsification of records, including application and logged hours worked
8. Use of drugs or alcohol
9. Taking home equipment without the permission of the Director
10. Making purchases in the name of the School without the authority of the Director
11. Any sexual harassment by a staff member on duty or on the grounds of the School, or in any job-related way toward another person
12. Failure to follow proper prescribed fire regulations in the School
13. Possession of firearms, explosives, fireworks, chemical weapons, or other similar devices anywhere on the grounds of the School
15. Speaking to the news media or to the public in the name of the School without expressed written or verbal permission of the Director
16. Serious violation of confidentiality of children, families, or employees of the School

Staff Qualifications

a. Staff members must be qualified by training and experience to carry out their respective functions in the administration, operation, and maintenance of our School. These employees must be mature, of good character, and possess suitable personal qualifications. Staff must be in good physical and mental health and have the energy and emotional stability necessary to fulfill the responsibilities of their positions.
b. Schools must review and evaluate the backgrounds of all applicants for employee and volunteer positions with the potential for regular and substantial contact with children, except for a parent of a child enrolled in the School who is applying to be a volunteer if such parent will not be counted in determining staff/child ratios and such parent will not be left unsupervised with children on a regular basis. All applicants whose backgrounds must be checked must be required to provide the following:
    1. a statement or summary of each applicant's employment history including, but not limited to, any relevant child-caring experience;
    2. the names, addresses and daytime telephone numbers of at least three references, other than relatives, at least one of whom can verify employment history, work record, and qualifications, and at least one of whom can attest to the applicant's character, habits, and personal qualifications to be a School staff member;
    3. a sworn statement by the applicant indicating whether, to the best of the applicant's knowledge, such applicant has ever been convicted of a misdemeanor or felony in New York State or any other jurisdiction;
    4. the information necessary to determine whether the applicant is the subject of an indicated report of child abuse and maltreatment as required by section 418-1.10(b) of this Subpart.
c. If an applicant discloses in the sworn statement furnished in accordance with paragraph (3) of subdivision (b) of this section that he or she has been convicted of a misdemeanor or felony, the School must inform the Office and provide a copy of the statement to the Office so the Office may take appropriate action in conformance with the provisions of section 413.4 of this Article.
d. Each child day-care School must be staffed to perform administrative/fiscal management functions and, during all hours of operation, program supervision functions, including developing, directing, and supervising daily activity programs for children. These functions may be performed by one individual or may be shared in any combination between two or more individuals.
e. When an agency operates multiple licensed Schools, the person performing the administrative/fiscal management functions may be shared across such Schools. Each licensed School must have a staff person who meets the qualifications set forth in subdivision (g) of this section to perform program supervision functions for that School.

Employee Regulations

To be eligible for employment at Friendship Tech Charter School of Excellence

- Teachers must have a minimum of a BA in Education or child-related field plus
- One year experience in teaching.
- Assistant Teachers must have a minimum of an Associate Degree as a Child Care Specialist
- plus one year in a classroom setting.

All staff must, as minimum requirements:

- Be at least 18 years of age.
- Possess, or be enrolled in a program that will lead to, a minimum of an Associate Degree as a Child Care Specialist within a one-year period and must have at least one year of experience working with children.
- Be able to read and write.

- Be able to provide evidence that he or she meets health requirements as evidenced by a completed wellness/medical form (provided by Friendship Tech Charter School of Excellence), stating that the employee is mentally and physically able to complete the prescribed job duties.
- Be able to work with children without recourse to physical or emotional punishment.
- Be able to praise and encourage children and provide them with a variety of learning and social experiences appropriate to the age level of the children served.
- Be able to communicate with parents and children in a positive manner and tone.
- Be able to recognize and take appropriate action against hazards to physical safety and mental health.
- Possess a current certification in First Aid and CPR within 6 months of employment.
- Be able to demonstrate dependability, patience, maturity of judgment, warmth, understanding, and flexibility.
- Be able and willing to increase skills and competence through experience, training, and supervision.
- Be able to carry out a program emphasizing child development.
- Be able to maintain a clean environment for children to learn and play.
- Be able to supervise children's play as directed.
- Be able to prepare equipment and supplies for group activities.
- Be able to interact with children who require special attention.
- Be able to serve meals and snacks.
- Be able to speak and act in a way consistent with the desires of parents and management.
- Be able to refrain from smoking on the property of Friendship Tech Charter School of Excellence or at any scheduled activity with children away from the School.

Head Teacher Job Requirements/Duties

- I must ensure that children of any age are always supervised and cared for by an adult, and never left alone or unattended.
- I understand that using physical punishment or use of verbal threats or harsh, loud, or abusive language in the presence of or directed toward a child can lead to immediate termination.
- I whole-heartedly accept my responsibility to interact actively and in a positive manner with the children individually and in groups, and will give them my full attention at all times. I will play with the children and guide them in scheduled activities.
- I understand that feeding time for toddlers, as well as older children, is a time to be nurturing and loving. A teacher must always be sitting down with children while they are eating.
- I understand that I must follow the instructions of the Executive Director, will treat them in a respectful manner.
- I understand that I must be polite and responsive to parents.
- I must see that children are kept clean during the day (hands, faces, noses, diapers) and that I must return a clean and tidy child with all of his/her belongings to the parent at the end of the day. Soiled diapers must always be changed before a parent leaves with their child.
- I understand that other assignments will be made in accordance with my job description including, but not limited to, cleaning the room furniture, equipment, and toilets and assisting in serving/preparing meals.
- I understand that Assistant Teachers in my classroom may be moved from one classroom to another, as staffing needs require, or even sent home, when the adult-to-child ratio has been met for the classroom.
- I understand that I must not attend to personal business during scheduled work time.
- I understand that sleeping during naptime is unacceptable and may result in a written reprimand.
- I understand that information about parents, children, or fellow employees is confidential and should never be shared with anyone else.
- I will complete other duties as requested.

Lead Teachers are also responsible for creating and implementing weekly lesson plans (including a parent letter and extended lesson plans), a monthly newsletter, observations, and keeping each child's individual portfolios current.

Lead Staff members will attend Lead Staff meetings (as scheduled by the Director) and monthly One-on-One meetings with the Executive Director. Coverage is provided for these meetings.

Assistant Teacher Job Requirements/Duties

Teachers are also responsible for reporting any comments or concerns regarding Teacher Assistants in writing to the Executive Director. Each semester the Executive Director will provide evaluation forms for Teachers to evaluate the Student Assistant assigned to their classrooms. If a concern arises with a Teacher Assistant, it is the Lead Teacher's responsibility to first discuss this with the Assistant. Then if the concern/problem is not resolved, the Executive Director will intervene. The Teacher is responsible for continuous training of the Teacher Assistants assigned to his/her classroom and providing the following classroom orientation:

- Tour of classroom
- Classroom policies
- Teacher expectations of the Teacher Assistant
- Children's files—location and confidentiality
- Releasing children—sign in/out sheets, location of authorized release forms
- Daily schedule
- Classroom safety
- Location of first aid kit
- Diaper changing procedure—emphasize wearing gloves and hand washing
- Emergency procedures
- Discipline policy
- Playground rules
- Complete other duties as requested

Staff Hours

The Head Teacher's hours are Monday–Friday 8:00–4:00. All Staff members are expected to arrive on time. Children arrive at the School as soon as the doors open at 7:00. It is the responsibility of the Lead Teacher to be there at least 15 minutes in advance (Monday–Friday) to prepare for the day's lessons and greet their children as they arrive.

Assistant Teacher's hours vary.

The Executive Director must approve any additional hours/overtime and hours are subject to change.

Break Time

Hourly employees working over 6 hours per day will be scheduled a break, providing the break does not conflict with maintaining the correct teacher/student ratio. A break consists of being relieved from all duties, and may be taken away from the School or at the School in the staff lounge away from all children and other staff that are still working. Breaks are not guaranteed and may change daily as determined by the staffing of the school.

Volunteering

All FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE staff members are to schedule to volunteer their time at the Annual Spring Carnival and/or any FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE fundraising or charity events.

Communication with Parents

Administrative Assistant/Receptionist/Lead Teachers will email parents on an as-needed basis about what the children have done that day, any concerns, or other important information or reminders.

Conferences

Parent conferences can and should be rewarding experiences. A parent conference is a meeting between a child's parent(s) and Teacher. The meeting will produce a good understanding of the child and his or her development. Parent conferences are to be scheduled by the Teacher and will be held twice a year.

There are several reasons for parent conferences. The first is progress. This means the rate at which each child is developing and meeting developmental milestones. Each child's developmental portfolio demonstrates this clearly and should be shared with families at that time. Conferences can also be arranged to discuss behavior: these are general conferences just to touch base with the parent. The parent can report on such things as the child's attitudes, health, family relationships, interests, and any social factors that may come into play with the child's development. The Teacher should report on such things as the child's attitude toward school and other children and progress in his/her development. In a parent–teacher conference you are expected to talk to the parent about any concerns/questions you or they have about what the child has learned, what they are learning, and what they will be learning.

Posted Information

Each classroom Teacher is responsible to assure that the following are posted in the room:

- Emergency policies
- Allergies
- Diapering policy (for infant and toddler classrooms)
- Cot assignments
- Pet care (by pet container)
- Class list, including parent names

On the Parent Board: Each classroom Teacher is responsible to post the following on his/her classroom "Parent Information Board":

- Current Weekly Lesson Plan
- Current Monthly Classroom Newsletter
- Daily Classroom Schedule
- Current School-wide Newsletter (optional)
- Field Trip Information and/or Upcoming Events
- Current Information on Early Childhood Education (optional)
- Other…coupons, pictures of children participating in activities for that week (optional)

Parent Communication

Parent Communication is very important. Make an effort to let each parent know something about what his or her child did during the day. Be open to reasonable parent requests and questions. If you are in doubt, please ask the Executive Director. Follow specific parent instructions or requests that are determined to be within the scope of our program. Pay special

attention to getting parent requests communicated to all staff members working with the child!! For staff working in toddler classrooms, you will be required to complete a daily report sheet for parents. Staff working in preschool classrooms must complete daily report sheets for parents requesting this form. Communication Logs are also critical in communicating with both your Teacher Assistants and families.

Staff Illness

It is extremely important that you keep yourself in good physical and mental health. The care and education of young children, while very rewarding, can also be very draining. In order to provide quality care and education for our children, you will need to have a lot of energy and an alert mind. Employees who become ill at the School must make sure that their shift is covered prior to leaving and notify their supervisor(s).

Absentee Policy

Staff members are responsible for maintaining regular attendance according to their schedule. Whenever a staff member must be absent for illness, family illness, appointments, etc., the following must be observed. Contact the Office staff immediately. Submit documents upon return to work.

Salaries

- The Federal minimum wage is observed for all employees.
- All part-time and full-time employees are paid for hours worked in a work pay period.
- Pay days are on the 15th and 30th of each month. The pay period ends on the Friday before the scheduled pay date.
- Increases in salary will be directly tied to years of experience and employee yearly review. All pay increases will be dependent upon the financial position of the School.
- Employees will not be paid for days absent from work.
- Employees will not be paid holiday pay if call-in is made the day before and\or after a paid holiday.
- All employees will be notified of holidays that the school will be closed.

The School employee normally works a regular work week of not more than 40 hours. Work weeks for any hourly employee exceeding forty hours must be authorized by the School Executive Director. Personnel needs would differ according to the School schedule to meet the service needs of the children. It is the responsibility of the School's Executive Director to schedule each part-time employee's work week according to the School's needs. Part-time employees' hours may vary according to School needs and size.

Time above the regularly scheduled work week must be authorized in advance by theDirector. Authorized overtime is paid at time and one-half for time over forty hours worked during the week, except for those employees in executive, professional, administrative, or technical positions who are exempt from overtime provisions of the Fair Labor Standards Act.

Dress Code

The FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE requires all staff to wear a FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE shirt. The following describes dress that is appropriate for staff while working at the FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE.

- Clothing that is modest and provides appropriate coverage
- Shorts, skirts, and dresses must be no shorter than where your fingertips meet your thigh when your arms are hanging at your side
- Clothing that allows staff members to move freely, sit on the floor, and be with the children

- Shoes that allow that staff members to comfortably play outside with the children and play games with them
- All sandals must have a strap
- Clothing that allows staff members to be comfortable with the messy activities of the program
- Staff should be dressed neatly, cleanly, comfortably, approachably, and properly covered

The following are prohibited:

- Revealing clothing
- Hats
- Clothing with offensive or suggestive content
- T-shirts w/o the FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE logo
- Tank-tops with straps thinner 3 finger widths
- Tube tops
- Midriff tops
- Sweat pants
- Stilettos or thin-heeled shoes
- Spandex
- Ripped jeans
- Long dangling jewelry

All facial piercings must be removed and tattoos should be covered.
Any one who is not in compliance with the dress code guidelines listed above will be sent home and asked to change before returning to work.

Confidentiality

It is contrary to the interests of the School and those we serve to give out information regarding children and their parents. Such information should be held in strict confidence and should not be discussed with anyone outside of the School. We trust all staff members will appreciate the value of respect for one's privacy. Inside the School such information shall be discussed only when it will benefit the care we offer the children and their parents. Personal pictures of the children are not to be taken. Information, pictures, and talking about the children will not be allowed on blogs, personal webpages, Facebook, or MySpace.

Any staff member who violates this agreement is subject to immediate termination.

Staff Meetings

Staff meetings are scheduled on the last Wednesday of each month or as scheduled by the Executive Director. The Director of Operations and Teachers are expected to attend all staff meetings. An absence from a required meeting should have approval by the Executive Director prior to the meeting. It is the responsibility of the staff member missing the meeting to obtain information missed from the meeting.

Staff Evaluations

Teachers are observed and informally evaluated on an on-going basis. Informal evaluations may occur with or without prior notification. Teachers will receive a formal evaluation yearly in June prior to reappointment. This evaluation will be discussed with the teachers, individually, and they will have the opportunity to sign the evaluation signifying that they have read it. Teachers may accept the evaluation and/or write a statement concerning any points on which they disagree. The evaluations and any statements will become part of the teacher's working file.

In order for our School to run smoothly, staff members must be willing to work together. When a concern arises with another staff member, the Executive Director and other parties involved will

discuss the concern and improvement goals will be determined along with an appropriate time-line. The conference will be documented in writing, signed by the individuals present during the conference, and placed in the individual's personnel file.

If the individual is showing an effort at meeting the goals but has not yet met all designated goals within the stated time period, the Executive Director reserves the right to determine if a second conference is necessary to continue working toward improvement or if the individual's employment should be terminated. If the individual has not made an effort toward improvement during the stated time period, the individual's employment will be terminated.

Resignations, Dismissals, Grievances

A teacher may be terminated by the Executive Director/Board of Trustees for gross negligence in performing required duties, failure to provide quality performance, refusing to work when needed and available, continuous personal conflicts with other visitors, staff members, parents, or children, and gossiping with other staff members, students, parents, or visitors. Teachers will be counseled where there is a deficiency in performance and every effort will be made to help the teacher solve a problem.

There are, however, exceptions to this rule. The following are grounds for immediate dismissal:

1. Striking or abusing a child, humiliating a child, withholding food from a child as punishment (Removing food that is being played with or sending a child from the table when he/she is playing with food consistently instead of eating is NOT considered withholding food. Food has been offered, the child has not eaten it. However, this should be done only as a last resort and only in extreme cases.)
2. Abuse or inconsiderate treatment of parents, staff, or visitors
3. Unauthorized removal of property
4. Unauthorized removal of records or unauthorized divulgence of parents', children's, or School's confidential information
5. Leaving children unattended and/or unsupervised
6. Leaving your work shift without prior authorization
7. An employee will give 2 weeks notice in writing of intent to resign from his/her job at the School.

Employees shall state their grievances in writing and submit them to the Director.

General Health and Safety

Teachers will insure that the children:

- Wash their hands before and after meals, and after toileting.
- Wash their faces after meals.
- Children remaining at the School for more than four hours shall be encouraged to nap according to their individual needs. Children who do not sleep shall have a quiet time.
- Each child shall have a blanket, provided by the parent. Children shall not share bedding.
- Teachers will monitor the bathroom if more than one child is using it.

Teachers must report any suspected child abuse immediately to the Executive Director.

Authorized Adults: Signing In and Out

The arrival and departure of children are extremely important events. Parents develop opinions about the School, Teachers, and the program from these interactions. PLEASE GREET VISITORS, PARENTS, AND CHILDREN BY INTRODUCING YOURSELF AS THEY ENTER YOUR ASSIGNED ROOM AND ACKNOWLEDGE THEM WHEN THEY LEAVE! Parents should sign in the exact time they drop off their child in the room each day on the

designated form located at the entrance to each classroom. Parents must also sign out the exact time they pick up their child.

A parent(s) must designate, in writing, all other adults who may pick up their child from the School. If an unfamiliar adult comes to pick up a child, check the listing of authorized adults for the child and if their name is listed, check their identification. If you recognize the person listed, you do not need to check I.D. The authorized adult must sign the child out on the daily attendance record with their signature. IMPORTANT: No matter how insistent a person may be, if he/she is not on the list, you CANNOT let the child leave. If you need assistance please call the front desk immediately.

Classroom Safety

The staff is responsible for the safety and well-being of each child. To do this, the staff shall be responsible for the following safety precautions:

- The classroom shall be arranged to allow for freedom of movement with no sharp corners, unanchored bookshelves, or other safety hazards.
- All furniture and equipment shall be in good repair.
- Carpeting shall be kept clean.
- Walls shall be kept clean and free of dirt, paint, or cracks.
- Classrooms shall be kept clean and free from accumulated trash and dirt.
- All medications and cleaning substances or any toxic substances shall be kept under lock and key with the key out of children's reach.
- Any items in need of repair or cleaning shall be reported to the administration.

Medical Emergency Policy; Accident Reports

DO NOT leave an injured child unattended or leave the other children. Have another Teacher assume responsibility for the other children if you have to leave the area to care for an injured child. Provide basic first aid. A first-aid kit is located in each room.

If an injury is serious enough to be considered an emergency, the Teacher or Director should call 911 for ambulance assistance. One staff member will accompany the child to the hospital. Staff members are not allowed to transport children in their cars! The Teacher or Director will contact the parent(s), who should meet their child at the designated hospital Emergency Room (the child must be taken to the hospital stated as the preference on the Emergency Medical Form) or to the nearest hospital. The emergency release form and current physical for the child must be sent with the child and staff member to the emergency room.

After the child has received emergency medical care, FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE personnel must complete an Accident Report Form. A copy of the Accident Report Form shall be given to the Director and a copy shall be placed in the child's file. The original will go to the parent(s).

If a child is injured at the School, the Teacher in charge shall administer first aid and then complete an Accident Report Form describing the injury. An Accident Report Form shall be filled out if: the injury leaves a mark, bump, or cut on the skin; if it involves a burn; if the injury involves the head, even if there are no visible signs of the injury; if a child bites/is bitten. The purpose of the form is to notify parents of the injury, how it happened, and what steps we took to administer first aid and to correct (if possible) the circumstances that caused the injury. A parent must sign the form to acknowledge that he/she is aware of the child's injury. The parent gets the original of the form on the day of the injury; one copy shall be kept in the office. The parent shall be notified by phone of the injury if it is a head injury, a bite that breaks the skin, an allergic reaction, and any injury that might need medical attention. If a student assistant is required to

complete an Accident Report Form, a Lead Teacher or administrative staff member must provide an authorizing signature. A parent signature is also required.

Emergency Procedures

Fire drills will be conducted monthly. Teachers must shut windows and close doors behind them. One Teacher will lead children out the nearest, designated exit, and the second Teacher will follow the children out. Children and Teachers will stay together in a group in the grassy area to the east of the building by Fairmount Towers. Teachers must take the emergency bag, children's files, and sign-in sheets. Teachers are to take roll and a head count when safely outside the building. Teachers will lead children inside the building after the designated person in charge has given the all-clear.

Tornado drills will be conducted monthly, April through September. The Director will announce the drill. Teachers will lead children to the designated tornado drill location, located outside Room 8 in the storm shelter. Children will sit on the floor against the wall. Teachers must take the emergency bag, children's files, and sign-in sheets. Teachers are to take roll and a head count when safely at the designated location. Teachers will lead children back to the classrooms after the designated person in charge has given the all-clear.

Playground/Outdoor Play

The Teacher will enforce the following playground rules and inform Teaching Assistants to enforce them also:

1. Children may not throw sand or tire chips.
2. Children may not climb up the slide.
3. Children must slide feet first down the slide and must be on their bottoms.
4. No toys from the classroom or toys from home are allowed outside on the playground. Balls, shovels, or other outdoor materials are not allowed on climbing structures.
5. Tricycles must stay on the sidewalk. Children must be seated to ride tricycles. If a child runs into the wall or another child while riding the tricycle, they will lose their turn.
6. Children must sit down to swing. Only one child will be allowed on the swing at a time. Children may not stand on the swing.
7. Pushing, shoving, and wrestling are not allowed.
8. Staff are to be actively involved with the children on the playground. Staff must be positioned to view all parts of the playground. Staff must be spread out throughout the playground so that they are on opposite ends of the playground from each other.
9. Children may not climb on the fence.
10. Children may not climb on top of the monkey bars.

While you are outside with the children, it is your responsibility to be actively engaged with the children. Adults should be spread out over the playground, able to see all areas.

The children are taken outside daily (except in cases of inclement weather) for fresh air and when we go out on hot days, Teachers need to be mindful of the effects of heat on the children. We will provide opportunities for shade and plenty of water, and limit the amount of time the children are outdoors.

Visitors

We have an "OPEN DOOR" policy and we welcome parents and others to visit our School. We will notify Teachers in advance of scheduled visitors. Besides prospective parents, we also have student teachers, teacher observers, administrators and an occasional "drop in" visitor. Staff are expected to be courteous at all times to these visitors and welcome them to our School.

Community Walks

Teachers may take children on community walks. When leaving the School's premises, you must note the time you left, where you are going, when you will be back, and the names of the staff persons present on the walk. You must also provide the front office with a copy of your completed permission form before leaving the School.

Emergency medical forms, first aid kit, and health assessments for each child must be taken on the walks.

Maintenance (room/building organization and cleanliness)

It is the responsibility of each staff member to keep rooms and the building neat, safe, clean, organized, attractive, and appropriate for children. The lead Teacher is required to have the classroom ready each day before the children arrive, and is responsible for leaving the room clean and orderly at the end of the day. Teachers will encourage children to clean up after themselves in the restrooms, making sure that the water is turned off, sinks and counters are wiped off, toilets are flushed, and there is no paper on the floor.

Telephone Policy

The School telephones are for business purposes. Staff may not receive telephone calls while they are in the classroom except in an emergency. Telephone messages will be taken in the front office and left in each staff member's mailbox. Staff members are responsible for checking their mailboxes for all messages. Phone calls, text messages, and IMs are to be returned only on your break.

Cell Phones

Cell phones are prohibited during Teachers' working hours. Cell phones must be turned off and stored in the teacher's car, purse, locker, or desk. The cell phones are not to be kept on a belt clip or in a pocket. Please give the school phone number to family members, day care, etc. for emergency purposes. If there is an emergency, the school secretary will contact you with the necessary information. The school's phone number is not to be used for social purposes.

Text messaging is prohibited during working hours. Teachers may use their cell phone only during their lunch break or after work hours.

Personal Belongings

Personal belongings (including medication) should be stored in a locked cabinet out of sight and reach of the children. Friendship Tech Charter School of Excellence recommends that employees leave all purses, wallets, or other belongings locked in their car or in the Director's office. Friendship Tech Charter School of Excellence is not responsible for any lost or missing items.

Break Time

Hourly employees working over 6 hours per day will be scheduled a break, provided the break does not conflict with maintaining the correct teacher/student ratio. A break consists of being relieved from all duties, and may be taken away from the school or at the school in the staff lounge away from all children and other staff who are still working. Breaks are not guaranteed and may change daily as determined by the staffing of the school.

Mailboxes

Each staff member has a mailbox located in the main office, which should be checked at least once every day the staff member is at work. It is also *extremely* important to check your email every day. This is how most correspondence, in-service opportunities, parent questions, etc. may be delivered.

Photo Copier

A copy machine is available to all teaching staff and may be used to copy newsletters and curriculum materials. Personal use of the copier is not allowed.

Smoking

The use of alcohol, drugs, or tobacco products is not permitted in the School, on the playground, or on the grounds. Before returning for your shift after smoking, you must wash your hands and have a fresh shirt to change into.

Staff Bulletin Board

The Bulletin Board is used to inform staff of new policies, workshops, field trip opportunities, etc. It is the staff's responsibility to check the board for current information and announcements.

Record Keeping

It is the responsibility of the Lead Teacher to keep accurate and up-to-date copies of accident report forms and any other classroom activity warranting permanent or temporary records. Communication logs are kept on file for 6 months to a year. Daily sign-in sheets are to be turned in at the end of each week to the office.

Attendance

When parents notify the office of a child's absence, we will notify the Teacher. It is the Teacher's responsibility to check their mailbox daily. If a parent informs the Teacher of an upcoming absence or extended absence, the Teacher shall notify the office. If a child is absent for an entire week without explanation from the parents, the Teacher should make a call to the home and then inform the office of the child's absence and the reason.

Video Policy

Children should not bring videos from home. Movies will only be shown to children when they are used as a supplement to the theme for the week. The movie must be rated G and must be educational in nature. Teachers may show an educational video for 20 minutes per day or an approved full-length feature that is no longer than 100 minutes one day per week. You should incorporate the video with the week's lesson plans. A request form must be completed with the name of the video and how it relates to the lessons for the week.

Lesson Plans

Lead Teachers are responsible for posting lesson plans for the current week on their Parent Information Board by Monday morning, before the children arrive. Weekly activities must be planned in accordance with the school's philosophies and curriculum guidelines of developmentally appropriate practice and discovery learning. Teachers shall plan activities to balance the day/week for the children and to avoid neglect of any one curricular area. A lesson plan form will be distributed to all Teachers and will be used to plan weekly curriculum. Lesson plans for the following week must be completed and emailed to the Executive Director by 4:00 pm on Sunday.

Newsletters

Newsletters shall be informative, positive, and attractive in appearance; spelling and grammar shall be correct. All newsletters shall be typed. A final draft of the newsletter is to be emailed to the Director at least 1 week prior to the end of the month. Parents will then be emailed a copy of the newsletter by the Lead Teacher. Computers are provided in the resource room as well as wireless internet. The front office computer can be used by staff only after clearing it with the Administrative Specialist.

Holidays

It is impossible to totally ignore holidays/celebrations, especially the Christmas season, in view of the flurry of activities generated by them. We need to be aware of, and sensitive to, the diversity of customs and beliefs represented by the children in our School. It goes without saying that no child should be embarrassed or made to feel alienated because of his or her parents' specific faith or beliefs. Each holiday season provides an opportunity to emphasize mutual understanding, acceptance, and brotherhood among all racial, ethnic, and religious elements of the human family. Activities should not involve children in worship activities and should be structured to present the culture rather than the religious emphasis of the season/holiday.