

## APPLICATION SUMMARY

Charter School Name	Timothy Hill Community Charter School
Applicant Name(s)	Thaddaeus Hill
Media Contact Name	Thaddaeus Hill
Media Contact Email Address	thill@timothyhillranch.org
Media Contact Telephone Number	631-369-1234
District of Location	Riverhead School District
Opening Date	Fall 2013
Proposed Charter Term	September 2013 - June 2018
Proposed Management Company or Partners	Timothy Hill Children's Ranch
Projected Enrollment and Grade Span During Charter Term	Grades 7-12; Boys 210 students
Projected Maximum Enrollment and Grade Span	Grades 7-12
Mission Statement	The Mission of the Timothy Hill Community Charter School is to ensure that THCCS students have the opportunity for further success in the college of their choice and/or a viable career choice. Strategic focus on the development of social, behavioral, and organizational skills will maximize students' academic potential and prepare them as life-long achievers.

## **I. APPLICATION SUMMARY**

**Mission Statement:** The Mission of the Timothy Hill Community Charter School is to ensure that THCCS students have the opportunity for further success in the college of their choice and/or a viable career choice. Strategic focus on the development of social, behavioral, and organizational skills will maximize students' academic potential and prepare them as life-long achievers.

**Objectives:** 1. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure; 2. Encourage the use of different and innovative teaching methods; 3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and 4. Provide a middle school / high school with a performance-based accountability system for meeting measurable student achievement results.

### **Key Design Elements:**

Timothy Hill Community Charter School will offer a high-quality educational program of choice for male students in grades 7-12. THCCS will embrace five core elements: 1) Rigorous, individualized academics, 2) Intentional self-management focus, 3) Data-driven decision-making, 4) Therapeutic and supportive school culture, 5) Authentic, real-world vocational and civic integration.

### **Targeted Student Population:**

In the initial charter years, THCCS will target the needs of young men in grade levels 7-12, though it is our intention to serve the educational needs of young women in these grade levels in future years. THCCS's innovative approach to equipping at-risk students targets a student population in need of strong self-management skills. THCCS will offer professional services for behavioral/social disorders. Yet, students without such designations could also greatly benefit from the individualized, project and adventure-based academic program with a school culture of respect and self-management. Applications will be accepted from all interested parties.

### **Curriculum and Instructional Features:**

The Timothy Hill Community Charter School curriculum will be based on the New York State Learning Standards and Common Core Curriculum, and will utilize self-paced as well as direct teacher instruction and project-based experiences. Instructional Features will include a longer school day to include vocational/therapeutic/community learning experiences; self-management instruction and monitoring, including individual and group modes; student responsibility for goal setting, behavior, and class placement; two classroom tracks at each grade level; adventure-based learning experiences; project-based learning integration of academics with civic and vocational areas.

### **Plan for Instructional Staffing and Leadership/Management Design:**

THCCS will hire certified, highly qualified educators, as well as highly qualified uncertified specialists in areas such as vocational/technical instruction. Staff social workers and counselors will be an essential component of the staff.

**Plan for Partnering with Timothy Hill Children's Ranch:** THCCS proposes partnering with the Timothy Hill Children's Ranch to take advantage of physical resources as well as specialized staff. Both of these components are considered important to achieving the school goals of THCCS.

**CERTIFICATION AND ASSURANCES STATEMENT**

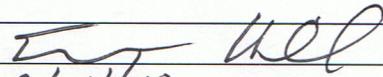
Proposed Charter School Name Timothy Hill Community Charter School  
 Proposed School Location (District) Riverhead

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

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."<sup>1</sup>

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

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application<sup>2</sup>
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;<sup>3</sup> and,
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.<sup>4</sup>

Signature of Applicants:	
Date:	2/14/12
Print/Type Name:	Thaddeus Hill

<sup>1</sup> N.Y. Education Law § 2854(2)(a)

<sup>2</sup> ESEA § 5203(b)(3)(J)

<sup>3</sup> ESEA § 5203(b)(3)(K)

<sup>4</sup> ESEA § 5203(b)(3)(N)

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## I. Mission, Key Design Elements, Enrollment, and Community

### A. Mission Statement and Objectives

The Mission of the Timothy Hill Community Charter School is to ensure that THCCS students have the opportunity for further success in the college of their choice and/or a viable career choice. Strategic focus on the development of social, behavioral, and organizational skills will maximize students' academic potential and prepare them as life-long achievers.

THCCS takes its school objectives directly from several of the objectives identified in the Charter Schools Act:

1. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
2. Encourage the use of different and innovative teaching methods;
3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
4. Provide a middle school / high school with a performance-based accountability system for meeting measurable student achievement results.

### B. Key Design Elements

**Timothy Hill Community Charter School will offer a high-quality educational program of choice for male students in grades 7-12.** Timothy Hill Community Charter School will embrace five core elements: 1) Rigorous, individualized academics, 2) Intentional self-management focus, 3) Data-driven decision-making, 4) Therapeutic and supportive school culture, and 5) Authentic, real-world vocational integration.

**1) *Rigorous individualized academics.*** Timothy Hill Community Charter School will be an academically rigorous secondary school. The Timothy Hill Community Charter School curriculum will be based on the New York State Common Core Curriculum and will utilize self-paced as well as direct teacher instruction and project-based experiences. It is designed to challenge students to do their best academically regardless of their language proficiency, special education status, or the academic level at which they enter the school.

Our rigorous core academic program will provide more instructional time, allowing for four hours of individually targeted math, English, history, and science studies, and an additional four hours of vocational/therapeutic/community learning experiences each day. Both academic remediation and acceleration will be enabled by a longer school day.

**2) *Intentional self-management focus.*** Timothy Hill Community Charter School will build into the educational program and the school day components of self-management. Individual

support as well as group experiences will assist students to take accountability for safety, honesty, respect, responsibility, community, relationships, leadership, and character. Students will take responsibility for goal setting, behavior, and class assignment. The intention is to run two tracks at each class level; one for intensive behavior modification, and one for advanced privileges and opportunities. Therapeutic intervention experiences will be developed around the wide scope of available resources. Timothy Hill Ranch has 18 horses, a working greenhouse, and a 100-acre campground facility for adventure-based programming.

**3) Data-driven decision making.** THCCS will use a variety of assessment systems to measure student progress and inform instruction. These include absolute measures such as the NYS tests, value-added measure such as diagnostic and aptitude measurements, and internally developed, externally-validated periodic exams. Feedback from these measurements will inform student programming. As well, school-wide decision making will be based upon relevant data and research, including staff and board development, facilities management and acquisitions, and community interactions.

**4) Therapeutic and supportive school culture.** Timothy Hill Community Charter School culture will be based on the eight pillars of our Step-In Program: Safety, Honesty, Respect, Responsibility, Community, Relationships, Leadership, and Character. Staff will encourage students to self-monitor in these areas. Privileges and benefits may be earned or forfeited based on student adherence to these values. All students are valued and, regardless of background or disabilities, will be expected to achieve to their highest potential.

**5) Authentic, real-world vocational integration.** Timothy Hill Community Charter School is committed to building individual and group pride as well as individual competencies in areas of real-world experiences. In addition to the school day opportunities to learn skills in the Ranch greenhouse, stables, and other technical and vocational skills workshops, project-based learning tied into the core academics will afford the students the opportunity to prepare authentic presentations of learning. Both the community and the individual student will benefit from this integration of academics into civic and vocational areas.

### C. Enrollment, Recruitment, and Retention

Grade	First Charter Period					Full Enrollment
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
7	5	10	25	30	30	
8	5	10	25	30	30	
9	25	40	40	40	45	

<b>10</b>	10	30	45	45	45	
<b>11</b>	5	15	25	25	30	
<b>12</b>	5	15	25	25	30	
<b>Total # of students</b>	<b>55</b>	<b>120</b>	<b>185</b>	<b>195</b>	<b>210</b>	

Age levels of projected student enrollment at each grade level are anticipated to vary greatly due to the large percentage of over-age, underserved students. All students will be placed in a grade level dependent upon placement test scores. Additionally, high school students will be placed in a grade level based upon number of high school credits earned, regardless of age. Promotion will likewise be based on credits earned by receiving a passing course grade.

Projected enrollment figures have been selected very conservatively, based upon the current residents of Timothy Hill Children’s Ranch and consultation with the local school district administration. However, enrollment and retention rates will likely expand aggressively due to the specialized abilities of THCCS to address the needs of students at-risk of academic failure and simultaneously provide innovative learning experiences for both college and career-bound students at the middle school and high school levels.

By consistently communicating with key public school leadership within the surrounding school districts as well as broadly publicizing the achievements and local community involvement of THCCS students, the excellent educational choice at THCCS will become well-known.

As well, Timothy Hill Community Charter School plans to not only continue and further develop measures already undertaken, but also create new strategies for recruiting prospective students. THCCS will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring an English translation.

Among the recruitment efforts are the following:

- Post flyers and notices in local newspapers, supermarkets, churches, community centers, and apartment complexes
- Post news articles as well as web articles
- Advertise through the newspaper, local television access, and radio interviews and ads
- Present the program to local civic groups and churches
- Monitor and respond to email comments, inquiries and application submissions to THCCS website
- Organize numerous informational meetings at community venues such as public libraries as well as the Timothy Hill Children’s Ranch
- Organize school enrollment fairs both at the campus location and at public locations
- Encourage counselors, social workers, and special education coordinators at nearby schools to hand out applications

- Canvass neighborhoods door-to-door to further reach interested families and leave materials
- Mail applications to prospective students identified by expected grade levels served by THCCS

However, growth in student population will follow best practice methods of controlled growth, ensuring that the educational staffing, facilities, and other relevant resources are firmly in place to accommodate the increasing demand for a placement at THCCS.

Indications from the present level of outreach reveal strong need and support for such an alternative public school option at the middle school / high school level. Between the time of this application submission and the interview with the authorizing agency, THCCS Founding Committee will summarize the public comment and expressed intentions to enroll at THCCS.

### **Proposed Application, Admissions and Enrollment Process:**

Timothy Hill Community Charter School shall be open to any boy who is eligible under the laws of New York State for admission to a public school in grade levels 7-12, and the school shall ensure compliance with all applicable antidiscrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school. Annually, new students will be admitted to THCCS through a lottery system, without regard to prior measures of achievement or aptitude, disability, ethnicity, race, gender, national origin, religion or athletic ability.

Formal recruitment of incoming students for the opening year will begin after THCCS has been authorized. Recruitment materials and school applications will be available in both English and Spanish. No later than January 1 of the opening year, THCCS will advertise open registration. Potential students will submit applications between January 1 and March 15. All applicants who have properly filed an application by the deadline will be accepted as long as there are slots available. If by the application deadline the applications exceed the number of openings available, a public lottery will be conducted to fill all enrollment slots. Acceptance of students will not be on a first come first served basis. In the event that applications exceed the number of slots and at a date specified within two weeks of the end of the on-time application period, a lottery will be conducted and observed by a third party auditor. Students will not be admitted prior to the lottery.

In its first year of operation, the school will accept applications for admission to grades 7-12, from boys only, with a maximum of 30 students per grade level. In subsequent years, THCCS will refill any vacant spots that exist in each grade level and create additional classes per grade level at the Head Master's discretion. In any event, the maximum number of students shall not exceed 245 at anytime during the first five years of operation.

Admission preference shall be granted to applicants in the following manner:

- After the first year, first preference will be given to returning students, who will automatically be assigned a space within the school.
- Second preference will be given to siblings of students already enrolled in THCCS. For definition purposes, “siblings” are two or more children that are related either by birth by the same father or mother or by legal adoption or legal guardian.
- Third preference for admission will be given to students who reside within the local school districts within a fifteen-mile radius of THCCS’s campus.

Once all seats have been filled through the lottery process, names will continue to be drawn in order to form a waiting list for each preference category and grade level. Once all names from the lottery have been entered on the waiting list, additional students desiring to register at THCCS may be added to the list. When vacancies arise and within the first two weeks of the school year, students from the waiting list will be accepted based upon the order of random selection from the lottery. The waiting list shall expire annually.

Please refer to Attachment 1, Admissions Policy and Procedures.

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

Timothy Hill Community Charter School will extend the professional expertise of the counselors / social workers and administration of the Timothy Hill Children’s Ranch into the proposed academic setting. Timothy Hill Children’s Ranch has been serving the needs of troubled teens at its Riverhead location for more than 30 years, therefore Riverhead is the natural location for a charter school looking to incorporate therapeutic approaches within the academic program.

Timothy Hill Community Charter School’s innovative approach to equipping at-risk students to succeed in life-long learning skills will target a student population in need of strong self-management skills. Critical analysis of local demographics is a determining benchmark for anticipated student enrollment.

THCCS’s proposed Board of Trustees and School Leadership team have determined that the best strategy for THCCS initial charter period to limit enrollment to boys. By so doing, THCCS will not only embrace best practice standards which demonstrate the academic advantages of gender-based education, but also will help minimize the transitional strategies required for Timothy Hill Children’s Ranch residents and staff who will be involved in the charter school. Timothy Hill Children’s Ranch has a proven successful track record of dealing with the needs of a male population without the ensuing distractions of gender interactions.

However, of particular note should be Timothy Hill Community Charter School’s long-range intention to also initiate a charter school to specifically address the educational, social/emotional/behavioral needs of college and career-bound female middle school/high school students. The THCCS Board of Trustees will keep an attentive eye to timing and need for

such a second charter school. A waiting list of interested female applicants will be kept in preparation for this intended eventuality.

Our student population is expected to mirror the profile of the Riverhead School District as well as the Mattituck/Cutchogue School District in regard to low income and LEP students. However, the student enrollment percentage of students with learning disabilities or behavioral disorders is expected to be much higher than the local school district as a whole due to our intended focus on at-risk and underserved student populations.

According to the latest RSD Report Card on file for the Riverhead School District, 26% of the students qualify for free and 9% for reduced lunch. Limited English Proficient (LEP) students number 6%; 13% of students were classified as students with disabilities. Census data cites that 26.8% of the population in Riverhead lives below the poverty line, substantially higher than the state average of 14.1%.

The Mattituck/Cutchogue School District Report Card statistics report 11% of the students qualify for free or reduced lunch, Limited English Proficient students number 1% and 9% of students were classified as students with disabilities. Analyzing the data from these two districts is critical to our outreach.

Additionally, the student population expected at THCCS will include a high percentage of over-age, under-credited students. Those with social/emotional/behavioral disorders tend to be among those who have not been successful in high school credit-bearing courses. It is the intent of THCCS to offer professional services for behavioral/social disorders to a wide range of students from the districts within geographic reach who could benefit from such an opportunity.

Further, THCCS will offer support for educators within the local school districts to share professional expertise in social/emotional/behavioral management strategies and best practices. Discussions with the Superintendent of Riverhead School District have been initiated and have thus far shown favorable interaction. Likewise, contact with the Riverhead Charter School with current enrollment in grades K-6 have been mutually beneficial and productive.

## **E. Public Outreach**

THCCS leadership has met with school leaders at the Riverhead School District, the Riverhead Charter School (K-6), community leaders through the Rotary Club and other community organizations, the Riverhead Town Supervisor and Board, and community media publishers. Public meetings have been held at the Rotary Club and the Town of Riverhead Board, which has been broadcast on local public access television. Additionally, ads requesting public comment have been published in the local media. To this point, support and discussions of collaboration have been overwhelmingly positive, along with some to-be-expected negative comments

regarding the funding. Letters of support and copies of agendas and media publications are attached.

Timothy Hill Community Charter School plans aggressively developing outreach strategies already undertaken and create new opportunities for the local stakeholders to be informed and to comment on the proposed charter school. Translation services will be used wherever necessary to ensure equal access to information.

Among the outreach efforts are the following:

- Post flyers and notices in local newspapers, supermarkets, churches, community centers, and apartment complexes
- Post news articles as well as web articles
- Television and radio interviews and purchased spots
- Presentations to local civic and church groups
- THCCS website
- Informational meetings at community venues such as public libraries as well as the Timothy Hill Children's Ranch
- Continued collaborative discussions with public and charter school officials as well as the local parochial school
- Canvass neighborhoods door-to-door to further reach interested families and leave materials

## **F. Programmatic and Fiscal impact**

THCCS will offer an educational program which will not only be unique within the area, but also fulfill a very specialized purpose. It is for these reasons that THCCS will be viewed as collaborative, not competitive. THCCS leadership has already begun laying the foundation for strong relationships with the public schools, including Riverhead Charter School, an elementary level charter. Currently there is one middle school / high school level parochial school in the district, Mercy High School, and no other private schools on record. THCCS will also reach out to Mercy High School to inform and assist.

Fiscal impact upon the local schools will not be significant due to the low enrollment anticipated as well as the program focus on at-risk students. The local school district is currently outsourcing educational services for their behavioral/social disorder students and vocational services. THCCS is anticipated to be more cost-efficient for these services.

## II. Educational Plan

### A. Achievement Goals

**English Language Arts Goal:** Students will read, write, listen, and speak for information and understanding, literary response and expression, critical analysis and evaluation, and social interaction.

- **Absolute Measures:**

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8<sup>th</sup> grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

Comparative Measures:

Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above after four years will at least equal that of students in the high school Accountability Cohort from the local school district.

- **Growth Measures**

Each year, the group of students in their second year of high school who have taken a norm-referenced literacy test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

**Mathematics Goal:** Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurements, and statistics and probability.

- **Absolute Measures**

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8<sup>th</sup> grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

- **Comparative Measures**

Each year, the percent of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above after their fourth year will be at least that of the students in the high school Accountability Cohort from the local school district.

- **Growth Measures**

Each year, the group of students in their second year of high school who have taken a norm-referenced mathematics test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

**Science Goal:** Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment, and recognize the historical developments of ideas in science.

- **Absolute Measures**

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents Science exam by the completion of their fourth year in the cohort.

- **Comparative Measures**

Each year, the percent of students in the high school Accountability Cohort passing a Regents Science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.

**History/Social Studies Goal:** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, geography, economics and turning points in the history of the United States and world history..

- **Absolute Measures**

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

- **Comparative Measures**

Each year, the percent of students in the high school Accountability Cohort passing a Regents U.S. History exam with a score of 65 or above after their fourth year will be at least equal that of the students in the high school Accountability Cohort from the local school district.

Each year, the percent of students in the high school Accountability Cohort passing a Regents Global History exam with a score of 65 or above after their fourth year will be at least equal that of

the students in the high school Accountability Cohort from the local school district.

**NCLB Goal:** The school will make Adequate Yearly Progress.

- **Absolute Measure**

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

**High School Graduation Goal:** THCCS students will successfully complete all necessary requirements for graduation, being well prepared for the college or career of their choice.

- **Absolute Measure**

Each year, 75 percent of students in each high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.

Each year, 75 percent of students in the high school Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.

Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.

Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.

- **Comparative Measure**

Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will at least equal that of the high school accountability cohort from the local school district.

**Vocational Education Goal:** Students who choose the vocational track will understand and become proficient in trade knowledge and skills

- **Absolute measure**

Each year, 80% of students on this track will score at least 85 on instructor-designed assessments of workplace knowledge and skills.

Each year, 80% of students on this track will successfully complete 180 hours of vocational skills practice

**Health and Fitness Goal:** Students will understand and apply the concepts of a healthy lifestyle.

- **Absolute measure**

Each year, 80% of the enrolled students will accomplish 75% of their individual fitness goals which will include successful completion of 125 hours of physical fitness and health education per year.

**Community Service/Citizenship** Goal: Students will understand and apply concepts of community involvement and civic responsibility

- **Absolute measure**

Each year, student will successfully complete 50 hours of Community Service/Citizenship tasks.

## B. School Schedule and Calendar

The Timothy Hill Community Charter School schedule and calendar are both significantly longer than the traditional New York public schools and the required 180 days. We believe that a longer day and a longer school year allow for maximum intervention strategies and consistency in lifestyle routines, as well as greater academic opportunities. We expect students to attend school for a minimum of 185 days each year. A week-long prep session, Adventure Academy, held the week before classes begin will be used to teach students the expectations at THCCS, build group cohesiveness in adventure-based experiences, and to administer placement tests in both academics and social/emotional development. Please see attachments 3a and 3b for a sample daily schedule and an annual calendar for both students and staff.

## C. Curriculum and Instruction

Using the Common Core State Standards, THCCS will intentionally focus on college and career readiness. A high school graduate from THCCS will be deemed ready for college by demonstrating he or she has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework. Additionally, a THCCS graduate prepared for college will be expected to understand social issues and civic responsibilities, historical foundations of society, and a working knowledge of sciences.

Being ready for a career means that a high school graduate has the English and mathematics knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for the chosen career. Additionally, a THCCS graduate will have a working knowledge of technical/vocational skills and workplace readiness demonstrated by successfully completing workplace forms and an understanding of workplace practices and ethics.

At THCCS, college and career readiness means developing key foundational content and “big ideas” from core subjects, as well developing self-management skills: time management, study skills, goal setting, self-awareness, interpersonal relationships, and resiliency.

To that end, THCCS will use an educational model that includes a balanced continuum of goal-focused, direct teacher instruction, as well as self-paced, project-based, and adventure learning experiences. It is designed to challenge students to do their best academically regardless of their language proficiency, special education status, or the academic level at which they enter the school. In keeping with instructional shifts necessitated by the Common Core Standards, THCCS will use these various modes of learning to incorporate extensive reading (predominantly in the areas of non-fiction) and writing skills across the content areas, particularly integrating the areas of English language with social studies/history and the sciences.

Our rigorous core academic program will provide more instructional time, allowing for four hours of individually targeted math, English, and history studies, and an additional four hours of science/vocational/therapeutic/community learning experiences each day. Both academic remediation and acceleration will be enabled by a longer school day.

The individualized approach to math will involve extensive performance and readiness testing and involve self-paced curriculum, computer-assisted, video-supported instruction using a combination of resources such as Right Reason, Renaissance math computer activities, and the Kahn Academy video lessons, for instance. As well, a certified math instructor will provide direct instruction to small groups of students on a rotating basis. To the extent that it makes logical sense, math applications will be integrated into the science curriculum as well.

In the early years of THCCS, the arts, visual and performance arts, will be a collaborative effort with the Riverhead Arts Council. THCCS will arrange for the Arts Council's staff of instructors to provide lessons and events highlighting the skills and talents of THCCS students. This instructional time is intended to occur during the course of the school day at THCCS.

Science courses will incorporate an individualized approach as well as expeditionary learning at such local organizations as the Cornell University Horticultural Center, Atlantis Marine Aquarium, Suffolk County Marine Environmental Learning Center, as well as the greenhouses and horse stables on the campus of Timothy Hill Children's Ranch. Again, students will be required to read primary and secondary sources in the science areas and build strong evidence-based writing linking directly to the text used. Minimally, each THCCS graduate will be expected to pass either the living environment or the earth science NYS Regents exam. In addition, school-designed science course electives will be offered based upon available personnel and student choice.

In collaboration with the Timothy Hill Children's Ranch and various other local community centers, vocational and technical education will occur both on campus and off campus. Staff and facilities currently maintained by Timothy Hill Children's Ranch will provide for instruction in a wide array of job training for students. We believe that involving students in hands-on activities with a skillful mentor is both educational and therapeutic. When students leave

THCCS, they will be well equipped and career-ready. Courses in building maintenance, vehicle maintenance, horticulture, woodworking, and horsemanship/animal care will be the initial vocational/technical offerings during the first few years of the school. Courses will be added according to need and available staff.

The approach to Physical Education will also be non-traditional. Students will be given opportunities to develop fitness awareness as well as team skills through a variety of options. An early morning fitness routine prior to the start of the normal school day will be a requirement. Other credit options will include equestrian instruction, team sports, and outside enrollment in approved courses such as self-defense, dance, and gymnastics.

Health instruction and skills development will be integrated within the morning breakfast and mid-day lunch periods. Credit-bearing instruction and course work will exceed the NYS learning standard requirements.

Extensive reading of non-fiction in the content areas as well as writing experiences based on content areas will be a part of the project-based learning model. Literature will be taught in an integrated fashion with the history/social studies units. A Literacy Coordinator, the English language arts instructor, will oversee the consistency, competency, and coordination of reading skills and writing skills across the school curriculum and will be responsible for professional development, assessing the outcomes of student and teacher performances in these areas.

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

All of our assessment data will be scrupulously analyzed using sophisticated statistical methods including multivariate regression analysis, scatter plot analysis, and test item analysis. Teachers will be trained in these techniques during August professional development sessions and then meet each week to review specific assessment data in faculty working groups. In addition to helping understand the needs of individual students, the results of our internal and external assessments will help us to develop and modify our curriculum and our instructional methods.

Baseline data prior to students' entrance to THCCS will help determine the skills that need to be taught to incoming students. Assessment data will also help us to allocate resources in terms of classroom materials, professional development, and outside consultants. We will regularly present our data in an easily accessible, and widely disseminated manner. Our Board of Trustees, families, community members, students, and the state authorizer will receive regular updates on the most current data available.

For further detail on assessments, please see section III. D. Evaluation.

## E. Performance, Promotion, and Graduation Standards

Timothy Hill Community Charter School's promotional standards for all grade levels include State assessment results, successful completion of comprehensive exams in all courses and successful completion of core courses. Class standing will be based on the total number of credits successfully achieved by meeting the assessment standards listed above. To be considered a sophomore, a student must have completed at least 5 high school credits. To be considered a junior, a student must have completed at least 10 credits. To be considered a senior, a student must have completed 15 credits.

In order to receive a diploma from THCCS, a student must pass all required courses, pass the required Regents Exams to be eligible for a Regents diploma, and complete the required community service/citizenship, and career and college exploration work per year of enrollment.

If a student fails any one core course, they will be required to participate in the Summer Academy during which they will have the opportunity to be promoted so long as they meet the same content expectations as the course maintained during the academic year. Students not on track academically during the school year to meet the promotion requirements will have "Opportunity Days" on Saturdays, vacations, and during the summer, to improve their content mastery. Opportunity days are optional for all students, but required for those currently failing any core course with a grade below 65%. English Language Learners will have multiple learning supports, and students with IEPs will have all accommodations and modifications of curriculum as indicated in their plans to ensure both groups' ability to meet promotion requirements.

## F. School Culture/Climate

Timothy Hill Community Charter School acknowledges that a safe, structured, and supportive school community is essential to accomplishing academic gains as well as experiencing growth in self-management and appropriate social skills. Additionally, a school culture that includes strong motivation to learn and to excel to one's full potential is essential to building a climate of excitement and encouragement leading to exponential growth in all areas of development.

To that end, THCCS will focus relentlessly on appropriate consequences for small issues in order to minimize more significant negative behaviors from occurring. These consequences will be both negative and positive.

**THCCS will use a program such as the STEP IN program currently being used by the Timothy Hill Children's Ranch.** This program is structured to deter negative behaviors and reward excellence in both effort and accomplishment.

### **EXPECTATIONS/ STAGES:**

- Safety. Demonstrate you are not a risk to yourself or others. Comply with dress code. Learn about opportunities and expectations regarding: 20 Manners, Campus life, Recreation, Moral Development, and Education.
- Honesty. Tell the truth without omission. Value honesty by avoiding lying, cheating and stealing. Develop a reputation for trustworthiness.
- Respect. Follow first requests. Mastery of the 20 manners and use appropriate language in all situations Follow rules when no one is looking.
- Responsible. You are where you belong, on time and are doing what you should be doing. You need to be open to constructive criticism and trying new things. Practice new skills and behaviors. Learn to create S.M.A.R.T. goals.
- Communication. Learn to resolve conflicts with those with whom you disagree and express your thoughts, views or feelings in a respectful way without becoming threatening or withdrawing. Learn not to tease. Learn to mediate. Stay neutral when listening to others with a conflict.
- Relationships. Give to others your time and effort. See beyond your own needs. Be uplifting.
- Leadership. Help and teach others skills you have mastered (ex. improve their school grades, learn to ride a horse, walk away from a fight, handle anger, relax if anxious, do the right thing when hard.)
- Character. Reflect upon your behavior and academics, asses your strengths, weaknesses and what motivates your actions. Reevaluate your social circle. Set attainable goals and build your future.

### **Therapeutic Crisis Intervention**

As needed, THCCS will employ techniques of crisis intervention in keeping with Cornel's TCE methodology. Our "Pulled Out of Program" is a behavioral intervention technique used when all other approved behavioral interventions are exhausted in addressing excessive non-compliance and/ or disrespect.

*Time Away* Goal: to provide the student a concrete opportunity to decrease stress and risk

*Supervisor Intervention* Goal: provide opportunity to re-approach an issue in a solution-focused way.

*Administrative Hold* Goal: Give student time and lack of external stimulus for student who is refusing to follow program. In school or out of school suspension from school may additionally be a result in this intervention.

*Review by Administrator* Goal: THCCS and the student learn in the aftermath of crisis.

**College and Civic Expeditions, Field Trips and Learning Experiences** will enhance the highly motivating school culture.

Supplemental enrichment activities will enhance our core academic program. These activities are designed to broaden the horizons of our students to give them a better sense of their role

as a citizen of their community, city, nation, and world. Further, the activities are designed to build an awareness of community, nationwide, and global-wide resources and to build personal confidence and competencies.

Civic expeditions include visits to historic sites, museums, art exhibits, and cultural or political events with assignments linked to relevant curricular material. Trips to learn about civic responsibilities and processes will be frequent as part of the community involvement focus.

Annual Adventure-based trips will be held at the end of the first two trimesters and Summer Travel Adventure for students who have a certain balance in their "Adventure Dollars" account.

Students will visit colleges and vocational sites as part of the process of preparation for college and career positions.

**Dual Classroom Tracks** will be used to motivate students and to allow them to earn greater freedom in the school environment. Students will set SMART goals for learning and for behavior and upon meeting these goals will gain placement in a less-restrictive classroom setting, allowing students more choices in learning activities and privileges.

### **Code of Conduct and Disciplinary Policies**

THCCS places a great deal of emphasis on a respectful, safe learning environment and will ensure that there is a consequence for every disciplinary infraction, from the routine to the most serious. Likewise, there will also be positive consequences for modeling correct and appropriate behavior and self-management. Our policies include due process procedures for all students. Students with disabilities have additional rights as outlined in federal law. The policies formulated will apply to all students including special education and ELL students and include provisions for implementing alternative instruction options for suspended students of compulsory education age.

Families will be required to sign and agree to the THCCS Pledge in which they acknowledge that they have read the parent/student handbook, including the disciplinary policy, and that they agree to support the administration and staff of THCCS in the implementation of these policies. The THCCS pledge also includes an agreement to volunteer at school activities, chaperoning, and other events at which they can be helpful to the school community. Families will agree to meet with the necessary teachers in school at least three times each year.

Contact with families will be frequent and, whenever possible, primarily positive. Each student will have an Advisor or Social Worker who will serve as the primary point of contact. The Advisor will speak with each family at least once every two weeks and report areas of growth as well as areas in need of improvement.

THCCS will make every effort to reach out to families and to be receptive to their needs, however, if a family makes communication difficult, the school will work directly with the student to ensure their success without relying on family involvement or blaming its absence for poor student performance.

All families will be invited to sit in on Board meetings, and will be encouraged to participate in monthly meetings with the leadership team of THCCS to share both concerns and triumphs.

### **Teaching Appropriate School Behavior**

We believe that like academic skills, proper school behavior is not innate, but must be taught clearly and explicitly. This instruction will begin each year with Adventure Academy, a week-long session in August at which students are taught the behaviors, routines, rituals, and rules of THCCS. Additionally, weekly advisory group sessions may focus on deficient areas of academics or behavior/social interactions. Faculty and staff will consistently focus on the behavioral expectations as well with ongoing discussions and evaluation at staff meetings.

### **Adventure Academy**

In Adventure Academy, we will administer assessments to establish baseline scores in each subject as well as emotional/social development testing. In addition, students will be taught how to be an effective learner and to treat the school community with respect. Cohesiveness as a group will be a major focus of this highly-motivating, fun, and instructional time away in a retreat setting together before regular school classes commence.

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

### **Approach to Special Education**

THCCS will have a particular focus on behavioral/social/emotional needs of students, while not limiting the opportunities available for advanced placement, higher-level educational goals, as well as career and arts specializations. However, it is assumed that a number of students will be considered “at-risk” or in need of special education strategies.

THCCS will implement an inclusive, heterogeneous educational model that serves all students in a manner that maximizes their academic potential and prepares all of them for success in the college of their choice and active citizenship. Our approach and design emulate high-performing schools serving similar students with disabilities, language proficiency barriers, and/or special circumstances that put them at risk for academic failure.

The guiding philosophy at THCCS will be to minimize the impact of a student’s disability while maximizing his or her access to support services and the college and career-preparatory general curriculum.

We embrace the approach of Dr. Thomas Hehir with respect to “Universal Design”. (Hehir, Thomas. “Eliminating Ableism in Education” Harvard Educational Review. Volume 72. Number 1.) THCCS believes that a universally designed curriculum is the most efficient and effective way to provide access for a broad range of diverse student disabilities and needs. This approach guides the full inclusion of students with disabilities, from the facilities, to the differentiated curriculum, to the routines and rituals of daily life. This approach is proven to help students

with disabilities and their nondisabled peers to achieve greater academic success. Specifically, this approach will include a design of materials and activities that are attainable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand, organize, engage, and remember. We will implement the three universal design principles as formulated by the Center for Applied Special Technology:

- The curriculum provides multiple means of representation. Subject matter can be presented in alternate modes for students who learn best from visual or auditory information, or for those who need differing levels of complexity.
- The curriculum provides multiple means of expression to allow students to respond with their preferred means of control. This accommodates the differing cognitive strategies and motor system controls of students.
- The curriculum provides multiple means of engagement. Students' interests in learning are matched with the mode of presentation and their preferred means of expression. Students are more motivated when they are engaged with what they are learning.

To these ends, THCC has chosen a mixed method learning model, employing elements of project-based learning, direct teacher instruction, computer-assisted individualization of skill mastery, adventure-based education, and small and large group peer activities. THCCS will employ an organizing and data storage tool such as eDoctrina to synthesis and structure a fully-integrated educational program.

Notwithstanding all of the above, THCCS's unique focus on individualizing not only the academic program for each student, but also providing significant support in the areas of personal self-management and value-based life skills and fitness habits, we believe that each student will demonstrate strong growth and achievements in a variety of areas, academically, socially, emotionally, and physically. The plan for a significant number of advisors/social workers/ and therapists in our program as well as the planned learning experiences demonstrate this commitment.

### **Approach to English Language Learners**

THCCS believes that students with disabilities fall along a wide continuum of difference in learners, but they are not a discrete category when it comes to instructional methodology. This means that adjustments will occur for all students, not just those with disabilities. THCCS's mission is to prepare all students to graduate with the essential knowledge, skills, and character to succeed in college, careers, and citizenship. A prerequisite to achieving this mission is that *every* THCCS student must become a literate and fluent reader, writer, and speaker of Standard English as quickly as possible. As such, it is one of our chief aims to work with identified ELL students in an inclusive structured English immersion (SEI) program that provides them with the challenge and extra supports needed to rapidly achieve proficiency in English. This SEI model does not segregate ELLs from their English speaking peers and SEI students have "consistently scored higher than those enrolled in traditional bilingual programs" in large scale studies in California, Arizona, and Massachusetts.

At THCCS, all students will have equal access to all programs and services including:

instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including music, art, vocational, and technology programs; and all after school programs including athletics. ELL students will have access to a computer-based English Language acquisition program such as *Rosetta Stone*, as needed. Additional language support needed will be assessed and planned by the Director of Teaching and Learning.

In keeping with data collected regarding the student populations at the nearest local school districts as well as the current population of Timothy Hill Children's Ranch and the specified focus of THCCS, we anticipate that a minimum of 50% of our incoming students will have Individualized Education Plans (IEPs) or BIP (Behavioral Intervention Plans), up to a maximum of 6% of our students will be classified as Limited English Proficient (LEP), and that our students will be, on average, at least two-grade levels behind when they enter our program. Therefore, the entire school will incorporate supports for students struggling academically and behaviorally/socially, not just those with disabilities. The academic program will avoid remediation "pull-out" from core courses whenever possible, limiting its use to advisor/therapy small group school day sessions and extracurricular activities from 3:25-5:15 pm each day. We will use a curriculum that meets each student where he or she is and, using extra time and supports, with demonstrated student academic growth in mastering the 28 New York State Learning Standards.

In order to ensure that all students meet academic performance goals as outlined in their IEPs, Democracy Prep makes a clear distinction between modifications to curricular content and accommodations available to students that do not lower academic expectations. We will seek to *modify* curriculum as *infrequently* as possible, yet we will provide *accommodations* as *frequently* as necessary to help students progress as guided by students' IEPs and their individual needs.

### **III. ORGANIZATIONAL AND FISCAL PLAN**

#### **A. Applicant Founding Group Capacity**

As THCR considered the establishment of a charter school, we reached out to existing supporters of our organization which already serves youth. Several of our supporters are members of the local Riverhead Rotary Club which exists as a service organization. We meet together every week for lunch. Upon receiving approval from the THCR board to make application for the charter school, the lead applicant began meeting individually with members of the community that support youth and education. We identified professionals that had specific areas of expertise in order to develop maximum success of the THCCS.

The THCR board met on 3 occasions from October-November in order to discuss and approve moving forward with the application process. The founding board was finalized in February and has met once as a collective group. Monthly meetings are scheduled moving forward. Numerous small group meetings of members from the founding board have worked collaboratively on the application process and the design of the school program.

The founding board employed an educational consultant Christina Johnson to assist in the writing of the application.

Each member of the founding board is a board member except Thaddaeus Hill who will serve as headmaster and Penny Goodale, being considered as the Director of Teaching and Learning. The decision for each member of the founding board in order was made based on people who live in and around the Riverhead community, people who support youth and education, people who have excellent reputations as professionals in their respective fields, and based on people who were committed to the mission and vision of the Timothy Hill Community Charter School. It should be noted that other members of the community were approached to serve and declined at this time. We feel that each board member is uniquely qualified to round out the management and visionary activities for the success of THCCS.

## B. Board of Trustees and Governance

Trustee Name	Voting Y/N	Position on the board (e.g., officer or constituent representative)	Length of initial term
Dorothy Jean Lapinski	Y	President	5 years
Laura Murdocco	Y	Vice President	5 years
Zachary I. Riyaz	Y	Secretary	3 years
Cynthia Gales	Y	Treasurer	3 years
Robert Maire	Y	Member	3 years

It is understood that THCCS will be under the supervisor and oversight of the Board of Regents for the purposes of accountability. It is the intention of THCCS to comply with all requirements and improvement measures reasonable directed by the Board of Regents. It is further understood that all Board members of THCCS need prior approval by the Board of Regents.

Please refer to the attachments, Charter School Trustee Background Information, Proposed By-laws, and Proposed Code of Ethics.

## C. Management and Staffing

### Key Position Descriptions

*Note: All employees of Timothy Hill Community Charter School will be subject to background checks and child abuse registry searches in accordance with the law.*

#### Head Master

##### *Overview*

The Head Master of Timothy Hill Community Charter School shall serve as the instructional leader appointed by and directly accountable to the Board of Trustees. The Head Master will oversee Timothy Hill Community Charter School campus (Middle and High) and serve as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school.

Achieving academic excellence requires that the Head Master work collaboratively to direct all members of the school staff and to communicate effectively with parents. The Head Master will be responsible for all hiring, with guidance from his/her team and with the support of Timothy Hill Community Charter School Board.

##### *Responsibilities*

- Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior
- Manage, evaluate, and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, and discipline systems
- Keep the staff informed; seek ideas for the improvement of the school. Conduct meetings, as necessary, for the proper functioning of the school: weekly meetings for full-time staff; monthly staff meetings
- Use excellent written and oral English skills when communicating with students, parents, staff
- Hire, retain, and dismiss teachers for English language arts, math, science, social science, and electives in coordination with the Director of Teaching and Learning.

*Required Core Competencies*

- Have a clear track record of effective public relations
- Strong leadership skills and the proven ability to manage and motivate people
- Relentless commitment to preparing every student for college or career of choice

*Educational Background and Work Experience Required*

- Masters degree in education or other advanced degree preferred
- 3-5+ years of experience in managing and leading in a high performing organization

**Director of Teaching and Learning**

The DOTL will help oversee the Timothy Hill Community Charter School and serve as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students, especially including special needs students and ELL, are supervised in a safe learning environment that meets the approved curricula and mission of the school. Responsibilities include providing high-level assistance to the Head Master, core competencies are identical to that of Head Master with the addition of competencies and educational preparation for special education.

*Educational Background and Work Experience Required*

- Masters degree in education or other advanced degree preferred
- Background must include at least 2 years of experience managing and leading in a high-performing organization,
- 2- 5+ years effectively teaching or managing special education.

*Responsibilities*

- Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goal
- Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as needed, especially to address special education needs) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development
- Support teachers in the analysis and use of data to drive instruction
- As the Special Education Coordinator, ensure that students' IEP accommodations are met, keep relevant and purposeful documentation of special education measures and assessments

- Recommend for hire additional special education teachers as needed upon evaluation of any student cohort's projected needs
- Evaluate and provide appropriate instructional programs for the ELL, including but not limited to recommending and hiring specialized staff, as the need exists or is projected
- Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school. Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students

## **Office Manager/ Administrative Assistant**

### *Overview*

The office manager at Timothy Hill Community Charter School is responsible for student records, parent communication, office management, and general smooth functioning of day to day school operation. In addition to the many responsibilities listed below, the Office Manager is the first person visitors encounter upon entering the school and therefore, sets the tone for further interactions.

### *Responsibilities*

#### Student Records

- Ensure daily student attendance and other required data is recorded in student information systems.
- Administer, collect and maintain student records for all students, including immunization records, lunch applications, home language surveys, emergency contact forms, field trip and press release forms.

#### Parent Communication

- Interface with students and families on a regular basis in both Spanish and English.
- Call all late/absent students each morning.
- Coordinate communications/notices home to parents in both Spanish and English.
- Assist with student recruitment and open houses for parents.

#### Office Management

- Answer phones and e-mails.
- Coordinate ordering office supplies.
- Sort/deliver mail, opening when appropriate.
- Ensure office is clean, organized, and welcoming to parents, staff, visitors, and students.

#### School Operations

- Run timely transitions through bell system, including reminding teachers of hallway posts
- Maintain school databases & data including privilege updates, attendance, up-to-date and accurate demographic information (addresses, phone numbers), follow-up calls, homework calls and data.
- Collects, creates and maintains tutoring schedule & tutoring logs

### *Required Core Competencies*

- Understanding and belief in the Timothy Hill Community Charter School mission and core values
- Outstanding organizational skills and high attention to detail
- Outstanding written and oral communication skills

- Extreme flexibility, with a strong work ethic and an entrepreneurial spirit to accommodate high level of responsibility and multiple priorities
- Articulate, professional demeanor with strong self-confidence and initiative.
- Strong computer skills, including high level of proficiency in Microsoft Office, strongly preferred.

*Educational Background and Work Experience*

- Two years related work experience

**Director of Operations**

*Overview*

The Director of Operations at Timothy Hill Community Charter School is responsible for overseeing the material needs of the campus, including records, parent communication, office management, and general smooth functioning of day to day school operation. In addition to the many responsibilities listed below, the Office Manager is the first person visitors encounter upon entering the school and therefore, sets the tone for further interactions.

*Responsibilities*

- Work with school vendors and assist with facilities management as needed
- Supervise the custodial and maintenance operations
- Work with school districts to secure special services such as nurse, speech therapist, occupational therapist, etc.
- Work with school vendors and assist with facilities management as needed
- Coordinate /supervise breakfast, lunch, and snack ordering and distribution
- Assist with operational planning and execution of testing, field trips and school events.

*Required Core Competencies*

- Understanding and belief in the Timothy Hill Community Charter School mission and core values
- Outstanding organizational skills and high attention to detail
- Outstanding written and oral communication skills
- Extreme flexibility, with a strong work ethic and an entrepreneurial spirit to accommodate high level of responsibility and multiple priorities
- Articulate, professional demeanor with strong self-confidence and initiative.
- Strong computer skills, including high level of proficiency in Microsoft Office, strongly preferred.

*Educational Background and Work Experience*

- Five+ years related work experience

**Core Teachers** (English, Math, Science, Social Studies, Language and Elective)

*Overview*

The Core Teachers at Timothy Hill Community Charter School are responsible for teaching math, science, English language arts and social studies. English language arts will be taught within the history or science course framework, as per the mixed method learning model adopted by THCCS. Co-curricular faculty will be responsible for ensuring that consistent and high quality of instruction and classroom management is upheld in the non-core courses across

the school. The faculty reports to the Director of Teaching and Learning and will be held accountable for the academic improvement of their students.

Timothy Hill Community Charter School teachers shall be results-driven educators with experience in, and commitment to, standards-based curriculum and the use of data and assessments to drive instructional decisions. They will demonstrate quantifiable and objective student performance gains that meet the THCCS instructional goals and are proven managers of classrooms who have used discipline, structure, appropriate incentives, and high expectations to achieve measurable academic and academic success.

All teachers will use THCCS's curricula framework to ensure students master basic skills, develop the critical thinking skills necessary for success in each class, and cultivate a passion for life-long learning.

### *Responsibilities*

#### Teaching

- Assume personal responsibility for the academic progress of all students
- Implement THCCS's coherent, research-based curriculum, using mixed methodology
- Teach at least four core subject blocks every day
- Participate in a shared Advisory group
- Document all syllabi, lesson plans, assignments, rubrics, and other instructional materials and methods
- Use consistent school-wide practices and a variety of individualized methods to engage students in the classroom

#### Classroom Management

- Create, monitor and sustain a disciplined school culture of high academic and behavioral standards in keeping with THCCS's student behavior management strategies and goals
- Provide structure in the classroom by developing and reinforcing school-wide rules and expectations
- Ensure smooth operation of all classroom instructional functions without excuses or exceptions

#### Data Analysis

- Develop and use a variety of assessment data to refine curricula and instructional practice
- Evaluate academic achievement through detailed data analysis of student performance on a wide variety of school-prescribed metrics

#### Student Support & School Culture

- Communicate effectively and maintain strong relationships with students, families and colleagues
- Model a values-based lifestyle and strong health and fitness habits in keeping with some of the key design elements of THCCS.

#### *Required Core Competencies*

- Results-driven educator with experience in, and commitment to, standards-based curriculum and the use of data and assessments to drive instructional decisions
- Outstanding classroom teacher who has demonstrated quantifiable and objective student performance gains
- Excellent classroom manager who has used discipline, structure, appropriate incentives, and high expectations to achieve measurable academic and civic success

- Desire to be held accountable for student academic growth and academic results
- Proven ability to work collaboratively and flexibly with a diverse team of teachers
- Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult challenges
- Technological proficiency with a basic understanding of data analysis
- Professional demeanor, strong work-ethic, detail-driven work style with excellent organizational skills
- Ambitious nature interested in growing as an educator and reaching high professional standards and able to contribute to a culture of professional inquiry
- Committed to getting the job done well, no matter what the obstacles or how long it takes
- Passionately dedicated to Timothy Hill Community Charter School's mission and a steadfast belief that all students deserve preparation for the college or career of their choice and active citizenship

*Educational Background and Work Experience*

- Bachelor's degree required; advanced degree preferred
- At least two years of teaching experience preferred
- Certification in subject area preferred

**Special Education, ELL and Social Workers**

*Overview*

Special education will involve small group, one on one, targeted instruction for special needs students. Teachers work in and out of the classroom (push-in, pull-out) with students the instructional staff identify as having additional needs, including those but not limited to those with Individualized Education Plans or those classified as English Language Learners. Social workers are certified professionals who will receive extensive support from the DOTL/Special Education Coordinator to provide crucial services, including counseling and referral services, to the student population. Social workers will work closely with students and families to improve the minds and lives of students in and out of the classroom.

*Core competencies* and background required of these special student population staff are similar to that of core classroom teachers.

Requirements for Social Worker are below.

*Responsibilities*

- Provide crisis intervention and behavior management to expedite students' effective interaction in the classroom and to build students' ability to meet the school's high expectations;
- Provide one-on-one counseling or group counseling as needed to students and families;
- Coordinate school meetings with families;
- Train others to identify students and family members who may benefit from regular one-on-one counseling or group counseling;
- Develop and implement curriculum for social and emotional development/intervention with Students;
- Manage administrative and appropriate direct-service elements of the referral process for social services and special education services

*Required Core Competencies include*

- Absolute commitment to the mission of Timothy Hill Community Charter School.
- Excellent interpersonal and communication skills, with demonstrated ability to speak and write clearly and persuasively.
- Excellent organization, time management, and follow-up skills.

*Educational Background and Work Experience*

- A master’s degree in social work from a competitive college or university is required.
- 2+ years of social work experience preferred.

*THCCS Management and Staff Hiring Schedule*

**Y1:** 1 Head Master (½ time, part of shared staff) 1 FT Office Manager/Administrative Assistant, 1 Director of Teaching and Learning/ SPED Coordinator, 4 Core Teachers , 2 FTE vocational/tech specialists, 2 FTE shared social workers/therapists with THCR. 1 PT operations manager

**Y2:** Add 4 Core Teachers, 1 shared social worker/therapist

**Y3:** 1 Core teacher, 1 vocational tech specialist

**Y4:** 1 Core teacher, 1 Office Assistant; add hours to Operations Director for FT status

**Y5:** 2 Core teachers, 1 Social Worker

This 5-year staffing plan is reflected in Budget and Cash Flow, Attachment 9.

A rigorous evaluation of student body needs determined by the diverse types of student assessments will inform the staffing plans. The types of accommodations needed to effectively address the needs of special needs populations and the ELL students will be highly prioritized in the drafting of staff needs year to year. Likewise, the types and number of vocational/tech specialists will flex according to student population needs. While THCCS intends to employ the services of professional staff at the East End Arts Council for the arts track program, THCCS will continually re-evaluate the benefits of outsourcing these services based upon student demand and achievements. The evidence of student demand for AP courses will similarly inform THCCS’s decision making process regarding providing qualified instructors in AP courses or to enter into a collaborative effort with local colleges, ensuring college credit for these courses.

**Organizational Management Chart**

See **Attachment 8a** for the organizational management chart.

**Recruitment and retention strategies**

THCCS teachers for the initial year of operation at a minimum will be experienced educators and recruited from public, private, and parochial schools around the country. Extensive outreach to the appropriate channels and a rigorous application process, directed by the Head Master and the Director of Teaching and Learning, will be conducted. Job ads will be posted to social media websites, job websites, teaching periodicals, charter school organization channels, and local media sources. All applicants, certified or uncertified, will be required to submit a written application and resume, pass a phone interview, give a sample lesson, and meet with the Head Master and the DOTL. All uncertified teachers hired by THCCS are encouraged to pursue certification. In addition, THCCS will rely upon professional referrals.

## **Talent Retention**

THCCS will invest significantly in providing our staff with excellent training in the specified learning model to be used at THCCS. Continual instructional improvements will be implemented by treating instructors as professionals and providing them with high quality instructional tools and professional development in keeping with our school design. THCCS aims for teacher salaries to begin slightly higher than the district scale and provides raises for student academic gains and levels of professional degrees. Stipends will be given for additionally duties accepted and successfully performed. Merit-based yearly raises of up to ten percent of a teacher's base salary are awarded by THCCS to teachers whose students demonstrate objective academic improvement above and beyond the school-wide statistical norm on a clear and predictable rubric. Teachers also receive a competitive benefits package that improves over time as an incentive to promote longevity and reduce turnover for effective teachers.

As THCCS grows, teachers will have access to an expanding library of curricular and instructional materials, stored electronically on the network. In addition to regularly scheduled professional development on the school level, THCCS will provide three weeks of differentiated intense professional development every summer and funds teachers sent by the Director of Teaching and Learning to attend external professional development seminars including high quality out-of-network opportunities.

Additionally, THCCS offers collaborative learning environments with very desirable teacher to student ratio, social work and therapy support, opportunities for teacher leadership, exceptional professional development experiences, and opportunities for professional dialogue, decision-making, and curriculum construction. THCCS administrative leaders will model inclusive and supportive professional relationships that guide the individual growth of each educator. An active, engaged staff will be empowered to take responsibility for not only curricular decisions, but, after year one, will be essential members of hiring committees, advisory councils, and community associations.

## **C2. Partner Organization**

Timothy Hill Community Charter School will benefit from a limited partnership with the Timothy Hill Children's Ranch located in Riverhead, with additional camping facilities in Massachusetts. The affiliation will provide facilities for the THCCS use, along with the physical resources at the Ranch. These resources presently include a medium-scale greenhouse operation, stables with horses, and workshops for vocational activities.

Additionally, the professional staff at the Ranch will be shared part-time with the THCCS in order to accommodate the social/emotional/behavioral disorders represented by a high percentage of the anticipated student body. Timothy Hill Children's Ranch social workers and

staff have a proven track record of successfully intervening and managing these issues with middle school and high school aged boys currently in the Ranch residential program.

It is expected that facility usage fees and partial salaries will be assumed by the THCCS.

Official name of this 501c3 not-for-profit community organization: The Timothy Hill Children's Ranch.

Public Contact Information:

Jennifer Holguin

Executive Assistant, Timothy Hill Children's Ranch, 298 Middle Road, Riverhead, NY 11901

[execassist@timothyhillranch.org](mailto:execassist@timothyhillranch.org); Telephone: (631) 369-1234 x 205; Fax: (631) 369-0130

## **D. Evaluation**

### **Use of Assessment Data to Drive Instructional Program**

THCCS is committed to demonstrating objectively that students are learning an integrated curriculum and preparing for success in college and career. In order to accomplish this goal, we will measure academic progress extensively and precisely using a wide variety of ongoing assessment tools.

In addition to state and nationally normed assessments, we will ensure that pre-test and posttest assessments developed by the school are frequent, relevant, and aligned with state standards. In addition, THCCS will administer and track progress on assessments of social/emotional growth, in conjunction with our therapists and counselors. College preparation portfolios, vocational/technical portfolios, art portfolios, presentations of learning, and other school-designed assessments are also essential in measuring student growth and effectiveness of the THCCS program.

In order to measure what students at THCCS know and are able to do, we will use an assessment system that does not rely on any one measure or type of measure in isolation; instead, we will rely on three types of measures in concert. Each one of these measures is important the determination whether or not students have mastered the curriculum, extra support is needed for individual students, cohorts have progressed over time, individual teachers have demonstrated effectiveness, and we are accomplishing our overall school mission.

Furthermore, our assessment system is aligned to state assessment methods to ensure appropriate comparison with traditional public and other charter schools. Teachers will be trained in assessment analytic techniques during August professional development sessions and then meet in faculty working groups to review specific assessment data. Careful analysis of our internal and external assessments will inform curriculum implementation and instructional and therapeutic methods. Baseline data prior to students' entrance to THCCS will form the

comparison criterion for future assessments and will guide student placement within class, grade, and advisory/therapy group. Additionally, guidance for the student and family in the selection of appropriate high school course track will be informed partially by these assessments. THCCS faculty and administrators will take advantage of many forms of diagnostic and prescriptive resources available from the publishers of externally developed assessments, such as MAPS and state test reports,

Assessment data will also help us to allocate resources in terms of classroom materials, professional development, and the need for outside consultants in certain areas of specialization. We will regularly present our data in an easily accessible, widely disseminated, and informative manner, while at the same time using discretionary measures as it pertains to individual student's privacy. Our Board of Trustees, families, community members, students, and the state authorizer will receive regular updates using the most current data available. Our annual report will be published shortly after the end of the fiscal year, once state test data from the previous year have been reported and analyzed and the annual financial audit has been conducted.

Data will be collected and analyzed in all three types of assessment measures as follows:

- **Absolute Measures:**

Absolute measures are those that are based on a specific set of pre-determined content knowledge and skills. These measures are also called criterion-referenced, standards-based because they measure against criteria rather than other students or students over time. Their goal is to measure academic proficiency against a standard of knowledge and skill that does not change. Proficiency on these exams is an indicator of a student's likely ability to pass the Regents examinations and succeed in college or career of choice. Examples of this type of test are the State exams, Regents exams, Advanced Placement exams as well as SATs and PSATs. Under NCLB it is our goal to make Adequate Yearly Progress or Safe Harbor on the state tests as disaggregated by race, income, special education status, and English proficiency.

- **Value-Added Outcome Measures:**

Due to THCCS's intended focus with students with disorders and disabilities, we anticipate that most of our students will enter our program far below proficiency in literacy and math. As a result, one of the most important indicators of our success school-wide will be the amount of value we add to our students' scores. Value added scores will measure both the progress of individual students over time as well as cohorts of the same students over time. This measure compares students to their own data. We will measure added value on a nationally-normed test such as the Measure of Academic Progress (MAP). Progress of students will be expressed in Normal Curve Equivalent (NCE) scores and converted into percentile rank or Grade Level Equivalent for dissemination. The increase in percentile rank will demonstrate progress made by THCCS students compared to that expected of the national sample. Rapid value-added improvement is only one measure to ensure proficiency on the Regents or other criterion-referenced exams. Students will be expected to demonstrate an improvement on their scale score in each successive grade at a rate that will ensure that they eliminate the gap between current performance and proficiency.

All students in the upper grades will be expected to take the PSATs and SATs or CATs.

- **Comparative Outcome Measures:**

In addition to examining academic goals in terms of absolute student achievement and value-added measurements, THCCS will also compare performance to students in the local school districts from which our student body originates. One of the reason for this comparative measure is to demonstrate the validity of THCCS's program and methods for a diverse student body in the Riverhead area.

- **Internally Developed and Externally Validated Measures:**

At the beginning of each year, teachers of the core subjects will design and administer pretest Comprehensive Examinations based on state standards that have been planned backwards from the graduation standards. The most frequent formative tests take place after each unit in every core class. These teacher-designed tests are scored based on objective rubrics.

A second assessment is a system of six-week assessments. These systems test cumulative knowledge and provide assessment data on a routine basis in advance of the year-end exams.

Another essential internally designed and externally validated assessment is the variety of portfolios. In keeping with project-based assessments, authentic presentations of learning will also form a key component of the assessment system.

### **Evaluation of Operational Effectiveness and Fiscal Soundness**

Responsibility for the financial oversight of THCCS ultimately rests with the Board of Trustees. To provide timely and comprehensive financial and operational data, the Board will receive monthly reports regarding the financial and operational transactions. The Chief Financial Officer will be responsible to prepare these reports and distribute them to Administration and the Board at least 1 week before regularly scheduled Board meetings.

Additionally, an annual audit shall be conducted by an independent auditing firm. Reports from the auditor shall include recommendations for systems and management improvements, as well as project financial picture for the school over the following several years.

Financial management shall be conducted under the guidelines of the financial policies manual adopted by the Board of Trustees.

### **Teacher Accountability for Student Results**

A hallmark of THCCS's academic program is the belief that instructional staff should be evaluated—and partially compensated—based on the academic performance of their students. The core evaluation mechanism will be a tool such as the *Framework for Teaching Proficiency Test Instrument* (available upon request due to page limitations) coupled with rigorous evaluation of student performance on a range of assessments. *Framework for Teaching Proficiency Test Instrument* is a research-based criterion of domains applicable to effective teaching. This proficiency test focuses on observable and demonstrated criterion in the following areas:

- **Domain 1: Planning and Preparation**

- *1a: Demonstrating Knowledge of Content and Pedagogy*

- 1b: Demonstrating Knowledge of Students*
- 1c: Setting Instructional Outcomes*
- 1d: Demonstrating Knowledge of Resources*
- 1e: Designing Coherent Instruction*
- 1f: Designing Student Assessments*

**Domain 2: The Classroom Environment**

- 2a: Creating an environment of respect and rapport*
- 2b: Establishing a culture for learning*
- 2c: Managing classroom procedures*
- 2d. Managing student behavior*
- 2e: Organizing physical space*

**Domain 3: Instruction**

- Component 3a: Communicating With Students*
- Component 3b: Using Questioning and Discussion Techniques*
- Component 3c: Engaging Students in Learning*
- Component 3d: Using Assessment in Instruction*
- Component 3e: Demonstrating Flexibility and Responsiveness*

**Domain 4: Professional Responsibilities**

- 4a: Reflecting on Teaching*
- 4b: Maintaining Accurate Records*
- 4c: Communicating with Families*
- 4d: Participating in a Professional Community*
- 4e: Growing and Developing Professionally*
- 4f: Showing Professionalism*

[http://usny.nysed.gov/rttt/teachers-leaders/practicrubrics/Docs/Teachscope\\_Rubric.pdf](http://usny.nysed.gov/rttt/teachers-leaders/practicrubrics/Docs/Teachscope_Rubric.pdf)

THCCS will give a great deal of support to teachers and instructors to excel in these areas, including at least 50 hours per year of professional development, prepared teaching resources at times, and regular conferencing with school leadership. Emphasis will be given to addressing the mixed methodology of instruction planned as well as strategies to address the emotional/social/behavioral needs of students.

The Director of Teaching and Learning will complete an evaluation of every instructional staff member once per quarter, which includes a review of student academic performance. Based on this evaluation (and, more directly, on students' performance on assessments), instructional staff will receive a performance-based raise of up to 10% of their annual salary.

**Evaluation of School Leaders**

*Head Master:* The Board of Trustees will be responsible for an annual evaluation of the Head Master. This evaluation shall be based on the written job description agreed upon at the time of hire or as revised prior to any contract renewal. Faculty, parents, and students may be surveyed regarding the performance and efficacy of the Head Master as part of the annual review.

*Chief Financial Officer, Director of Teaching and Learning, Director of Operations, Office Manager:* Performance evaluations of these individuals will be the responsibility of the Head Master and will be based on the written job description in force at the time of hire or as amended and agreed to thereafter. Faculty may be asked to contribute comments as part of the annual evaluation.

*Board of Trustees:* The Board of Trustees will conduct an annual self evaluation. The basis of the evaluation will be the written responsibilities of the Board. Members of the Board will help evaluate the work of the Board as a whole and members as individuals. At times, an independent consultant will be called upon for a more extended evaluation of the Board effectiveness and also to conduct appropriate training periodically to better equip the members to serve. Board conferences may also be used to strengthen the functioning of each Board trustee.

**Family and Student Satisfaction Evaluations:** At least annually, a parent and student satisfaction survey will be distributed to all student body members and their families. The results of these surveys shall be made publicly accessible within one month of the distribution. The goal will be set at 90% participation by the constituency. Additionally, school-wide communication meetings will be held at least quarterly for the purpose of giving voice to the families and to enable the school leaders to keep the public adequately informed.

## **E. Professional Development**

The Timothy Hill Community Charter School knows the value of continued education and the reinforcement of the mastery of skills for both students and teachers. For teachers, THCCS will devise a solid plan to continue the professional development and education of each staff member.

It is expected that Timothy Hill Community Charter School teachers and instructors will meet the "highly qualified" standards laid down in the No Child Left Behind Act. Dual certification is preferable at the time of hiring. According to the Charter Schools Act, up to one-third (or a maximum of five) teachers at THCCS may be hired without certification, per Education Law 2854(3)(a-1). As a first measure of Timothy Hill Community Charter School's commitment to professional development of the staff, THCCS will provide incentives to non-certified teachers to pursue certification. Any non-certified teaching staff will demonstrate the highly qualified standards by exceptional proficiency in a specialized skill or content area.

One of Timothy Hill Community Charter School's most valued assets is the teachers. If we, as a school, intend to meet our goals school-wide, it is the teaching staff who will play the strong role in moving us ahead. To that end, the evaluation process (Section D) will be integral to the professional development of each teacher and administrator at THCCS.

During the pre-opening period before school, staff will meet for intensive professional development to grasp and manage the mixed method learning model that will occur at THCCS. Professional development instructors will address topics such as:

- Project based learning
- Computer assisted individualization
- Small and large group peer mentoring
- Core Curriculum and NYS Learning Standards
- Adventure-based learning
- Data Analysis
- eDoctrina lesson and assessment preparation and data storage
- MAPS assessments and prescriptive planning
- Therapeutic and crisis intervention

It will be essential that these topics be revisited throughout the first year and thereafter. Weekly faculty groups will practice analysis of student data and instructional planning.

Upon evaluations after each quarter of the year, the Director of Teaching and Learning will determine additional areas of perceived need in professional development. Also, teachers will engage in self-evaluation allows the teachers themselves to approach administrative staff with targeted requests for professional development. Upon making such a request, administrative staff will evaluate available educational resources and seminars to make available the resources needed for each teacher to become proficient in the full range of the curriculum they are teaching.

At times, a professional consultant will present seminars related to designated topics. Further professional development opportunities will come from the teachers themselves, each sharing particular expertise. Administrators will offer annual opportunities for faculty participation at seminars or advanced-level conferences, as appropriate.

Collaboration between faculty is seen not only as a means of peer mentoring, but also essential to the effective management of project-based learning.

As THCCS grows, teachers will have access to an expanding library of curricular and instructional materials, stored electronically on the network.

## **F. Facilities**

THCCS's facility needs are outlined below:

Classrooms based upon student population needs; initially 6.  
 Shared multi-purpose room (Cafeteria, auditorium, gym)  
 Kitchen or Food Prep Room  
 Family / Community Room

Science Lab  
Office  
Staff Room  
Social Worker's Office  
Storage  
IT storage  
Business Office  
Conference/Small group meeting rooms  
Bathrooms in keeping with the number of students enrolled; initial 3 with handicapped access

\* The School will seek opportunities to rent or share space for Special activities in years 1-3 to lower costs and meet the needs of a smaller population. Vocational learning spaces will be leased from Timothy Hill Children's Ranch.

**Identifying an appropriate location:** Currently, THCCS is planning to lease and manage a facility in Riverhead. The proposed space will be sufficient to accommodate the full enrollment or can be expanded to provide additional classroom space as needed.

The facility chosen must be fully accessible to disabled students as specified by all applicable laws. The Director of Operations will directly oversee compliance with this requirement throughout the facility preparation process.

While THCCS has not yet formally identified a facility, we have developed key budgetary assumptions and have identified some potential locations, including the use of Timothy Hill Children's Ranch campus and physical resources.

Typical classrooms will be based on 70 square feet per student. Special use classrooms (e.g., a science lab) will require additional space. 25 students or fewer per classroom is assumed. THCCS will continue actively exploring space now and throughout the pre-operational period. The Leadership Team has already been actively exploring locations, and will continue working to secure a space well ahead of the opening day.

The Director of Operations will personally assign responsibility and oversee completion of key facility tasks and organize the facility setup, as follows:

- Diagnose renovation and equipment needs and research cost by vendor, e.g., including changing the floor plan as needed to ensure appropriate classroom and mixed use space, identifying contractors for any renovations, modifying the electrical and network wiring as needed, installing air conditioning, etc.
- Purchase furniture, equipment, textbooks, classroom materials, etc.
- Organize setup

## G. Insurance



*Our years of experience for your peace of mind.<sup>SM</sup>*

February 27, 2012

Re: Timothy Hill Community Charter School Insurance Requirements

This letter is to advise I have been in contact with the Charter School, our agency intends to provide the following insurance coverage's.

General Liability-	\$1,000,000,000 per occurrence \$2,000,000 aggregate per year
Umbrella Liability-	\$5,000,000
Directors & Officers Liability -	\$5,000,000
Educators Professional Liability	\$5,000,000
Sexual Abuse & Molestation-	\$5,000,000
Automobile Hired/Non owned-	\$5,000,000
Property Coverage-	\$50,000
Workers Compensation-	State Required Limits
New York State Disability-	State Required Limits
Health Insurance -	New York network of Doctors, EPO/HMO plans

Best Regards,

Randal J. Morreale

Partner



711 Union Avenue P.O. Box 2340 Aquebogue, N.Y. 11931-2340  
Telephone: (631) 722-3500 Fax: (631) 722-3591  
[www.nsainsure.com](http://www.nsainsure.com)

## H. Health, Food, and Transportation Services

### Food Services

THCCS shall make available to all students breakfast, lunch, and often a morning and/or afternoon snack that is in keeping with our emphasis on good nutritional habits.

#### 1. Participation in Subsidized Meal Programs

THCCS will participate in the Federal Free- and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture. We will adhere to all applicable requirements, including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose. Typically, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes between 130% and 185% of the poverty level are eligible for reduced-price meals.

#### 2. Catering Service Provider

During the initial charter years, THCCS will contract with a food service provider. Companies such as Red Rabbit food service have been researched and seem to offer very healthy breakfast, lunch, and snacks for an affordable rate.

### Health Services

THCCS will follow the student health regulations applicable to district schools and provide a “program of health services.” As required by Education Law section 905, THCCS health services staff will perform required health screenings for vision, hearing and scoliosis. THCCS will be responsible for checking the immunization records of each student and not admitting those students whose immunizations are not in order or who have not filed proper exemption forms. THCCS will submit documentation regarding a formal relationship between a school nurse (or doctor) and the school as part of our pre-opening process. As NYS Educational Law requires school districts to provide health and welfare services to charter school students in essentially the same manner and to the same extent as they are offered to students in the school district’s public schools, THCCS will coordinate the services of a school nurse through the local school district. THCCS understands that we will need to formally request in writing nursing and health services from the various districts on a student residency basis, specifying the number of students from that particular district and any special needs of those students. THCCS will provide the proper facilities and equipment for the nurse to fulfill his/her duties. In particular, the nurse’s office will be equipped with lockable storage for drugs, including a lockable refrigerator, and lockable storage for immunization and other medical records. These medical records shall be stored separately from other school records.

The health services may include, but are not limited to, the following: all services performed by a physician, dentist, dental hygienist, nurse, school psychologist, school social worker or school speech correctionist, and may also include dental prophylaxis, vision and hearing tests, the

taking of medical histories and the administration of health screening tests, the maintenance of cumulative health records and the administration of emergency care programs for ill or injured pupils.

In the event that any school district refuses to provide such health services, THCCS will provide health services until the state court proceedings are culminated. THCCS will carefully track expenses related to health services during this gap period and submit them for reimbursement from the district responsible.

### **Transportation Services**

THCCS's students shall receive transportation services for which they are statutorily eligible under Education Law. Specifically, transportation services will be provided by the student's school district of residence, under the specified criteria in state law, including distance limitations and transportation request deadlines.

At this point, THCCS does not intend to provide additional transportation for students enrolled in the school who are not eligible for transportation from his or her residence, with the exception of transportation for required field trips.

The parents or guardians of those students ineligible for transportation will be responsible to make provisions for any additional transportation they desire for their children. THCCS will work with families of students with disabilities and the local school districts to ensure that those students are able to arrive at school each day, on time.

Because THCCS will be in session on days when other local public schools are not, we shall seek arrangements with the District or local bus companies to provide transportation on those days or shall make other necessary transportation arrangements. In accordance with standard regulations, THCCS will document the manner in which students will be transported to and from the School. Parents enrolling their children in THCCS will be asked to notify the school district annually of any need for transportation to the school for the following school year, in advance of April 1 deadlines. THCCS also will comply with the transportation items by all necessary deadlines set by the local districts and the charter authorizers.

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

Family and community involvement is essential to achieving the goals of Timothy Hill Community Charter School. THCCS leadership seeks to strengthen the Riverhead community through its vocational and community learning experiences. By giving students, particularly those with behavioral challenges, the opportunity to explore vocational and civic opportunities, students will become invested in the community in a way that they would not otherwise be possible.

In a similar fashion, by mentoring and supporting students at THCCS, members of the Riverhead community will have the opportunity to mold the student body into the future workers and leaders of the community. As mentors and educators in their areas of expertise, members of

the local community will find validation in keeping THCCS students on a positive and focused path; the successes of each student become a community success.

In advance of arrival at the Timothy Hill Community Charter School both the student and at least one responsible adult family member will receive a copy of the THCCS Student and Family Handbook and sign a pledge that they have read and agree to support the THCCS standards. Among other things, this handbook will include the text of the Family Educational Rights and Privacy Act that details the privacy protections for students and responsibilities of the THCCS staff to family privacy. These manuals shall be distributed at a meeting between THCCS leadership and each student and family member following the student's acceptance into THCCS but prior to the first day of school. A parent/guardian orientation session shall also precede the beginning of classes each year, initiating and building strong partnerships between the home and school. Additionally, each year parents or guardians will receive and sign an updated FERPA compliance notice. THCCS staff and teachers will all be briefed annually in FERPA compliance and Freedom of Information Law policies.

Parents and students both will play a significant role in planning and assessing the individual student's growth. Regular communication with the parent and the student together with the advisor and DOTL inform the instruction and the long-term planning for the student, as well as provides continual feedback and discussion of behavioral/social/fitness progress.

Already, leaders in the Timothy Hill Community Charter School have met with school leaders from the Riverhead School District and the Riverhead Charter School. The leaders at the Riverhead School District have acknowledged a clear need for an educational institution that would address the needs of the students with behavioral problems; they are eager to ensure that those students have the best chance for intellectual and career development. Similarly, the Riverhead Charter School sees the Timothy Hill Community Charter School as a welcomed and needed sister charter school, expanding the alternative educational choices in the area.

The East End Art Council, an organization well-recognized in the local community for education and exhibitions of the arts, has agreed to partnering with THCCS by devoting time and personnel to the establishment of an arts track at THCCS. This relationship is a prime example of how THCCS intends to form connections with the community organizations and also foster civic responsibility.

The Rotary Club in Riverhead has also expressed a strong support for THCCS. The THCCS Head Master, a member himself of the Rotary Club, has discussed possible ways to partner with the civic organization.

In addition to the vocational track, THCCS students with high academic aptitudes will be placed in a college-bound, Advanced Placement track. It is the intent of THCCS to collaborate with the two local colleges to provide college-level credit courses for these students.

All students at THCCS are encouraged to become active in the community through field learning experiences at political, governmental, and community service agencies. Not only will students gain exposure to civic responsibilities, but will be required to actively participate in a variety of school-organized and/or individually chosen “externships”. Indeed, as part of encouraging further community involvement by the THCCS student and staff body, THCCS leadership hopes to foster such things as nonpartisan political events, like hosting debates for candidates where students have the opportunity to interact with their elected officials. THCCS’s leadership has already presented the program and mission of the school to the Riverhead Town Board. This session was broadcast publicly over public access TV.

It is expected that individuals and businesses will provide internship and work opportunities for THCCS students. Internships and work placement at local businesses are considered an integral part of the THCCS vocational curriculum and afford members of the community a chance to mold students into productive community members. Additionally, THCCS students will be required to participate in school-sponsored volunteer community service and enhancement projects.

It is the intent of THCCS to provide ongoing opportunities for parents and other community members to actively participate in the planning, implementation, and oversight of the school through means of Board of Trustee positions, Board committee work, and provision for ongoing dialogue within the community. Because educating the community to the mission and status of THCCS is essential, THCCS will hold regular open houses. Also, THCCS will comply fully with the Open Meetings Law. All meetings of THCCS Board of Trustees, with the exception of properly convened Executive Sessions, shall be made open to the public, with sufficient notice given.

THCCS is also able to provide family counseling services through the Timothy Hill Children’s Ranch Family Counseling Center.

The local public access television and community media publishers have been very responsive to airing and publishing articles about the formation of THCCS. As THCCS proceeds, we will actively cultivate positive media coverage and foster the idea that it is a vital and productive part of the Riverhead community.

## **J. Financial Management**

Responsibility for the financial oversight of THCCS ultimately rests with the Board of Trustees. To provide timely and comprehensive financial and operational data, the Board will receive monthly reports regarding the financial and operational transactions. The Chief Financial Officer will be responsible to prepare these reports and distribute them to Administration and the Board at least 1 week before regularly scheduled Board meetings.

The Chief Financial Officer will be accountable as well for the protection of student and financial records. Our Chief Financial Officer will have demonstrated not only adequate training

and background in financial processes and management, but will also demonstrate ongoing competencies and skills. These competencies and skills will include, but are not limited to, remaining up-to-date on regulations and record gathering and keeping for tracking enrollment and attendance eligibility for invoicing school districts for tuition per student, eligibility for free- and reduced- price lunch, and special education services costs and sources of revenue and reporting.

Additionally, an annual audit shall be conducted by an independent auditing firm. Reports from the auditor shall include recommendations for systems and management improvements, as well as project financial picture for the school over the following several years.

Financial management shall be conducted under the guidelines of the financial policies manual adopted by the Board of Trustees.

Our independent auditing firm has experience in generally accepted accounting practices and will through the regular audits ensure compliance with all accounting procedures and compliances.

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

Timothy Hill Community Charter School intends to apply for the CSP grant. The budget submitted assumes that the CSP is granted. The CSP grant money will be used to provide salaries for school leaders to work at least part time during the pre-opening period and also to provide for instructional materials and equipment, along with needed office materials and equipment. See **Key Budget Assumptions** listed in the budget templates

### **Debt**

We do not anticipate incurring any debt.

### **Contingency Plans**

THCCS acknowledges key risks such as under-enrollment, economic uncertainty, per-pupil allocation freezes. Revenues built into the budget are conservative and expenses are moderately liberal. This structure presents opportunities for belt-tightening that would not adversely impact the academic program.

Examples of some of these expense line-items are discussed below:

- *Instructional Staff*. The financial model budgets generously for instructional staff, in terms of the number of students per staff member (generally averaging about one teacher for every 13 students), in terms of the average salaries, and in terms of average performance-based salary increases. In terms of faculty size, if appropriate, schools can trim the number of teachers. Another expense side reduction could be to adjust salary costs downward, and benefits and bonuses can grow at reduced rates if necessary. Finally, THCCS could consider moving to a model which funds its external bonus pool for teachers and administration through external philanthropy, rather than maintaining that cost on the expense side of the school.

- *Instructional Materials and Other Expenses.* Certain expenses are non-essential for academic results including certain costs associated with field trips, extracurricular opportunities, and certain school activities. Beyond those lines, resources can be saved on library books, textbooks, generous professional development, and classroom supplies. More staff-development can be provided in-house.

Please see Attachment for our Budget and Cash Flow.

## L. Pre-Opening Plan

Tasks to be completed between approval of THCCS application and the opening of school are listed in the following chart and includes responsible party and the general dates for initiation and completion along with anticipated resource needs. These resource needs can be further delineated in correlation with the budget and cash flow documents.

### Pre-Opening To-Do List and Timeline

	Responsible Party	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Needed Resources
<b>Academic Program and School Administration</b>											
Recruit and hire appropriately qualified staff, including key leadership positions	Head Master / Board	→	→	→	→	→	→	→	→		Advertising, recruitment funds; teacher application forms
Provide written notice to authorizer that head of school/principal has been named	Board	→									
Pursue fingerprint supported background checks for school personnel,	Head Master	→	→	→	→	→	→	→	→	→	Funding for conducting background checks
Provision classrooms appropriately	Director of Operations	→	→	→	→	→	→	→	→		Equipment and supplies funding
Prepare school calendar and distribute to families	Admin. Assist.	→	→	→	→						Copies of local school district

	Responsible Party	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Needed Resources
											calendars
Prepare class schedules and distribute to teachers	DOTL						→	→	→		
Make arrangements to provide a range of special education services	DOTL	→	→	→	→	→	→	→	→	→	Special Ed. materials & funding
Plan, present, or secure consultants for professional development with staff	DOTL / Head Master						→	→	→	→	Consultant funding, PD year-long calendar; assessment of PD priorities
Plan teacher orientation for August	DOTL / Head Master						→	→	→		Curriculum framework, data keeping systems
Provide staff with student data and base line assessments – instruct in use	DOTL							→	→	→	Pre-placement testing, prior academic and psych. records, IEP's
<b>School Management and Operations</b>											
Make arrangements to provide nutrition services to the school's students	CFO/Admin. Assist.							→	→	→	Free and reduced lunch documents, funding, service contracts
Ensure that appropriate food and beverage storage is available at the school	Director of Operations							→	→		Food storage equipment and funding

	Responsible Party	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Needed Resources
Set up a process for the distribution/collection of forms for free and reduced priced lunch and for collection of lunch funds; internal controls	CFO / Admin. Assist.		→	→	→	→	→	→			
Contact school district of location to arrange for school nurse	Head Master	→	→	→	→	→	→	→	→	→	
Develop a medications administration plan	Nurse						→	→	→	→	
Develop health services plan	Nurse						→	→	→	→	
Ensure that all students are appropriately immunized, or are excused from so being	Nurse						→	→	→	→	Immunization records for each student, reporting documents
Ensure that the school will have the proper number of defibrillators and trained staff	Nurse						→	→	→	→	Defibrillator equipment, trainer
Facilitate transportation services with students' districts of residence, including assisting parents with requests for transportation prior to April 1	Admin. Assist.	→	→	→							Transportation request forms
Arrange for supplemental transportation services	Admin. Assist.			→	→	→					Contracts with bus service provider; funding

	Responsible Party	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Needed Resources
<b>Organizational Viability</b>											
Ratify school by-laws	Board	→									
Publish the Student Application for Admission	Admin. Assist.	→									
Plan /document student recruitment / marketing efforts	Head Master / CFO	→									Student recruitment/ marketing funding; Contracts with media sources
Set a lottery date	Head Master	→									
Conduct the lottery	Head Master		→	→							Third party executor of lottery
Notify parents and guardians of lottery results	Admin. Assist.			→	→						Notification forms
Complete the Application and Admission Summary and submit it	Head Master /Admin. Assist.				→						Data from enrollment applications and lottery; report forms
Request student records from students' former districts	Admin. Assist.				→	→	→	→	→	→	Records request form
Arrange for separate locked storage for students' academic and health records	Director of Operations.				→	→	→	→	→		Equipment and funding
Enhance discipline policies, and include in student/family	Board	→	→	→	→						Student/Family Handbook

	Responsible Party	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Needed Resources
handbook											
Enhance the school's complaint/grievance policy as needed and include in student/family handbook	Board	→	→	→	→						
Write the school's FERPA policy	Board	→	→	→	→						
Give annual notice to families regarding the school's FERPA policy,	Admin. Assist.	→	→	→	→						
Set up student files with proper FERPA protections and procedures	Admin. Assist							→	→	→	Application data, prior records, and testing
Revise and enhance the school's Open Meetings Law policy as a working policy	Board	→	→	→	→						
Revise and enhance the school's FOIL policy as a working policy, including drafting of FOIL regulations, required lists and notice, and post notice	Board	→	→	→	→						
Distribute the code of ethics to school trustees, officers and employees	Adm. Assist.	→	→	→	→	→	→	→	→	→	
Locate a school facility and notify SED within 10 days of identification	Head Master; Director of	→	→								

	Responsible Party	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Needed Resources
	Op.										
Obtain a legal review of proposed lease/ purchase agreement, submit to authorizer	Head Master / Board		→	→	→	→					Legal services and funding
Create a Facility Completion Schedule and submit	Headmaster; Director of Op.		→	→	→	→					
Obtain a Certificate of Occupancy/ other required permits; submit to authorizer	Director of Operations						→	→	→	→	permits; funding for inspections as needed
Ensure that school buildings are ADA compliant or that school has adequate plans to accommodate students with physical disabilities	Director of Op. / Headmaster						→	→	→	→	Inspections as needed; funding for inspections
Obtain Certificates of Insurance	Board	→	→	→	→	→	→	→			
Create life safety procedures and train teachers accordingly	Head Master							→	→		
Create a draft SAVE plan and submit to Authorizer	Head Master								→	→	
Finalize and follow up on SAVE plan, including meeting with parents,	Head Master								→	→	
Write a plan and procedures to control access to the building	Director of Operations							→	→		Equipment / building supplies as needed; funding

	Responsible Party	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Needed Resources
											for same
Hire necessary security personnel, if needed	Director of Op / Head Master					→	→	→	→		
Ensure that there is adequate signage and that the building is numbered for emergency response	Director of Operations							→	→		Building supplies as needed; funding for same
Develop the school's fiscal policies and procedures and draft Initial Statement	Board/ Head Master	→	→								
Secure an independent accountant to review Initial Statement within 45 days of hiring an employee or disbursing \$50k	CFO			→	→						One-time accountant fees
Report and correct any deficiencies with regard to financial controls	CFO			→	→						
Employ or contract Chief Financial Officer	Head Master			→	→	→	→	→	→		Employment contract
Create annual cash flow projection and submit to authorizer	CFO						→	→			
Submit unaudited statements of income / expense	CFO							→	→		
Obtain federal tax exempt status	CFO/Adm.	→	→	→	→	→	→	→	→	→	

	Responsible Party	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Needed Resources
Establish a payroll system	CFO/Adm.	→	→	→	→	→	→	→	→	→	Purchase of software, if needed
Establish a billing system for school districts	CFO			→	→	→	→				Billing forms, software system to support
<b>Fidelity to Charter Agreement</b>											
Identify a compliance contact person	Head Master										

## M. Dissolution Plan

In the event of closure or dissolution of the Timothy Hill Community Charter School, THCCS staff will assist students in the transfer process to their school district or residence or other school of choice. This transfer process will include timely transfer of all student records, including academic, behavioral, assessment, and health records.

### Distribution of assets

In the event of closure or dissolution of the Timothy Hill Community Charter School, if the corporation has assets, the THCCS board of trustees shall, within three months after such closure or dissolution, petition the New York State Supreme Court in the Riverhead district for an order directing the disposition of any and all property belonging to the corporation to an entity or entities that qualify and are exempt within the meaning of Section 501(C)(3) of the Internal Revenue Code at the time the dissolution takes place.

Such petition shall be accompanied by proof that notice of the time and place of such intended application to said court has been duly published once in each week for at least four weeks successively, next preceding such application, in a newspaper circulated in Suffolk County.

A copy of such petition shall be served upon the regents and the attorney general not less than ten days prior to such application.

The court shall direct the sale of sufficient designated assets to pay any outstanding debts and the cost of dissolution. The regents and the board of trustees may present to the court their recommendation as to the disposition of the remaining property of the corporation if there be library books, objects of art or of historical significance, as far as possible they shall not be

sold but shall be transferred to the Riverhead Charter School or the Riverhead School District, in that order that order of preference, so long as such recipient organization(s) is (are) exempt from taxes within the meaning of Section 501(c)(3) of the Internal Revenue Code at the time the dissolution takes place. If there be any surplus moneys after payment of debts and the expenses of liquidation, the court may direct that the same be devoted and applied to the Riverhead Charter School or the Timothy Hill Children's Ranch as said trustees will have designated by their petition to the Supreme Court so long as such recipient organization(s) is (are) exempt from taxes within the meaning of Section 501(c)(3) of the Internal Revenue Code at the time the dissolution takes place, and the said court may approve. Any and all distributees of the remaining property of the corporation must qualify and be exempt within the meaning of Section 501(C)(3) of the Internal Revenue Code at the time the dissolution takes place.

Upon the revocation of the charter of Timothy Hill Community Charter School or its dissolution, the trustees of THCCS shall be empowered to continue in office for the purpose of settlement of the affairs of the corporation.

## **Student Admissions Policy**

### **Student Recruitment**

Timothy Hill Community Charter School (THCCS) will conduct extensive local community outreach to solicit applications from prospective students entering lottery-eligible grades. Timothy Hill Community Charter School shall be open to any child who is eligible under the laws of New York State for admission to a public school, and the school shall ensure compliance with all applicable antidiscrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school. Annually, new students will be admitted to THCCS through a lottery system, without regard to prior measures of achievement or aptitude, disability, ethnicity, race, gender, national origin, religion or athletic ability.

Recruitment materials and school applications will be available in both English and Spanish. No later than January 1 of the opening year, THCCS will advertise open registration. Potential students will submit applications commencing on January 1. If by March 1, the applications exceed the number of openings available, a public lottery will be conducted to fill all enrollment slots.

### **Open Admissions Only to Designated Grades**

THCCS will only open admissions for designated grades 7-12. Prospective students must submit an application to be eligible for the lottery. If THCCS receives more lottery applications than the school has seats available for that lottery grade, then the school will conduct a blind lottery to determine which students will be admitted into that lottery grade. Said lottery will be conducted and observed by a third party auditor.

If the school determines that seats are available outside of the lottery process, the waiting list that has been developed will be the only official source for identifying eligible applicants to fill those vacant seats. The complete waiting list policy can be found below in this student admissions policy.

In its first year of operation, the school will accept applications for admission to grades 7-12, with a maximum of 30 students per grade level. In subsequent years, THCCS will refill any vacant spots that exist in each grade level and create additional classes per grade level at the Head Master's discretion. In any event, the maximum number of students shall not exceed 245 at anytime during the first five years of operation.

All applicants must submit a completed and valid application by the March 15 admissions deadline.

### **Admissions Preferences**

Admission preference shall be granted to applicants in the following manner:

- After the first year, first preference will be given to returning students, who will automatically be assigned a space within the school.

- Second preference will be given to siblings of students already enrolled in THCCS. For definition purposes, “siblings” are two or more children that are related either by birth by the same father or mother or by legal adoption or legal guardian.
- Third preference for admission will be given to students who reside within the local school districts in a fifteen-mile radius of THCCS’s campus.

### **Selection**

Once all applicants with automatic preferences have been admitted, all other applicants will be considered, the remaining entries will be sorted in the same random manner to create the waiting list in each grade. This waiting list will be used to fill empty spaces as necessary. The waiting list shall expire annually. Any and all applications received after the deadline will be automatically added to the bottom of the waiting list in the order in which they are received, except applications submitted by siblings of currently enrolled students. THCCS will make a concerted effort to inform current parents of the need to submit sibling applications prior to the admissions deadline.

### **Vacancy**

Should a space become available in a class at THCCS, the school will contact the parents or guardians of the next student on the waiting list. The school will make reasonable attempts to contact the parents or guardians of the first student on the waiting list to determine whether the student wants to enroll in the school before proceeding to the next name on the list. If attempts to contact the student’s parents or guardians are unsuccessful, the school may remove that student from the waiting list and contact the next student on the waiting list.

### **Voluntary Withdrawal**

THCCS is a public charter school of choice, both for application and withdrawal. Circumstances may arise in which a parent or guardian wishes to transfer a child to a different school. With parent or guardian permission, students may withdraw from THCCS at any time. Parents may withdraw students verbally or in writing. A student who begins attending another school without a formal withdrawal is subject to being automatically withdrawn from THCCS. If the parents or guardians wish to transfer their child to another school, the staff at THCCS will make reasonable efforts to help the student find a school that better serves the family’s desires. THCCS will ensure the timely transfer of any necessary school records to the student’s new school in accordance with applicable law and regulations.

### **Limited and Temporary Withdrawal**

In certain and limited instances, a parent or guardian may request a temporary withdrawal from the school for reasonable personal circumstances. In these cases, the student’s parent and/or guardian must give the school written notice at the time of withdrawal of the temporary withdrawal and the student’s estimated return date.

### **Intent to Return**

The school will grant temporary withdrawal on a case by case basis. In assessing whether to grant temporary withdrawal, the school will review the validity of the request and the parents' intent to return. If temporary withdrawal is granted, the school may re-admit the student to THCCS.



**TOWN OF RIVERHEAD**  
**OFFICE OF THE SUPERVISOR**

**WORK SESSION**

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**Date:** FEBRUARY 16, 2012

**10:00 A.M.**

**DISCUSSION ITEMS:**

- Sav-A-Watt - GABRIELSEN/KEMPNER
- Dog Park - WOOTEN
- Resolutions
- Timothy Hill Charter School - HILL/HANLEY
- Calverton Ball Field Status Update - COYNE/TESTA/ROTHAAR
- Refund 2003 Bonds - ROTHAAR

**EXECUTIVE SESSION**

**CONTRACTUAL**

- BIDMA - McCORMICK/ROTHAAR

**PERSONNEL**

- Engineering - TESTA/MILOSKI
- Fire Marshal - TESTA/McLAUGHLIN
- Highway - McLAUGHLIN

**LITIGATION**

- PENDING CERT CASES - HAAS/TENNENBERG/KOZAKIEWICZ

**Please note that there will be**

**NO WORK SESSION FEBRUARY 23, 2012**

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**Rotary Club of Riverhead**

District 7260  
P. O. Box 518  
Riverhead, New York 11901-0518

Charter No. 3456



January 9, 2012

Mr. Thaddaeus Hill, Executive Director  
Timothy Hill Children's Ranch  
298 Middle Road  
Riverhead, NY 11901

Dear Mr. Hill:

It was a pleasure to meet with you before our board to notify us of your organizations plans to take the steps to form a charter school in our community. We commend your efforts in this endeavor as the need is great and are confident that that your organization will provide the needed attention and support that these students deserve.

Please keep us apprised of your progress toward your goal.

Very truly yours,

A handwritten signature in black ink, appearing to read "Ronald G. Farnworth".

Ronald G. Farnworth  
President  
2011-2012



# Charter schools the rise in Riverhead 1 looks to build; 1 sees

BY TIM GANNON | STAFF WRITER

Riverhead may soon be hosting two charter schools, one that is still in the works and an existing school that might be expanding.

The Riverhead Charter School is hoping to build a new facility on its six-acre campus on Route 25 in Calverton, and begin teaching seventh- and eighth-graders there, it was learned this week. And Timothy Hill Children's Ranch on Middle Road in Riverhead has filed an application with the state to open a charter school on its property.

That school would be called the Timothy Hill Community Charter School and teach grades 7 through 12, according to the organization's application, which anticipates an enrollment of just 55 students in its first expected year of operation in 2013-14, with that number jumping to 210 in the 2018-19 school year.

"The mission of the Timothy Hill Community Charter School is to ensure that our students have the opportunity for further success in the college of their choice and/or a viable career," the application states. It reads that the proposed school would be a "no excuses" school that would embrace rigorous academics, an intentional self-management focus, data-driven decision making, therapeutic and supportive school culture and "authentic, real world vocational integration."

Riverhead Charter School principal Dorothy Porteus and director of operations and finance Michelle Dalpiaz discussed their proposal informally with the Riverhead Industrial Development Agency Monday. The school has hired attorney Richard Tortora of Capital Markets Advisors LLC in Great Neck to work on the proposal with them. Mr. Tortora also was present Monday.

The size and the cost of the proposed facility have not yet been determined, Ms. Porteus said, but school officials hope to have the new building open by summer 2013.

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The size and the cost of the proposed facility have not yet been determined, Ms. Porteus said, but school officials hope to have the new building open by spring of 2013.

The Riverhead Charter School, which first opened in 2001, is currently a K-6 school. The proposed building would enable the school to add grades seven and eight and, Ms. Porteus said, is projected to boost enrollment from the current 280 students to about 400.

Charter schools receive their funding from each student's home public school district, based on a per-pupil formula.

The school cannot issue bonds, Mr. Tortora said, and is seeking IDA help in acting as a conduit to issue tax-exempt bonds for the project.

The school is exempt from property taxes now, so it won't need tax exemp-

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# Schools on Riverhead ; 1 seeks expansion

tions, Mr. Tortora said.  
"At this point, it's fair to say we're  
very interested and will do whatever  
we can to help," said IDA chairman  
Tom Cruso.

Timothy Hill Children's Ranch was  
started 30 years ago on a 70-acre ranch.  
It is licensed by the state and houses  
boys who are troubled, abused or ne-  
glected or come from troubled fami-  
lies, its executive director, Thaddaeus  
"Thud" Hill has said. Mr. Hill is the  
brother of Timothy Hill, who died in a  
1972 bicycle accident at only 13. As a  
boy Mr. Hill dreamt of running a ranch  
where troubled youth could live.

[tgannon@timesreview.com](mailto:tgannon@timesreview.com)

## Distr

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### **Additional new article appearing online and in newspapers in Riverhead:**

Timothy Hill Children's Ranch is planning to establish a charter high school in the Town of Riverhead.

The organization, the operator a residential facility for troubled teens on Middle Road since 1980, has begun the charter application process with the state and cleared its first hurdle, said executive director Thaddaeus Hill. Its letter of intent to file — the first step in the process — has been accepted by the state, the only letter of intent accepted for a Long Island location, he said.

The new charter school would be the only charter high school on Long Island, Hill said. It would draw students from within a 15-mile radius of the school, the location of which is yet to be determined. It would not necessarily be on the ranch's existing campus, Hill said.

Ultimately, the student population of the new high school would be about 250, and — unlike the ranch itself — it would be a coeducational facility.

The intent is to provide a learning environment for youth who are struggling in the traditional academic setting, Hill said. The curriculum would include the core classes as well as integrate hands-on learning experiences, such as biology instruction in the ranch's greenhouse facilities.

Hill said a full application would be filed by the end of this month. A decision would be rendered by the state in June. If the application is approved, the school would open its doors in September 2013.

While there would be some financial impacts on the Riverhead Central School District, Hill said, the impacts would not be significant. For students who are living at the ranch, the charter school tuition would be paid by their school district of origin, he said. Many of the other students from Riverhead — those who do not reside at the ranch — would otherwise be going to BOCES classes at a much higher annual cost-per-pupil, Hill said. The charter high school could actually save the district money, he said.

"Riverhead is my hometown. It's where I grew up," Hill said. "I don't want to hurt the district."

Hill said had a cordial meeting with school superintendent Nancy Carney about a week ago and plans to meet with board president Ann Cotten-DeGrasse this week. He's hoping the school district will not oppose the application.

The district fought the establishment of the Riverhead Charter School more than a decade ago, mounting an unsuccessful legal challenge to the state education department's approval of the charter in 2000.

Neither Carney nor Cotten-DeGrasse responded to requests for comment.

"We believe this will be a good fit with the ranch. There's a nice synergy," Hill said. "We'll be able to offer unique components that are not just traditional classroom-setting learning environments, such as equestrian therapy, which will allow us to reach some of these young people in ways not possible in a traditional classroom," Hill said.

"It will have a little bit of a private school flavor, with uniforms and a strict disciplinary policy," Hill said. "We are behavioral specialists at the ranch and that's how we'll market the school."

Hill said the school will offer rigorous academic, as well as vocational, training.

Timothy Hill Children's Ranch has a very good success rate, Hill said. "We will carry that forward into the school."

The ranch was a dream of Hill's older brother, Timothy, who wanted to build "a place where troubled kids could live, be loved, feel safe and have wide-open spaces to ride horses." Timothy killed in a tragic bicycle-truck accident in 1972 at age 13. His parents, the Rev. Jerrell and Fern Hill pursued his dream to honor his memory, and the Timothy Hill Children's Ranch was born.

Jan. 12, 2012

Re: Timothy Hill Children's Ranch charter school proposal

To Whom It May Concern:

As a local news publisher, I am aware of the proposal by Timothy Hill Children's Ranch to establish a charter school at the site.

Sincerely,

Denise Civiletti

Publisher

Post Office Box 919 Riverhead NY 11901 Phone 866-727-LOCAL Fax 631-223-7974

[www.RiverheadLOCAL.com](http://www.RiverheadLOCAL.com)



## **Riverhead Charter School**

3685 Middle Country Road  
Calverton, NY 11933  
Phone (631) 369-5800

Fax (631) 369-6687

### Board of Trustees

Donna Bloxon, Board President  
Susan Heintz, Vice President  
Deborah Rutigliano, Treasurer  
Harry Histan, Secretary  
Renee Harris-Thompson, Trustee  
James Leslie, Trustee

[www.riverheadcharterschool.org](http://www.riverheadcharterschool.org)

---

Principal  
Dorothy Porteus

Director of Operations  
Michelle Dalpiaz

November 20, 2011

Dear Mr. Thaddeus Hill:

Thank you for including me in your informational meeting in which you, and the people attending with you, shared your mission and vision for a new charter school in our area. Your intent to submit your letter of interest and then start the application process would be welcomed by our charter board and parents since we do not presently have plans for grades 9-12. Your charter school which will be located in close proximity to our school, should not have an adverse impact on our charter school's enrollment. In fact, if your charter is approved, it should be able to provide another school of choice option for our parents when their child graduates from our school.

Again, thank you for seeking us out and sharing your vision with us. Please feel free to contact me should I, or my director of operations, be able to assist you in any way during the application process.

Best Regards,

Dorothy Porteus, Principal

Riverhead Charter School

**Below is a sample schedule for a 9<sup>th</sup> Grade student at our Charter School:**

<b>Period 1</b>	Gym/Morning Exercise Program	<b>8:00 – 8:45</b>
<b>Period 2</b>	Campus Wide Breakfast/Nutrition Class	<b>8:55 – 9:25</b>
<b>Period 3</b>	Algebra	<b>9:30 – 10:25</b>
<b>Period 4</b>	Spanish I	<b>10:30 – 11:25</b>
<b>Period 5</b>	English History 9	<b>11:30 – 12:25</b>
<b>Period 6</b>	Lunch	<b>12:30 – 1:25</b>
<b>Period 7</b>	Vocational Class/Earth Science	<b>1:30 – 2:25</b>
<b>Period 8</b>	Music	<b>2:30 – 3:25</b>

**Below is a sample schedule for a 7<sup>th</sup> Grade student at our Charter School:**

<b>Period 1</b>	Gym/Morning Exercise Program	<b>8:00 – 8:45</b>
<b>Period 2</b>	Campus Wide Breakfast/Nutrition Class	<b>8:55 – 9:25</b>
<b>Period 3</b>	Integrated Algebra	<b>9:30 – 10:25</b>
<b>Period 4</b>	English	<b>10:30 – 11:25</b>
<b>Period 5</b>	Vocational Class/Life Science	<b>11:30 – 12:25</b>
<b>Period 6</b>	Lunch	<b>12:30 – 1:25</b>
<b>Period 7</b>	Spanish	<b>1:30 – 2:25</b>
<b>Period 8</b>	Art	<b>2:30 – 3:25</b>

**Below is a sample schedule for our Math teacher at our Charter School:**

<b>Period 1</b>	Professional Development Hour	<b>8:00 – 8:45</b>
<b>Period 2</b>	Campus Wide Breakfast/Nutrition Class	<b>8:55 – 9:25</b>
<b>Period 3</b>	Algebra I	<b>9:30 – 10:25</b>
<b>Period 4</b>	Algebra II	<b>10:30 – 11:25</b>
<b>Period 5</b>	Teaching Planning Time	<b>11:30 – 12:25</b>
<b>Period 6</b>	Lunch	<b>12:30 – 1:25</b>
<b>Period 7</b>	Geometry	<b>1:30 – 2:25</b>
<b>Period 8</b>	Student Tutoring Session	<b>2:30 – 3:25</b>



November 18<sup>th</sup> – 22<sup>nd</sup> Regular class schedule  
November 25<sup>th</sup> – 26<sup>th</sup> Regular class schedule  
November 27<sup>th</sup> – 29<sup>th</sup> **Holiday: Thanksgiving Break (no school)**

Total School Days for November = 17

### **December 2013:**

December 2<sup>nd</sup> – 6<sup>th</sup> Regular class schedule  
December 7<sup>th</sup> **Saturday: Student Learning Opportunity Day**  
December 9<sup>th</sup> **Teacher Professional Development Day (no school)**  
December 10<sup>th</sup> – 13<sup>th</sup> Regular class schedule  
December 16<sup>th</sup> – 20<sup>th</sup> Exam Week  
December 23<sup>rd</sup> – 31<sup>st</sup> **Mid-Semester Break (no school)**

Total School Days for December = 14

### **2014:**

#### **January 2014:**

January 1<sup>st</sup> – 3<sup>rd</sup> **Mid-Semester Break (no school)**  
January 6<sup>th</sup> – 10<sup>th</sup> Regular class schedule  
January 11<sup>th</sup> **Saturday: Student Learning Opportunity Day**  
January 13<sup>th</sup> – 17<sup>th</sup> Regular class schedule  
January 20<sup>th</sup> **Holiday: Martin Luther King Day**  
January 21<sup>st</sup> – 24<sup>th</sup> Regular class schedule  
January 25<sup>th</sup> **Saturday: Student Learning Opportunity Day**  
January 27<sup>th</sup> – 31<sup>st</sup> Regular class schedule

Total School Days for January = 19

#### **February 2014:**

February 3<sup>rd</sup> – 7<sup>th</sup> Regular class schedule  
February 8<sup>th</sup> **Saturday: Student Learning Opportunity Day**  
February 10<sup>th</sup> – 14<sup>th</sup> Regular class schedule  
February 17<sup>th</sup> -21<sup>st</sup> **Winter Break: School Ski Trip (no school)**  
February 24<sup>th</sup> **Teacher Professional Development Day (no school)**  
February 25<sup>th</sup> – 28<sup>th</sup> Regular class schedule

Total School Days for February = 14

#### **March 2014:**

March 3<sup>rd</sup> – 7<sup>th</sup> Regular class schedule  
March 8<sup>th</sup> **Saturday: Student Learning Opportunity Day**  
March 10<sup>th</sup> – 14<sup>th</sup> Regular class schedule

March 17 <sup>th</sup> – 21 <sup>st</sup>	Regular class schedule
March 22 <sup>nd</sup>	<b>Saturday: Student Learning Opportunity Day</b>
March 24 <sup>th</sup> - 28 <sup>th</sup>	Regular class schedule
March 24 <sup>th</sup>	<b>Evening Parent/Teacher Conferences</b>
March 31 <sup>st</sup>	Regular class schedule

Total School Days for March = 21

**April 2014:**

April 1 <sup>st</sup> – 4 <sup>th</sup>	Regular class schedule
April 5 <sup>th</sup>	<b>Saturday: Student Learning Opportunity Day</b>
April 7 <sup>th</sup> – 11 <sup>th</sup>	Regular class schedule
April 14 <sup>th</sup> – 21 <sup>st</sup>	<b>Spring Break: International Educational Trip</b>
April 22 <sup>nd</sup>	<b>Teacher Professional Development Day (no school)</b>
April 23 <sup>rd</sup> – 25 <sup>th</sup>	Regular class schedule
April 26 <sup>th</sup>	<b>Saturday: Student Learning Opportunity Day</b>
April 28 <sup>th</sup> – 30 <sup>th</sup>	Regular class schedule

Total School Days for April = 15

**May 2014:**

May 1 <sup>st</sup> – 2 <sup>nd</sup>	Regular class schedule
May 3 <sup>rd</sup>	<b>Saturday: Student Learning Opportunity Day</b>
May 5 <sup>th</sup> – 9 <sup>th</sup>	Regular class schedule
May 12 <sup>th</sup> – 16 <sup>th</sup>	Regular class schedule
May 17 <sup>th</sup>	<b>Saturday: Student Learning Opportunity Day</b>
May 19 <sup>th</sup> -22 <sup>rd</sup>	Regular class schedule
May 23 <sup>rd</sup> & 26 <sup>th</sup>	<b>Holiday: Memorial Day (no school)</b>
May 27 <sup>th</sup> – 30 <sup>th</sup>	Regular class schedule

Total School Days for May = 20

**June 2014:**

June 2 <sup>nd</sup> – 6 <sup>th</sup>	Regular class schedule
June 7 <sup>th</sup>	<b>Saturday: Student Learning Opportunity Day</b>
June 9 <sup>th</sup>	<b>Teacher Professional Development Day (no school)</b>
June 10 <sup>th</sup> – 13 <sup>th</sup>	Regular class schedule
June 14 <sup>th</sup>	<b>Saturday: Student Learning Opportunity Day</b>
June 16 <sup>th</sup> – 20 <sup>th</sup>	Regular class schedule
June 23 <sup>rd</sup> – 27 <sup>th</sup>	Regular class schedule

Total School Days for June = 19

**TIMOTHY HILL COMMUNITY CHARTER SCHOOL**  
**Student Discipline Policy**

Timothy Hill Community Charter School acknowledges that a safe, structured, and supportive school community is essential to accomplishing academic gains as well as experiencing growth in self-management and appropriate social skills. Additionally, a school culture that includes strong motivation to learn and to excel to one's full potential is essential to building a climate of excitement and encouragement leading to exponential growth in all areas of development. To that end, THCCS will focus relentlessly on appropriate consequences for small issues in order to minimize more significant negative behaviors from occurring. These consequences may be either negative and positive.

Structured to deter negative behaviors and reward excellence in both effort and accomplishment, THCCS awards either positive and negative consequences based upon achievement of the conduct expectations with our STEP IN program.

**CONDUCT EXPECTATIONS / CODE OF CONDUCT**

Goal: To positively support a structured, values-centered life and provide incentive to embrace change.

- Safety. Demonstrate you are not a risk to yourself or others. Comply with dress code. Learn about opportunities and expectations regarding: 20 Manners, Campus life, Recreation, Moral Development, and Education.
- Honesty. Tell the truth without omission. Value honesty by avoiding lying, cheating and stealing. Develop a reputation for trustworthiness.
- Respect. Follow first requests. Mastery of the 20 manners and use appropriate language in all situations Follow rules when no one is looking.
- Responsible. You are where you belong, on time and are doing what you should be doing. You need to be open to constructive criticism and trying new things. Practice new skills and behaviors. Learn to create S.M.A.R.T. goals.
- Communication. Learn to resolve conflicts with those with whom you disagree and express your thoughts, views or feelings in a respectful way without becoming threatening or withdrawing. Learn not to tease. Learn to mediate. Stay neutral when listening to others with a conflict.
- Relationships. Give to others your time and effort. See beyond your own needs. Be uplifting.
- Leadership. Help and teach others skills you have mastered (ex. improve their school grades, learn to ride a horse, walk away from a fight, handle anger, relax if anxious, do the right thing when hard.)
- Character. Reflect upon your behavior and academics, asses your strengths, weaknesses and what motivates your actions. Reevaluate your social circle. Set attainable goals and build your future.

**DISCIPLINARY POLICIES**

**SHORT TERM SUSPENSION**

A short-term suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of five or fewer days. A student who has committed any of the infractions listed below shall be subject minimally to a short-term

suspension, unless the Head Master determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. The Head Master or the Director of Teaching and Learning reserves the right to adjust the punishment for each infraction per his or her judgment.

#### Disciplinary Infractions

- Attempt to assault any student or staff member;
- Vandalize school property causing minor damage;
- Endanger the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury;
- Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others;
- Engage in insubordination;
- Fail to carry out directions, or comply with disciplinary sanctions;
- Cheat on quizzes, exams, or commit plagiarism;
- Used forged notes or excuses;
- Steal, or attempt to steal, or possess property known by the student to be stolen;
- Commit extortion;
- Engage in gambling;
- Abuse school property or equipment;
- Use obscene or abusive language or gestures;
- Engage in acts of verbal or physical sexual harassment;
- Make a false bomb threat or pull a false emergency alarm;
- Possess tobacco or alcohol;
- Possess pagers, beepers, or portable/cellular telephones not being used for instructional purposes;
- Wear inappropriate, insufficient, or disruptive clothing or attire, or violate the student dress code;
- Misuse computer technology, including viewing or downloading inappropriate material not germane to schoolwork.
- Commit any other act which school officials reasonably conclude disrupts the learning environment of the school;
- Repeatedly commit minor behavioral infractions which, in aggregate, may be considered an infraction subject to formal disciplinary action.

#### Procedures and Due Process for Short Term Suspension

The Head Master or Director of Teaching and Learning may impose a short-term suspension, and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short term suspension, or other, less serious discipline, the school Head Master or Director of Teaching and Learning shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

Before imposing a short-term suspension, the Head Master or Director of Teaching and Learning shall immediately notify the parents or guardian in writing that the student may be

suspended from school. Written notice shall be provided by personal delivery, express mail delivery within 24 hours of the decision to impose suspension at the last known address(es) of the parents or guardians. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Head Master or Director of Teaching and Learning. Such notice and informal conference shall be in the dominant language of mode of communication used by the parents or guardian. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

The Head Master or Director of Teaching and Learning's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the charter school's complaint process.

#### **LONG TERM SUSPENSION/EXPULSION**

A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension or expulsion, unless the Head Master or Director of Teaching and Learning determines that an exception should be made based on the circumstance of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document including a referral to the appropriate law enforcement authorities.

##### Disciplinary Infractions

- Possess, 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 in school;
- Commit, or attempt to commit arson on school property;
- Assault any other student or staff member;
- Intentionally causes physical injury to another person, except when student's actions are reasonably necessary to protect him or herself from injury;
- Vandalize school property causing major damage;
- Commit any act which could constitute a crime or is a more egregious infraction described under "short-term suspension", which school officials reasonably conclude warrants a long-term suspension.

A student who commits any of the acts previously described as causes for short term-suspension may, instead or in addition, be subject to a long-term suspension at the Head Master or Director of Teaching and Learning's discretion only if the student has committed the act at least three times in the academic year.

##### Procedures and Due Process for Long Term Suspension

The Head Master or Director of Teaching and Learning may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Head Master or Director of Teaching and Learning may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Head Master or Director of Teaching and Learning shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Head Master or Director of Teaching and Learning also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the Head Master or Director of Teaching and Learning initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Head Master or Director of Teaching and Learning may accept or reject all or part of it. The Head Master or Director of Teaching and Learning's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian in accordance with the charter school's complaint process.

#### Firearm Violations

Federal and New York law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Head Master or Director of Teaching and Learning may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC § 921, and includes firearms and explosives. (New York Education Law §3214 effectuates this federal law.) The Head Master or Director of Teaching and Learning shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Head Master or Director of Teaching and Learning shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

#### Provision of Instruction During Removal

The charter school will ensure that alternative educational services are provided within 24 hours to a child who has been suspended (in or out of school), to help that child progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school thereafter or until the end of the school year.

## **STUDENTS WITH DISABILITIES**

In addition to the above policies relative to general education students, there are additional procedures and protections that apply to students with disabilities including:

- The provision of a free and appropriate education to students who are suspended or removed for disciplinary reasons for more than ten school days in a school year, this includes a teacher going to the student's home or the student coming to the school during or after the scheduled school day to receive the required instruction according to the IEP;
- The responsibility of schools to address behaviors that result in suspensions or removals for more than ten school days in a school year (functional behavioral assessment and behavioral intervention plans);
- The determination of the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement (manifestation determination);
- Providing the parent of the student a copy of the procedural safeguards notice (special education rights) whenever a disciplinary action will result in a disciplinary change in placement which is a removal for more than 10 consecutive school days;
- An expedited process to resolve disagreements between parents and schools regarding certain disciplinary actions; Protections for students who are not classified when a parent asserts that the school had knowledge, prior to the behavior that resulted in the disciplinary action, that the student was a student with a disability;
- Expedited evaluations of students suspected of having a disability during the time the student is suspended.

The charter school has the authority to suspend or remove students with a disability to interim alternative educational settings for up to 45 days for offenses relating to illegal drugs, controlled substances, weapons, or where the student represents a safety concern. In instances when the school maintains that it is dangerous for a student to remain in his current educational placement, the school can request an expedited due process hearing to move the student to an interim setting. The school can remove a student with a disability from his or her current placement when necessary, even though the student had previously been removed earlier in the school year, as long as the removal does not constitute a disciplinary change in placement.

The charter school will work closely with the committee on special education to establish clear guidelines for communication and decision-making on disciplinary matters.

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. [A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions.] The charter school shall comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

The charter school shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students for whom the Individualized Educational Plan (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the committee on special education (CSE) of the student's district of residence for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

The charter school shall work with the district to ensure that the CSE of the student's district of residence meets within seven days of notification of any of the following:

- 1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days. The commission of an infraction resulting from the student's disability.
- 2) The commission of an infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Head Master or Director of Teaching and Learning would seek to impose a suspension in excess of five days.

The charter school shall ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:

- 1) Convene a CSE meeting within 10 school days to make a manifestation determination.
- 2) Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
- 3) Provide the student's parent with a copy of their procedural due process rights.
- 4) Work closely with the CSE of the students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

#### Provision of Services During Removal

Those students removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide alternative instruction to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional instruction, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses [pursuant to 34 CFR §300.520(a)(2)] services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

# Zachary I. Riyaz

## EDUCATION

### **Albany Law School of Union University, Albany, NY**

Juris Doctor, May 2002

Concentrations: Business Law & Intellectual Property Law

Dean's List: Spring 2001 (GPA 3.44)

*Albany Law Environmental Outlook Journal*, 2000-2001

*Semifinalist*, Morse Negotiation Competition, Spring 2001

*Octofinalist*, Gabrielli Appellate Advocacy Competition, Fall 2000

ABA Client Counseling Competition, Fall 2000

Morse Client Counseling Competition, Fall 2000

### **State University of New York at Stony Brook**

BA, Anthropology, May 1998

GPA in Major: 3.64 (Dean's List: two semesters)

Concentrations: Information Systems and Biology

## EXPERIENCE

### **Foster, Vandenburg & Riyaz, LLP**

Partner, 2003 - Present

I have been a practicing attorney for approximately eight (8) years, and I have been engaged in extensive litigation in connection with matrimonial matters in both the Supreme Court and Family Court of the Counties of Suffolk and Nassau, as well as Appellate Practice in the Second Department.

### **New York State Supreme Court, County of Suffolk**

*Legal Intern*, January 2003 – October 2003

Researched civil procedural matters and rules related to Supreme Court .

### **Albany County Public Defender's Office, Albany NY**

*Legal Intern*, Fall 2001

Admitted to practice under Student Practice Rule. Responsible for providing indigent persons with legal representation at criminal court trials.

### **New York State Attorney General's Office, Albany NY**

*Legal Aide*, Civil Recoveries Bureau, Fall 2000, Spring & Summer 2001

Wrote summary judgment motions, summons, complaints, notice of hearings, and memoranda of law. Conducted extensive research in civil procedural matters and on issues dealing with commercial law.

### **Litigation Clinic, Albany Law School**

*Legal Intern*, Unemployment Insurance & Bankruptcy, Fall 2000 & Spring 2001

Admitted to practice under Student Practice Rule. Handled cases from inception through trial. Represented clients at administrative hearings and on appeals in the Appellate Division of New York State Supreme Court.

**Mediation Assistance Program, Albany Law School**

*Certified New York State Mediator, Government Law Center, Fall 2000 & Spring 2001*

Completed an intensive 25-hour training program leading towards the NYS Unified Court System Certification as a community mediator. Mediated cases in small claims court.

**New York City Department of Consumer Affairs, New York, NY**

*Legal Intern, Office of General Counsel, Summer 1999*

Researched relevant consumer protection laws. Drafted motions for administrative hearings and memoranda of law regarding home improvement contract violations and statute of limitations issues.

**BedRock Chemicals, Long Island, NY**

Co-owner and Founder, Fall 1998 - Spring 2000

Handled all aspects of marketing and distribution of raw materials to health food manufacturers.

**ACTIVITIES/SKILLS**

Interests: Indoor rock climbing, painting, golf, and tennis

Computer: LexisNexis, Westlaw; Microsoft Office Suit (Excel, Word, PowerPoint & Access)

<b>School Trustee Background Information</b>
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Each proposed or prospective charter school board member must provide the information requested below.

**Name:** Zachary I. Riyaz, Esq.

**Charter School Name:** Timothy Hill Community Charter School

**Charter School Address:** Riverhead, New York

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

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

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

### **Background**

1. Please provide your educational and employment history. You may do so by attaching a résumé. **X**  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **X**  I affirm.
3. Please affirm that you have 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. **X**  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. Mr. Thaddaeus Hill asked me to be a part of the Timothy Hill Community Charter School by serving as a member of its board.

5. Please explain why you wish to serve on the board.

As a member of the Rotary International, I have tried to embrace their motto "Service above Self" and met many wonderful local business owners through our community volunteer programs and fund raising events. As part of the Timothy Hill Community Charter School, I hope to help the children of our local community achieve their full potential.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):

I have not previously served on a board of a school district. However, as an attorney, I have advised multiple new start-up companies concerning their formation, franchise agreements, contracts, employees, and regulatory compliance.

As a secretary I will be responsible for ensuring that accurate and sufficient documentation exists to meet legal requirements, and to enable authorized persons to determine when, how, and by whom the board's business was conducted.

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

This does not apply to me.  Yes.

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

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

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

This does not apply to me.  Yes.

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

### Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
X  I / we do not know any such persons.  Yes.  
If your answer is yes, please indicate the precise nature of your relationship here:
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
X  I / we do not know any such persons.  Yes.  
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.  
X  No.  Yes.  
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.  
X  Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not know any such persons.  Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
X  Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we have no such interest.  Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates

conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

X  Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not anticipate conducting any such business.  Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. X  This does not apply to me, my spouse or other family members.  Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  
X  None  Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would properly notify the directors and the members, pursuant to the bylaws, via written correspondence about the potential conflict. Moreover, I would bring up the issue at the board meeting via a motion. In the absence of the President and Vice President, I may also call the meeting to order to discuss the items for the agenda as appropriate.

### **Educational Philosophy**

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

The mission of the Timothy Hill Community Charter School is to ensure that the local community students have the opportunity for further success in the college of their choice and/or a viable career choice. Timothy Hill Community Charter School will achieve this goal by rigorous, individualized academics, intentional self-management focus, data-driven decision-making, therapeutic and supportive school culture, and authentic, real-world vocational integration.

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

It is my understanding that the Timothy Hill Community Charter School rigorous core academic program and instructional time, allowing for four hours of individually targeted math, English, history, and science studies, and an additional four hours of vocational/therapeutic/community learning experiences each day.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school shall require an organized board with appropriate bylaws and practices. The board members must properly manage the organization's activities by following procedure while meeting all legal requirements. All of the officers and directors must also perform their duties as the need arises, being reactive instead of proactive, as defined in the bylaws, to ensure that the charter school is and remains successful.

#### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member.

A board member must lead through the vision and mission of the school. There should be open meeting and open records relating to the bylaws. The board members must have knowledge if the school is on course academically and how to make improvement if necessary. Board members must have a strategic plan so the previously set goals achieved. We must also have a procedure to resolve any conflicts between board members.



## **Robert Maire**



### **Education**

Professional Diploma      June 1981 – Queen’s College of the City University of New York. Graduate Program in School Psychology

Master of Science            June 1981 - Queen’s College, Department of Education

Bachelor of Science        May 1978 – State University of New York, College at Cortland, Department of Psychology  
Graduated Magna Cum Laude

### **Professional Certification**

June 1981                      New York State Certification in School Psychology

### **Professional Experience**

September 1981 – present    Little Flower UFSD, Wading River, NY  
School Psychologist serving a residential treatment population.

- Psychological evaluations for CSE screenings, class placement, and educational and treatment planning.
- Individual and group counseling.
- Resolution of student conflict and crisis situations.
- Teacher consultation.
- Conduct Functional Behavioral Assessments and Develop and Implement Behavior Intervention Plans
- Liaison to student’s district of residence
- Participation in treatment team meetings

July 2004 – present            Little Flower UFSD, Wading River, NY  
CSE Chairperson

Scheduling, organizing, and conducting Committee for Special Education (CSE) meetings.

- March 2000 – June 2006      Little Flower UFSD, Wading River, NY  
 Psychoeducational Model (PEM system) trainer
- Trained residential and school staff to implement the Boy's Town PEM program (cognitive behavior modification system)
- September 2004 – present      Timothy Hill Children's Ranch  
 Psycho-educational Evaluator
- Conduct psychoeducational evaluations of group home residents to assist in educational and treatment planning.
- September 1999 – present      Mid East Suffolk Teacher Center (MESTRACT)  
 Policy Board member
- Participate in decision making process relevant to the needs of a teacher training and resource consortium.

### **Additional Experience**

- June 1987      Received training to implement and teach the New York State Child Protective Services Therapeutic Crisis Intervention (TCI) program, Ithaca, NY

### **Professional Association Membership**

National Association of School Psychologists (NASP)

### **Community Activities**

- 1982 – 1988      Volunteer – Big Brothers/Big Sisters of Suffolk County
- 1997 – 2005      Baseball Coach – Father Joe Basel sports program, St. Mark's Church, Shoreham, NY
- 2010 – present      Volunteer – Peanut Butter and Jelly Gang (making sandwiches to feed the hungry), St. Mark's Church, Shoreham, NY.

### **References**

Available upon request

<b>School Trustee Background Information</b>
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Each proposed or prospective charter school board member must provide the information requested below.

**Name:** Robert Maire

**Charter School Name:** Timothy Hill Community Charter School

**Charter School Address:** Riverhead, New York

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member

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

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

### **Background**

1. Please provide your educational and employment history. You may do so by attaching a résumé. **X** Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **X** I affirm.
3. Please affirm that you have 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. **X** I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. - I was offered the opportunity to serve on the board by Thaddaeus Hill of the Timothy Hill Children's Ranch. I serve the program as a consultant. My responsibility is completing psychoeducational evaluations on the residents of the Timothy Hill Children's Ranch.

5. Please explain why you wish to serve on the board. – My primary employment is as a school psychologist at the Little Flower residential treatment center. As such, I recognize the complex needs of at-risk adolescents and realize that there are many students who do not succeed in traditional educational settings. Thus, alternative settings can offer a valuable alternative for many students. In addition, through my experience at the Timothy Hill Children's Ranch, I have come to respect the impressive work that is done with the young men who participate in the program.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here): - As indicated in my resume, I have served on the policy board for MESTRACT (teacher center). Consequently, I have had experience reviewing financial data and confronting issues with the goal of formulating successful policies.

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

This does not apply to me.  Yes.

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

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

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

This does not apply to me.  Yes.

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

### Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
 I / we do not know any such persons.  Yes.  
If your answer is yes, please indicate the precise nature of your relationship here: - As a consultant for the Timothy Hill Children's Ranch, I have worked with Laura Murdocco and Cindy Gales.
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
 I / we do not know any such persons.  Yes.  
In my role as a consultant at the Timothy Hill Children's Ranch, I am currently working with potential employees of the proposed charter school.
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.  
 No.  Yes.  
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not know any such persons.  Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we have no such interest.  Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please

indicate the precise nature of the business that is being or will be conducted.

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

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

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes. - I work as a consultant at the Timothy Hill Children's Ranch (a Charter School partner), but I am technically employed through, and paid by, the Riverhead Central School District.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  
 None  Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. - If I became aware of such a situation, I would preferably bring it to the attention of the Board president. If this option was not feasible, I would inform other board members that were not involved in the situation, and discuss with them how to proceed.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. - The mission of the charter school is to maximize the educational opportunities for students that have not been successful in traditional formats, preparing them for post-secondary goals related to college attendance and/or career development. A small, structured setting will provide a level of individual support that is difficult to provide in a larger school setting. In addition, the school culture will emphasize the development of personal values, self-management skills, and social skills that are as important as academic development in ensuring future success.
19. Please explain your understanding of the educational program of the charter school. - The program will provide a rigorous curriculum (four hours daily of core subject instruction). Of equal significance for this underserved population is the emphasis on vocational, therapeutic, and community learning experiences in which the students will engage on a daily basis. In

addition, there will be an emphasis on the development of personal responsibility and accountability so that the students can improve in terms of self-management.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. – I am in the process of learning more about charter schools. My preliminary impression is that a charter school can provide an alternative to a traditional education setting. From my personal professional experience, it is clear that many students are unable to benefit from a traditional setting and require a different approach that can provide a more individual and therapeutic focus. It is also essential for this population to provide vocational experiences and instruction, which I believe is a vital element of the current proposal. The smaller size of the program, relative to a traditional high school, also allows closer interaction between staff and students, facilitating the goal of promoting social and self-management skills.

#### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member. – My understanding of the role of a board member is to work toward maximizing student success. To achieve this goal, it is important for the board as a whole, and for individual members, to provide financial oversight, work toward maintaining sufficient enrollment, and promote accountability by ensuring that the program is achieving academic and social gains for the students.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. – I have read and understand the charter school application, by-laws, and policies.
23. Please provide any other information that you feel is pertinent to the Department's review. – Through 30 years experience as a school psychologist in a non-traditional setting (residential treatment center) I am acutely aware of how difficult school is for many at-risk students. An alternative that can provide personalized attention, vocational experiences, and a therapeutic environment can contribute to successful outcomes for students who have chronically struggled in school.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

## STATEMENT OF ASSURANCE

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

---

Signature

Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone:** [REDACTED]

**Business Address:** [REDACTED]

**E-Mail Address:** [REDACTED]

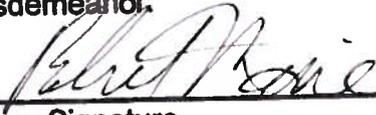
**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

## STATEMENT OF ASSURANCE

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



Signature

2/24/12

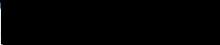
Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

Business Telephone: 

Business Address: 

E-Mail Address: 

Home Telephone: 

Home Address: 

**CYNTHIA A. GALES**



**WORK EXPERIENCE**

1992 - Present

**TIMOTHY HILL CHILDREN'S RANCH, Riverhead, NY**

**CONTROLLER** - Direct all financial activity of residential group home for boys.

- . Budget Management
- . Produce and analyze monthly financial reports.
- . Prepare all mandated annual fiscal reporting and reimbursement rate setting methods.
- . Manage annual audit process with CPA firm.
- . Advise Executive Director on desirable operational adjustments to achieve cost savings.
- . Track agency investments.
- . Prepare payroll for all employees and resolve all payroll related issues.
- . Responsible for maintaining and processing of all Accounts Receivable and Accounts Payable.
- . Maintain general ledger and reconcile all agency bank statements.
- . Prepare monthly billings to funding agencies.
- . Act as Personnel Director for agency.
- . Oversee and administer insurance and benefit packages for employees, including cost containment initiatives.

1982 - 1992

**UNITY MUTUAL LIFE INSURANCE COMPANY, Syracuse, NY**

**BUDGET AND COST ANALYST** - Responsible for key accounting functions of a growing life insurance company.

- . Directly involved with statutory statements, integrity accounting, budget and cost system, new product testing, and an annuity loan administration program.
- . Managed daily activity of accounting system.
- . Prepared company payroll.
- . Supervised Annuity Department customer service representatives.

**EDUCATION**

**MASTER'S DEGREE** - Business Administration - Dowling College, Oakdale, NY

**BACHELOR'S DEGREE** - French with Minors in Russian & Economics - SUNY at Oswego, Oswego, NY

## School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

**Name: Cynthia A. Gales**

**Charter School Name: Timothy Hill Community Charter School**

**Charter School Address: Riverhead, New York**

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

\_\_\_\_\_ Treasurer \_\_\_\_\_

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

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

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. **X** Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **X** I affirm.
3. Please affirm that you have 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. **X** I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I first became aware of the charter school when the Executive Director of the Timothy Hill Children's Ranch (my employer) discussed the feasibility of opening a**

school with me. At that time, he asked me if I would serve as a member of the board.

5. Please explain why you wish to serve on the board. **I wish to serve on the board because I am an advocate for a strong educational base for all children and because, with my financial background, I feel I could be of assistance to this fledgling school.**

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. **X This does not apply to me.  Yes. (Include description here): My 20 years of accounting experience at the Timothy Hill Children's Ranch is relevant to service on the charter school board.**

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. **X This does not apply to me.  Yes.**

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

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

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

**X This does not apply to me.  Yes.**

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

### **Conflict of Interest**

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

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

If your answer is yes, please indicate the precise nature of your relationship here: **Yes, two potential board members are colleagues of mine at the Timothy Hill Children's Ranch. In addition, one board member is an insurance broker representing the Timothy Hill Children's Ranch.**

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
 I / we do not know any such persons.  Yes.  
If yes, please indicate the precise nature of your relationship here: **Yes, I know two prospective charter school employees. Both are colleagues of mine at the Timothy Hill Children's Ranch.**
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.  
 No.  Yes.  
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.  
 **Not applicable** because the School does not/will not contract with a management company or charter management organization.  
 I / we do not know any such persons.  Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
 **Not applicable** because the School does not/will not contract with a management company or charter management organization.  
 I / we have no such interest.  Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  
 **Not applicable** because the School does not/will not contract with a

management company or charter management organization.  
 I / we do not anticipate conducting any such business.  Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  
 None  Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. **If I believe someone on the charter school's board is involved in working for their own or their friends' or family's benefit, I would notify the entire charter school board of the situation and we would handle it as one board. The guilty person would then be asked to leave the board.**

### Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **As I understand it, the charter school's mission is to foster an environment for students to prosper academically and emotionally and to prepare for their college and adult careers by offering a well-rounded curriculum.**
19. Please explain your understanding of the educational program of the charter school. **The educational program of the charter school encompasses intensive individualized academics, student self-responsibility in all aspects of education, data-driven decision making, and a supportive student culture and real-world vocational integration.**
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. **The steps are: to hire talented and inspiring teachers, to hire a headmaster who is an innovator as well as a proven leader, to continuously demonstrate fiscal responsibility and accountability and to hold students accountable to achieve measurable goals.**

### Other

21. Please explain your understanding of the appropriate role of a public charter school board member. **My understanding of the appropriate role of a public charter school board member is to ensure: financial oversight, student and administration accountability, student success through measurable means, being pro-active rather than reactive on school issues and setting long-term, achievable goals for the charter school.**
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. **I affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.**
23. Please provide any other information that you feel is pertinent to the Department's review. **I feel I have provided all the information that is pertinent to the Department's review.**

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

## STATEMENT OF ASSURANCE

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

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Signature \_\_\_\_\_ Date \_\_\_\_\_

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone:** \_\_\_\_\_

**Business Address:** \_\_\_\_\_

**E-Mail Address:** \_\_\_\_\_

**Home Telephone:** \_\_\_\_\_

**Home Address:** \_\_\_\_\_

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

## STATEMENT OF ASSURANCE

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

Cynthia A. Gales Signature Date 2/24/12

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone:** [REDACTED]

**Business Address:** [REDACTED]

**E-Mail Address:** [REDACTED]

**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]

**Laura Murdocco, LMSW**



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**EDUCATION**     **STATE UNIVERSITY OF NEW YORK AT STONY BROOK**     **Stony Brook, NY**  
Master of Social Work, May 2004  
**MUHLENBERG COLLEGE**     **Allentown, PA**  
Bachelor of Arts, English and Art, May 2002

**STATE UNIVERSITY OF NEW YORK AT STONY BROOK**     **Stony Brook, NY**  
Seminar in Field Instruction (SIFI), Fall 2010

**PROFESSIONAL EXPERIENCE**     **Timothy Hill Children's Ranch**     **Riverhead, NY**  
*Social Worker/Aftercare Specialist*  
(November 2009 – Present)

- Developed four month Aftercare Program to help positively reunify the resident back home with the family, community, and school environment
- Provide individual therapeutic counseling to adolescents coping with severe emotional and behavioral disabilities within a residential treatment setting.
- Prepared Dispositions, updated Court Reports, and Diagnostic Evaluations, which are reviewed by Family Court Judges to assist them in ordering appropriate services and placement.
- Participated in Family Court proceedings, which include the submission of timely court reports and testifying in front of Family Court Judge.
- Develop ICMP's (Individual Crisis Management Plan's) for each resident
- Supervise and instruct Social Work Interns
- Work with biological families and conduct family therapeutic sessions in helping to reunite, when appropriate, or locate long term placements, including independent living arrangements.
- Supervise biological family visits to enable adolescents to maintain consistent contact, as well as, offer recommendations regarding appropriate parenting and disciplining of children.
- Conduct family history intakes to obtain important information to assist in goal development
- Conduct home visits to resident's home of origin to assess and determine safety for future home visits that promote reunification.
- Assist adolescents with future planning by advocating, educating, and providing information of needs and available services.
- Conduct intake assessments.
- Complete biopsychosocials in conjunction with psychiatric and psychological reports as part of court ordered diagnostic evaluations
- Act as liaison between the Office of Child and Family Services, local school districts, community mental health providers and program recipients.
- Supervise and instruct Social Work Interns

**Montfort Therapeutic Residence – Hope House Ministries**     **Port Jeff, NY**  
*Social Worker/Supervisor*  
(April 2007 – November 2009)

- Provided casework counseling to adolescents coping with severe emotional and behavioral disabilities within a residential treatment setting.
- Supervised and instruct Social Work Interns
- Worked with biological families in helping to reunite, when appropriate, or locate long term placements, including independent living arrangements.

- Supervised biological family visits to enable adolescents to maintain consistent contact, as well as, offer recommendations regarding appropriate parenting and disciplining of children.
- Conducted family history intakes to obtain important information to assist in goal development.
- Conducted weekly home visits to resident's home of origin to assess and determine safety for future home visits that promote reunification.
- Assisted adolescents with future planning by advocating, educating, and providing information of needs and available services.
- Conducted intake assessments.
- Completed biopsychosocials in conjunction with psychiatric and psychological reports as part of court ordered diagnostic evaluations.
- Conducted weekly life skills group.
- Completed monthly Treatment Plan Reviews for residents in care.
- Supervised Child Care Workers during their shifts.
- Acted as liaison between the Office of Child and Family Services, local school districts, community mental health providers and program recipients.
- Supervised medication intake. Provide education regarding the importance of taking medication as prescribed, as well as information regarding side effects and symptom management.

**Long Island Adolescent and Family Services, Inc.**  
*Social Worker*  
 (January 2006 – October 2006)

**Stony Brook, NY**

- Provided casework counseling to adolescents coping with severe emotional and behavioral disabilities within a residential treatment setting.
- Worked with biological families in helping to reunite, when appropriate, or locate long term placements, including independent living arrangements.
- Supervised biological family visits to enable adolescents to maintain consistent contact, as well as, offer recommendations regarding appropriate parenting and disciplining of children.
- Conducted visits to resident's home of origin to assess and determine safety for future home visits that promote reunification.
- Assisted adolescents with future planning by advocating, educating, and providing information of needs and available services.
- Conducted intake assessments.
- Completed biopsychosocials in conjunction with psychiatric and psychological reports as part of court ordered diagnostic evaluations.
- Prepared Dispositions, updated Court Reports, and Diagnostic Evaluations, which are reviewed by Family Court Judges to assist them in ordering appropriate services and placement.
- Participated in Family Court proceedings, which include the submission of timely court reports and testifying in front of Family Court Judge.
- Conducted weekly socialization groups.
- Acted as liaison between the Department of Social Services, local school districts, community mental health providers and program recipients.
- Supervised and administer medication intake. Provided education regarding the importance of taking medication as prescribed, as well as information regarding side effects and symptom management.

**Montfort House – Hope House Ministries**  
*Senior Child Care Worker*  
 (May 2000 – January 2006)

**Port Jeff, NY**

- Worked with children to foster a positive return to the familial system, thus redefining the homeostasis.
- Participated within the classroom milieu at the Montfort Academy.

- Assisted educational providers in maintaining a safe classroom environment by monitoring adolescent behavior within the classroom setting.
- Worked with children on development of skills inherent to socialization with the macro environment.
- Assisted youth in acquiring independent living skills, including but not limited to the skills associated with home management, hygiene, and nutrition.
- Networked with external agencies to secure resources for various interventions.
- Conducted intake and acute assessment upon resident's arrival.
- Provided on site recreational opportunities.
- Transported and accompanied youth to mandatory court appearances.
- Provided updates to Probation Department and Law Guardians as requested.
- Supervised and administered medication intake.

**GRADUATE  
FIELD  
PLACEMENTS**

**North Shore Youth Council**  
*Counselor*  
(September 2003 – May 2004)

**Rocky Point, NY**

- Served as primary therapist to clients coping with mental and emotional impairments.
- Conducted initial intakes, biopsychosocial assessments, and developed comprehensive treatment plans.
- Assessed individual client needs and made referrals to alternate level of care facilities as required.
- Advocated for clients in need and assisted them in obtaining concrete services.
- Received training in crisis intervention, including but not limited to suicidal assessment and counseling.
- Provided counseling within the following modalities: individual, marital, family, group.
- Utilized play therapy techniques to assist young children improve coping skills.

**Longwood School District, Charles E. Walters Elementary School**  
*School Social Work Intern*  
(September 2002 – May 2003)

**Yaphank, NY**

- Implemented and ran Banana Splits Program.
- Facilitated support group for girls coping with issues stemming from sexual abuse.
- Counseled children in grades K – 4 regarding educational and peer issues.
- Conducted family history intakes to obtain important information to assist in goal development.

**VOLUNTEER  
EXPERIENCE**

**Department of Family Medicine**  
**University Medical Center at Stony Brook**

**Stony Brook, NY**

- Assisted Department of Family Medicine in improving Doctor/Patient relationships.
- Videotaped clinical consultations between Resident Physicians and patients.
- Assessed and critiqued Resident Physicians engagement skills.
- Provision of training in engagement, assessment, and psychosocial issues of medicine.

**CERTIFICATIONS  
AND  
TRAINING**

- **December 2011**–Treating Explosive Kids: The Collaborative Problem Solving Approach
- **November 2010** – TCI Refresher Training (ICMP's)
- **March 2010** – Ten Powerful Techniques for Counseling Resistant Youth
- **January 2010** – Childhood Developmental Disorders
- **July 2009** – Self Awareness and Boundaries
- **May 2008** – HIV Awareness Training
- **February 2008** – TCI Refresher Training
- **January 2008** – Life Skills Toolbox Training

- **August 2007** – TCI Training
- **March/May 2006** – Core Essential Skills for Experienced Caseworkers
- **January 2006** – Sexual Abuse Training for Child Welfare Workers
- **January 2006** – Connections (NYDSS) Computer Training
- **December 2005** – Adult CPR/AED – American Heart Identification
- **August 2005** – Identification and Reporting of Child Abuse in New York State
- **November 2003** – HIPPA II Training
- **April 2003** – HIPPA Training

**COMPUTER  
SKILLS**

Microsoft Word, Microsoft Works, Connections (NYSDSS)

**REFERENCES**

Will be furnished upon request.

## School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

**Name:** Laura Murdocco

**Charter School Name:** Timothy Hill Community Charter School

**Charter School Address:** Riverhead, New York

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Vice President

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

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

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. **X** Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **X** I affirm.
3. Please affirm that you have 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. **X** I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I was offered the opportunity to serve on the board by Thaddaeus Hill, my current employer at the Timothy Hill Children's Ranch, whom I have worked for as a social worker over the past couple of years.**

5. Please explain why you wish to serve on the board. **I am a Licensed Social Worker who has been working with adolescents for the past 12 years. I have seen the struggles that my some of my at-risk residents have faced in the public school setting and believe that an alternative opportunity of education through an establishment such as a Charter School would be extremely beneficial for students with behavioral/emotional disabilities, as well as main stream students would benefit from a smaller school setting with intensive academic structure.**
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. **As previously stated, I have worked with adolescents for the past 12 years in the field of social work in an adolescent group home setting. I am sensitive to the emotional and academic needs of this age group and am familiar with IEP's and the educational requirements for graduation.**  
**X** This does not apply to me.  Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
**X** This does not apply to me.  Yes.

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

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

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

### Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
 I / we do not know any such persons. **X** Yes.  
If your answer is yes, please indicate the precise nature of your relationship here: **My husband works with Cindy Gales, and Robert Maire at Timothy Hill Children's Ranch.**
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
 I / we do not know any such persons. **X** Yes.  
If yes, please indicate the precise nature of your relationship here: **My husband currently works with two prospective charter school employees.**
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.  
**X** No.  Yes.  
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.  
**X** Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not know any such persons.  Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
**X** Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we have no such interest.  Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates

conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

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

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

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes. **My husband works for Timothy Hill Children's Ranch.**
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  
 None  Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. **I would feel compelled to bring it to the attention of the offending board member, as well as the other board members of the charter school to address the situation and resolve the issue.**

### Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **The mission of the charter school is to ensure the overall success of its students academically, emotionally, and socially, all the while providing them with the tools that they will need to ensure a successful future in the college of their choice or in the work force.**
19. Please explain your understanding of the educational program of the charter school. **The educational program of the charter school is intended to have a rigorous academic program, with extended class periods and school days. The students will be encouraged to take accountability in areas of homework assignments, self-management, and the daily components of the school day. The students will be offered the opportunity of vocational learning, community outreach, and therapeutic services. Assessments and evaluations will be conducted to ensure individualized programming for each student.**

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. **The steps for a successful charter school would be to hire a Headmaster of moral and ethical standing who understands the educational system and is goal oriented, as well as staff with exceptional organizational, management, and financial skills who believe in mission of the charter school.**

#### Other

21. Please explain your understanding of the appropriate role of a public charter school board member. **I believe the appropriate role of a public charter school board member would be someone who is accountable, has the ability and drive to measure the educational success of the students, is involved in the financial oversight of the school, and who is goal oriented for the future success of the school and its students.**
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. **I affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.**
23. Please provide any other information that you feel is pertinent to the Department's review. **I believe in this charter school's mission and in the people who have been a part of the planning and application process. I really feel that if given the opportunity, this charter school would be extremely beneficial in meeting the educational, social, and emotional needs of all students and will provide them with a solid foundation for their future.**

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

## STATEMENT OF ASSURANCE

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

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Signature

Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone:** [REDACTED]

**Business Address:** [REDACTED]

**E-Mail Address:** [REDACTED]

**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

## STATEMENT OF ASSURANCE

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

Laura Murdocco  
Signature

2-24-12  
Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone:** [REDACTED]

**Business Address:** [REDACTED]

**E-Mail Address:** [REDACTED]

**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]

## **Randal J. Morreale**

### **QUALIFICATIONS SUMMARY**

Insurance professional with 20 years progressive experience. Solid background and knowledge of all aspects of the insurance industry with a special interest in risk management. Exceptional analytical ability and proven results in running a profitable business.

### **EXPERIENCE**

NEEFUS-STYPE AGENCY, INC., Aquebogue, New York (June 1998 – Present)

#### **Partner**

Provide risk analysis to clients with the goal of improving customers safe work environment and improving profitability.

Research and develop insurance programs and provide customers with best possible business insurance options for their businesses.

Design, implement, and manage health insurance programs for clients.

Provide day to day management of Neefus-Stype Agency.

Develop new services offered by the agency.

J.S. HICKEY CO., INC. (August 1994 – May 1998)

#### **Insurance Representative**

Initiated health, property, liability, and cargo insurance policies.

Increased sales to \$260,000 first year premium.

Procured new insurance markets for the agency to place business.

JOHN HANCOCK FINANCIAL SERVICES (May 1993 - August 1994)

#### **Financial Services Representative**

Managed clients financial and insurance portfolios

Maintained and expanded sales territory by 42%.

Awarded sales agent of the month May 1994.

### **EDUCATION**

State University of New York at Brockport, Brockport, New York  
B.A., Business and Finance, 1992

### **LICENSES**

New York State Property and Casualty  
New York State Life, Accident and Health

### **PROFESSIONAL AFFILIATIONS**

The Rotary Club of Riverhead (Current)  
Riverhead Chamber of Commerce Member (Current)  
Board of Trustees Member of The Riverhead Free Library (Past)  
Eastern Long Island Executives Roundtable (Past)

## School Trustee Background Information

Timothy Hill Community Charter School

Randal J. Morreale

4. I have known Thaddaeus Hill through the Riverhead community, Thaddaeus and I both belong to Riverhead Rotary.
5. Serving on the board would allow me to enhance my contribution towards Riverhead town and help children who are in need of guidance and additional support.
6. I have previously served as a board member to The Riverhead Free Library Board of Trustees.
10. My spouse, Sheila Morreale knows Thaddaeus Hill casually.
11. Through my part ownership of NSA Insurance and Financial Services I may have the opportunity in providing the Charter School with insurance programs and risk analysis review. I understand such a contract will be part of an open bid process.
17. Serving as a member of the Charter School's board for the intent of personal financial gain is a conflict of interest to the board and may not be in the Charter School's best interest. The said board member should be terminated from the board, or the board member should discontinue the business relationship with the Charter School.
18. Timothy Hill Community Charter School students will have the opportunity for viable career choices and the opportunity for college education. Preparing children in developmental, social, behavioral and organizational skills will assist students in maximizing life long achievement.
19. The Charter School's educational program will have achievement goals established for the English language, math, science, and history. English goals - Students will read, write, listen and speak information and have an understanding of critical analysis and social interaction. Mathematical goals – Students will understand concepts, communicate mathematically, become problem solvers by using algebra, geometry, measurements, statistics and probability. Science goals – Students will understand and apply concepts, principals, and theories pertaining to ideas of science. History/Social Studies goals – Students will use intellectual skills to demonstrate their understanding of ideas, eras, geography, economics, and turning points in history of the world and the United States.

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20. The Charter School's success will depend upon the Board's management and ability to lead the school with insightful decisions to maintain sufficient enrollment and provide sound financial management.

21. A public charter school board member should assist the organization in establishing long term goals with the intent of achieving educational success for the students, maintaining sound financial oversight and accountability of one's self, and to hold other board members accountable for same.

22. I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

### School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Randal J. Morreale

Charter School Name: **Timothy Hill Community Charter School**

Charter School Address: **Riverhead, New York**

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member

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

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

#### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least ~~eighteen~~ years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have 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.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. See attached.
5. Please explain why you wish to serve on the board. See attached.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here): *See attached.*

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

This does not apply to me.  Yes.

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

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

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

This does not apply to me.  Yes.

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

### Conflict of Interest

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

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

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

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

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

If yes, please indicate the precise nature of your relationship here: *See attached.*

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No.  Yes. *see attached.*

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

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not know any such persons.  Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we have no such interest.  Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not anticipate conducting any such business.  Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  
 None  Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *See attached.*

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. *See attached.*
19. Please explain your understanding of the educational program of the charter school. *See attached.*
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *See attached.*

### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member. *See attached.*
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. *See attached.*
23. Please provide any other information that you feel is pertinent to the Department's review.



**Dorothy Jean Lapinski**



**EDUCATION**

Wilson College, Chambersburg, Pennsylvania

Degree: Bachelor of Arts  
Major: Classical Languages  
Honors: Dean's List, Phi Beta Kappa

Hofstra University, Hempstead, New York

Degree: Master of Arts  
Major: Reading  
Honors: Outstanding Graduate Scholar

Hofstra University, Hempstead, New York

Degree: Professional Diploma  
Major: Educational Administration  
Honors: Distinguished Performance, Professional Diploma  
Comprehensive Examination

**PROFESSIONAL EXPERIENCE**

Assistant Superintendent Riverhead Schools, Riverhead, New York	1994 – 2002 (retirement)
K-12 Language Arts Supervisor Riverhead Schools, Riverhead, New York	1983 - 1994
Reading Teacher Specialist Riverhead Schools, Riverhead, New York	1973 - 1983
Common Branch Teacher Riverhead Schools, Riverhead, New York	1970 - 1973
Latin Teacher Bayport – Blue Point Schools, Bayport, New York	1968 - 1970
Adjunct Assistant Professor LIU, Southampton, New York	1981 - 1983
Adjunct Assistant Professor Dowling College, Oakdale, New York	1990 - 1994

## **PROFESSIONAL EXPERIENCE SINCE RETIREMENT (Part-time)**

Interim Assistant Elementary Principal William Floyd School District, Mastic Beach, NY	Fall 2002
Mentor – Elementary Assistant Principals Longwood School District, Middle Island, NY	Spring 2003
Reading First Grant Writer Greenport School District, Greenport, NY	12/03-3/04
Reading Consultant Bridgehampton School District, Bridgehampton, NY	Spring 2004
Mentor to the Superintendent and Reading First Grant Writer Bridgehampton School District, Bridgehampton, NY	2004-2005
Reading First Regional Coach Long Island Regional School Support Center Holbrook, NY	2005-2010
Literacy Consultant Bridgehampton School District, Bridgehampton, NY	2005-2010
Literacy Team Co-Facilitator Longwood School District, Middle Island, NY	2007-2009
Staff Developer and Sales Representative Thinking Maps, Inc.	2010-present

## **CERTIFICATION**

School District Administrator	New York State
School Administrator and Supervisor	New York State
Reading Teacher Specialist	New York State
Latin Teacher, 7-12	New York State
Common Branch Teacher	New York State

## School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

**Name:** Dorothy Jean Lapinski

**Charter School Name:** Timothy Hill Community Charter School

**Charter School Address:** Riverhead, New York

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): President

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

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

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. X - Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. X - I affirm.
3. Please affirm that you have 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. X - I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.-- I've known one of the initiators of the Charter School for many years and respect him very much, so I am interested in serving.

5. Please explain why you wish to serve on the board. -- I have had experience working in the public school system, K-12, as both a teacher and an administrator and feel that I can contribute my expertise as an educator to the Charter School board. As a retiree, I will also have the time to devote to the school's successful opening and operation.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me. X - Yes. (Include description here): I am currently serving on the Board of a non-profit organization, the Community Awareness Program, which promotes alcohol and drug awareness among 5<sup>th</sup> through 12<sup>th</sup> graders in our local community. In addition, my responsibilities as assistant superintendent for the Riverhead Central School District included personnel, curriculum and instruction, staff development, grants, communication, and special projects.

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

X - This does not apply to me.  Yes.

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

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

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

X - This does not apply to me.  Yes.

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

### Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
X - I / we do not know any such persons.  Yes.  
If your answer is yes, please indicate the precise nature of your relationship here:
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
 I / we do not know any such persons. X -Yes.  
If yes, please indicate the precise nature of your relationship here:  
--business and casual acquaintance
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.  
X – Not at this time  Yes.  
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.  
X Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not know any such persons.  Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
X Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we have no such interest.  Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be

conducted.

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

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

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. X - This does not apply to me, my spouse or other family members.  Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  
X - None  Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would raise the issue with the Headmaster of the Charter School.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. The Charter School's mission is to provide a quality education, in a compassionate, caring and supportive environment, to students (including at-risk students) in grades 7-12, with the ultimate goal of preparing them adequately for college and/or career.
19. Please explain your understanding of the educational program of the charter school. With a longer school day / school year, the Charter School will be able to offer a combination of a rigorous academic program and relevant vocational/therapeutic/community experiences, all geared toward preparing students academically, emotionally and socially for either college or career. The educational program will be informed by a comprehensive assessment system, which will allow for individualized student programming as well as system-wide accountability.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. A successful charter school should be responsive to a perceived need in the community, such as providing an alternative secondary education to students who have not been successful

in the traditional system. Hiring an administrator and staff members who have the appropriate knowledge and skills, as well as good rapport with students and community, is of utmost importance. Financial backing must be in place for the facilities, programs and resources that are needed. Curricula should be selected to match the needs of the students. An accountability system must be designed to assess student progress, program effectiveness, and administrative and staff performance. In addition, a strong communication system must be put in place with local community organizations, for both recruitment and community support.

### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member. It is my understanding that a public charter school board member helps establish a vision and goals and set policy; oversees finances and facilities; hires, supports and evaluates leadership; assures compliance with federal, state and local regulations; and promotes accountability, both educational and financial.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I have read and understand the charter school application, the charter school board's by-laws and all proposed policies presented to date.
23. Please provide any other information that you feel is pertinent to the Department's review. I am very excited about the opportunity for the Charter School to work in cooperation with local public school districts, as well as other community organizations such as an already existing elementary charter school, to fill a community need (providing an alternative education to those who have not been successful in a traditional program.) The Charter School will work in conjunction with the Timothy Hill Children's Ranch, which has a long history of success with at-risk students. I feel that my educational background has equipped me well to be of assistance as the Charter School gets underway.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

## STATEMENT OF ASSURANCE

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

---

Signature

Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone: N/A**

**Business Address: N/A**

**E-Mail Address:** [REDACTED]

**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

## STATEMENT OF ASSURANCE

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

*Dorothy Jean Lapinski*

Signature

*2/24/12*

Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone: N/A**

**Business Address: N/A**

**E-Mail Address:** [REDACTED]

**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]

**TIMOTHY HILL COMMUNITY CHARTER SCHOOL  
BYLAWS**

**ARTICLE I**

**NAME**

The name of the Corporation is Timothy Hill Community Charter School (hereinafter the "School").

**ARTICLE II**

**MEMBERSHIP**

The School has no members. The rights which would otherwise vest in the members vest in the Directors of the School (hereinafter the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

**ARTICLE III**

**BOARD OF TRUSTEES**

A. **Powers.** The Board shall conduct or direct the affairs of the School and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the School's charter, and these Bylaws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers and Headmaster;
3. To review and approve the Headmaster's selection and removal of employees of the School;
4. To review and approve the Headmaster's prescription of powers, duties and compensation of employees of the School;
5. To conduct annual formal performance evaluations of the Headmaster based upon the Headmaster's printed job description, between the months of April and June;
6. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
7. To enter into contracts, leases and other agreements which are, in the Board's judgment; necessary or desirable in obtaining the purposes of promoting the interests of the School;
8. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;
9. To act as trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
9. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
10. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the Bylaws;

11. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and

12. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the New York Not-for Profit Corporation Law and the limitations noted in these Bylaws.

**B. Number of Trustees.** The number of Trustees of the School shall not be fewer than five (5) and shall not exceed fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

**C. Election of Trustees.**

1. **Election.** The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity.

2. **Eligibility.** The Board may elect any person who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.

3. **Interested Person.** Not more than forty percent (40%) of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.

**4. Term of Office.**

(a) The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. The Board Executive Committee will assign each founding Board member to a class prior to the first Board meeting. All classes shall be as nearly equal in number as possible.

The assignment of any Board member to a particular class does not in any way restrict that Board member from participating fully in all Board activities and from serving additional terms.

(b) The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. At the end of each Trustees' term, they may serve an additional term if the majority of the board votes in favor. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years.

(c) The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

(d) A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

(e) A Trustee's term of office shall not be extended or shortened beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

5. **Time of Elections.** The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. **Removal or Suspension of Trustees, Officers and Headmaster.** The Board may remove or suspend from office, by vote of a majority of the entire Board, any Trustee, Officer, Headmaster or employee, on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty, provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee, in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. **Resignation by Trustee.** A Trustee may resign by giving written notice to the Board President or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board President or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. A Trustee's absence from two meetings per school year will be considered a resignation, and his or her seat will be deemed vacant. In the event of extreme extenuating circumstances (e.g., a serious illness, death of immediate family) the Board may vote to excuse the Trustee's absence thereby allowing the trustee to remain on the Board.

F. **Vacancies.** A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. **Compensation of Trustees.** Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

#### **ARTICLE IV**

##### **PARTNER ORGANIZATION**

The School is formed and operated in affiliation with Timothy Hill Children's Ranch, Inc. (the "Partner Organization"), a not-for-profit corporation exempt from taxation under paragraph 3 of subsection (c) of section 501 of the Internal Revenue Code, having been formed and operating under the laws of New York State. The Partner Organization has committed to provide a substantial benefit to the School, by way of sharing staff and facilities, as needed.

#### **ARTICLE V**

##### **OFFICES**

The School's principal administrative office shall be located at the school operated by the School (the "**School Facility**"), which shall be at such place (address to be determined) as the Board may select from time to time by resolution of a majority of the Board. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary. The School may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

#### **ARTICLE VI**

##### **MEETINGS OF THE BOARD**

A. **Place of Meetings.** Board Meetings shall be held at the School Facility or at any other reasonably convenient place as the Board may designate; *provided* that Board meetings shall be scheduled at least monthly at the School Facility.

B. **Annual Meeting.** An Annual Meeting shall be held in the month of July of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. **Frequency of Meetings.** A minimum of twelve (12) shall be scheduled each year on dates determined by the Board; *provided* that Board meetings shall be scheduled at least monthly at the School Facility.

D. **Special Meetings.** A Special Meeting shall be held at any time called by the President, or written demand of not less than one half of the entire Board.

E. **Adjournment.** A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. **Notice to Trustees.** Notices to Trustees of Board Meetings shall be given as follows:

1. If the Board fixes the dates of regular meetings (which may include the Annual Meeting) for the year, then such meetings may be held without further notice of time and place. In the event that the date of an Annual Meeting or regular meeting is changed (or a regular meeting is added), written notice of the new meeting date (or the date of the new regular meeting) will be provided at least ten (10) days in advance of the meeting.

2. Special Meetings shall be held upon reasonable notice, at least 48 hours, if practicable.

3. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the School's records, first class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. **Waiver of Notice.** Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

H. **Public Notice.** Public notice of all Board meetings and of all meetings of Committees shall be given in accordance with the requirements of the Article 7 of the Public Officers Law (the "**Open Meetings Law**").

## ARTICLE VII

### ACTION BY THE BOARD

A. **Quorum.** Unless a greater proportion is required by law, a majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.

B. **Action by the Board.**

1. **Actions Taken at Board Meetings.** Any business may be transacted and any corporate action may be taken at any annual, regular or special meeting of the Board at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these Bylaws. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act

of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

**2. Board Participation by Other Means.** In all events, a quorum of Trustees must be present to lawfully conduct a Board meeting. To the extent permitted by the Open Meetings Law, Trustees participating by means video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, *provided* that all Trustees participating in such meeting can hear one another. Trustees shall not be entitled to vote unless they attend the meeting in person or, to the extent permitted by the Open Meetings Law, by live video-conferencing. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen and observe. All meetings of the Board are subject to the provisions of the Open Meetings Law.

### **C. Committees.**

**1. Appointment of Committees.** The Board may create committees of the Board (each, a "Committee") for any purpose, and the President of the Board shall appoint members to and designate the chairs of such Committees, subject to the approval of the Board. A Committee will consist of not fewer than three Trustees (or not fewer than five Trustees in the case of the Executive Committee), who shall be appointed by the President, subject to the approval of the Board.

**2. Standing Committees.** The Board shall have three standing Committees: an Executive Committee chaired by the President, a Finance Committee chaired by the Treasurer and an Education and Accountability Committee whose chair shall be appointed by the President of the board. Additional Committee members shall be appointed by the President, subject to the approval of the Board. The responsibilities of committee members will be as follows:

(a) The *Executive Committee* of the Board sets policy agenda for the full Board of Trustees. It includes the Board's President, Vice President, Secretary, and Treasurer and one other member who will be appointed at the first meeting of the Board.

(b) The *Academic Accountability Committee* monitors the overall academic performance of the school, reviews assessment data, and works with school staff to present academic data to the Board. They also monitor progress toward meeting interim and five-year charter goals.

(c) The *Finance Committee* oversees current and long-term financial position; undertake the responsibility of approving and monitoring the annual budget through periodic and financial reports, select the auditor.

**3. Authority of Committees.** The Board may delegate to a Committee any of the authority of the Board, except with respect to:

(a) The election of Trustees;

(b) Filling vacancies on the Board of any Committee which has the authority of the Board;

(c) The amendment or repeal of Bylaws or the adoption of new Bylaws; and

(d) The appointment of other Committees, or the members of the Committees.

**4. Procedures of Committees.** The Board may prescribe the manner in which the proceedings of any Committee are to be conducted. In the absence of such prescription, a Committee may prescribe the manner of conducting its proceedings, subject to the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

### **D. Standard of Care.**

1. **Performance of Duties.** Each Trustee shall perform all duties of a Trustee, including duties on any Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. **Reliance on Others.** In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

(a) One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;

(b) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

(c) A Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, *provided* the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. **Investments.** In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in Paragraph D.1., and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, *provided* that those powers are exercised within the ultimate direction of the Board.

E. **Rights of Inspection.** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, *provided* that such inspection is conducted at a reasonable time after reasonable notice, and *provided* that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. **Participation in Discussions and Voting.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving: (a) a conflict of interest for such Trustee (even if such conflict of interest does not constitute a prohibited transaction under applicable law); (b) indemnification of that Trustee uniquely; or (c) any other matter at the discretion of a majority of the Trustees then present.

G. **Duty to Maintain Board Confidences.** Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

## ARTICLE VIII

### OFFICERS

A. **Officers.** The Officers of the School consist of a President (hereinafter the "President"), Vice President (hereinafter the "Vice President"), a Secretary and a Treasurer, and one other Board member who will be appointed at the first meeting of the Board.

1. **President.** Subject to Board control, the President has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board and these Bylaws may prescribe. If present, the President shall preside at Board meetings.
2. **Vice President.** If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.
3. **Secretary.** The Secretary shall: (a) keep or cause to be kept, at the School's Headmaster's office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) make such minutes available publicly no later than two weeks following each meeting, in accordance with the Open Meetings Law (c) keep or cause to be kept a copy of the School's Charter and Bylaws, with amendments; (d) keep or cause to be kept a copy of the School's incorporation and tax status filings and documentation; (e) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (f) have such other powers and perform such other duties as the Board may prescribe.
4. **Treasurer.** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by an Trustee; (c) deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School's funds as the Board directs; (e) render or cause to be rendered to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by any loan agreement; (g) chair the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

#### **B. Election, Eligibility and Term of Office.**

1. **Election.** The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
2. **Eligibility.** A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the President. To be eligible as a Trustee, said individual must seek, by written request in the time frame to be prescribed by the Board, and receive the approval by the Board of Directors of the Partner Organization.
3. **Term of Office.** Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected. An officer may serve consecutive terms in a particular office if he/she is re-elected to that office at the end of each term by a majority vote of the Board.

**C. Removal and Resignation.** The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the School, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

### **ARTICLE IX**

## **NO LIABILITY OF TRUSTEES; INDEMNIFICATION; INSURANCE**

A. **No Liability of Trustees.** The Trustees shall not be personally liable for the School's debts, liabilities or other obligations to the extent permissible under applicable law.

B. **Indemnification.** The School shall (in the case of Trustees and Officers) and may (in the case of employees and agents), to the fullest extent permitted by law, indemnify any person made, or threatened to be made, a party or witness to any action, investigation or proceeding by reason of the fact that he or she (or his or her testator) is or was a Trustee, officer, employee or agent of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees. No indemnification may be made to or on behalf of any person if (a) his or her acts were committed in bad faith, or were the result of his or her deliberate dishonesty and were material to such action or proceeding, or (b) he or she personally gained a financial profit or other advantage to which he or she was not legally entitled in the transaction or matter in which indemnification is sought.

C. **Insurance.** The School shall have the power to purchase and maintain all insurance policies deemed to be in the best interest of the School, including insurance to indemnify the School for any obligation which it incurs as a result of its indemnification of Trustees, Officers, employees or agents, or to indemnify such persons in instances in which they may be so indemnified.

## **ARTICLE X**

### **CONFLICTS OF INTEREST**

A. **Code of Ethics.** The Board shall approve a Code of Ethics applicable to Trustees, officers and employees of the School, compliant with the General Municipal Law, which may be amended from time to time by the Board.

B. **Conflict of Interest.** Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the School's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring: 1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and 2. Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the School. These provisions will be consistent with the General Municipal Law.

**ARTICLE XI  
OTHER PROVISIONS**

- A. **Fiscal Year.** The fiscal year of the School begins on July 1 of each year and ends June 30.
- B. **Execution of Instruments.** Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the School to enter into any contract or execute and deliver any instrument in the name of or on behalf of the School. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the School by any contract or engagement, to pledge the School's credit, or to render it liable monetarily for any purpose or any amount.
- C. **Checks and Notes.** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School with a value of equal to or less than \$10,000 shall be approved by the Headmaster and signed by the Headmaster. Checks in excess of \$10,000 will require the second signature of a designated and approved signatory: Board President or Treasurer. All checks shall be generated by the Office Manager and reviewed monthly by the Board. Voided checks will be retained to ensure proper maintenance of account records.
- D. **Construction and Definitions.** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a School and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.
- E. **Interpretation of Charter.** To the extent of any conflict between any provision of these Bylaws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

**ARTICLE XII  
AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these Bylaws, subject to approval by the Charter Entity, where applicable.

**ARTICLE XIII  
REFERENCES TO DOCUMENTS**

References in these Bylaws to the certificate of incorporation of the School (the "Charter"), or to any other document, shall include all amendments thereto or changes thereof unless specifically excepted.

**CERTIFICATE OF THE SECRETARY**

The undersigned does hereby certify that the undersigned is the Secretary of the Charter School, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

**PROPOSED CODE OF ETHICS  
ATTACHMENT 5c  
FOR SCHOOL TRUSTEES, OFFICERS AND EMPLOYEES**

The Board of Trustees recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all school trustees, officers and employees.

Therefore, every officer and employee of the school, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

1. *Gifts:* An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. *Confidential information:* An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
3. *Representation before the Board:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.
4. *Representation before the Board for a contingent fee:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
5. *Disclosure of interest in matters before the Board:* A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he

or she has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.

6. *Investments in conflict with official duties:* An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
7. *Private employment:* An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
8. *Future employment:* An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

#### *Distribution of Code of Ethics*

The School Administrator shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

#### *Penalties*

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board’s code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.



Howard Wright, President  
298 Middle Road  
Riverhead, NY 11901

February 17, 2012

To Whom It May Concern;

In November 2011, the board members of Timothy Hill Children's Ranch assembled together to discuss the idea of establishing a Charter School in Riverhead, NY. Following the board meeting, they agreed to submit a letter of intent to apply. More recently, they held a conference call to discuss the progress of the application.

The Timothy Hill Children's Ranch is undertaking the proposed affiliation with the Timothy Hill Community Charter School. The extent and purpose of this affiliation will be for the sharing of facilities and professional staff. It is our position that appropriate fees will accompany the lease of any THCR facilities and that THCCS will pay for the proportionate time of staff members used at the charter school.

The THCR has legal standing to do business in New York and has tax-exempt status under IRS. Documents attesting to these facts can be available upon request.

The board members of the Timothy Hill Children's Ranch are in accordance and support the establishment of a Timothy Hill Community Charter School in Riverhead, NY.

Sincerely,

Howard Wright  
President, THCR Board of Directors

## **Hiring and Personnel Policies and Procedures**

### **Key Position Descriptions**

*Note: All employees of Timothy Hill Community Charter School will be subject to background checks and child abuse registry searches in accordance with the law.*

#### **Head Master**

##### *Overview*

The Head Master of Timothy Hill Community Charter School shall serve as the instructional leader appointed by and directly accountable to the Board of Trustees. The Head Master will oversee Timothy Hill Community Charter School campus (Middle and High) and serve as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school.

Achieving academic excellence requires that the Head Master work collaboratively to direct all members of the school staff and to communicate effectively with parents. The Head Master will be responsible for all hiring, with guidance from his/her team and with the support of Timothy Hill Community Charter School Board.

##### *Responsibilities*

- Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior
- Manage, evaluate, and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, and discipline systems
- Keep the staff informed; seek ideas for the improvement of the school. Conduct meetings, as necessary, for the proper functioning of the school: weekly meetings for full-time staff; monthly staff meetings
- Use excellent written and oral English skills when communicating with students, parents, staff
- Hire, retain, and dismiss teachers for English language arts, math, science, social science, and electives in coordination with the Director of Teaching and Learning.

##### *Required Core Competencies*

- Have a clear track record of effective public relations
- Strong leadership skills and the proven ability to manage and motivate people
- Relentless commitment to preparing every student for college or career of choice

##### *Educational Background and Work Experience Required*

- Masters degree in education or other advanced degree preferred
- 3-5+ years of experience in managing and leading in a high performing organization

#### **Director of Teaching and Learning**

The DOTL will help oversee the Timothy Hill Community Charter School and serve as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students, especially including special needs students and ELL, are supervised in a safe learning environment that meets the approved curricula and mission of the school.

Responsibilities include providing high-level assistance to the Head Master, core competencies

are identical to that of Head Master with the addition of competencies and educational preparation for special education.

#### *Educational Background and Work Experience Required*

- Masters degree in education or other advanced degree preferred
- Background must include at least 2 years of experience managing and leading in a high-performing organization,
- 2- 5+ years effectively teaching or managing special education.

#### *Responsibilities*

- Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goal
- Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as needed, especially to address special education needs) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development
- Support teachers in the analysis and use of data to drive instruction
- As the Special Education Coordinator, ensure that students' IEP accommodations are met, keep relevant and purposeful documentation of special education measures and assessments
- Recommend for hire additional special education teachers as needed upon evaluation of any student cohort's projected needs
- Evaluate and provide appropriate instructional programs for the ELL, including but not limited to recommending and hiring specialized staff, as the need exists or is projected
- Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school. Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students

### **Office Manager/ Administrative Assistant**

#### *Overview*

The office manager at Timothy Hill Community Charter School is responsible for student records, parent communication, office management, and general smooth functioning of day to day school operation. In addition to the many responsibilities listed below, the Office Manager is the first person visitors encounter upon entering the school and therefore, sets the tone for further interactions.

#### *Responsibilities*

##### Student Records

- Ensure daily student attendance and other required data is recorded in student information systems.
- Administer, collect and maintain student records for all students, including immunization records, lunch applications, home language surveys, emergency contact forms, field trip and press release forms.

##### Parent Communication

- Interface with students and families on a regular basis in both Spanish and English.
- Call all late/absent students each morning.

- Coordinate communications/notices home to parents in both Spanish and English.
- Assist with student recruitment and open houses for parents.

#### Office Management

- Answer phones and e-mails.
- Coordinate ordering office supplies.
- Sort/deliver mail, opening when appropriate.
- Ensure office is clean, organized, and welcoming to parents, staff, visitors, and students.

#### School Operations

- Run timely transitions through bell system, including reminding teachers of hallway posts
- Maintain school databases & data including privilege updates, attendance, up-to-date and accurate demographic information (addresses, phone numbers), follow-up calls, homework calls and data.
- Collects, creates and maintains tutoring schedule & tutoring logs

#### *Required Core Competencies*

- Understanding and belief in the Timothy Hill Community Charter School mission and core values
- Outstanding organizational skills and high attention to detail
- Outstanding written and oral communication skills
- Extreme flexibility, with a strong work ethic and an entrepreneurial spirit to accommodate high level of responsibility and multiple priorities
- Articulate, professional demeanor with strong self-confidence and initiative.
- Strong computer skills, including high level of proficiency in Microsoft Office, strongly preferred.

#### *Educational Background and Work Experience*

- Two years related work experience

### **Director of Operations**

#### *Overview*

The Director of Operations at Timothy Hill Community Charter School is responsible for overseeing the material needs of the campus, including records, parent communication, office management, and general smooth functioning of day to day school operation. In addition to the many responsibilities listed below, the Office Manager is the first person visitors encounter upon entering the school and therefore, sets the tone for further interactions.

#### *Responsibilities*

- Work with school vendors and assist with facilities management as needed
- Supervise the custodial and maintenance operations
- Work with school districts to secure special services such as nurse, speech therapist, occupational therapist, etc.
- Work with school vendors and assist with facilities management as needed
- Coordinate /supervise breakfast, lunch, and snack ordering and distribution
- Assist with operational planning and execution of testing, field trips and school events.

#### *Required Core Competencies*

- Understanding and belief in the Timothy Hill Community Charter School mission and core values

- Outstanding organizational skills and high attention to detail
- Outstanding written and oral communication skills
- Extreme flexibility, with a strong work ethic and an entrepreneurial spirit to accommodate high level of responsibility and multiple priorities
- Articulate, professional demeanor with strong self-confidence and initiative.
- Strong computer skills, including high level of proficiency in Microsoft Office, strongly preferred.

#### *Educational Background and Work Experience*

- Five+ years related work experience

### **Core Teachers** (English, Math, Science, Social Studies, Language and Elective)

#### *Overview*

The Core Teachers at Timothy Hill Community Charter School are responsible for teaching math, science, English language arts and social studies. English language arts will be taught within the history or science course framework, as per the mixed method learning model adopted by THCCS. Co-curricular faculty will be responsible for ensuring that consistent and high quality of instruction and classroom management is upheld in the non-core courses across the school. The faculty reports to the Director of Teaching and Learning and will be held accountable for the academic improvement of their students.

Timothy Hill Community Charter School teachers shall be results-driven educators with experience in, and commitment to, standards-based curriculum and the use of data and assessments to drive instructional decisions. They will demonstrate quantifiable and objective student performance gains that meet the THCCS instructional goals and are proven managers of classrooms who have used discipline, structure, appropriate incentives, and high expectations to achieve measurable academic and academic success.

All teachers will use THCCS's curricula framework to ensure students master basic skills, develop the critical thinking skills necessary for success in each class, and cultivate a passion for life-long learning.

#### *Responsibilities*

##### Teaching

- Assume personal responsibility for the academic progress of all students
- Implement THCCS's coherent, research-based curriculum, using mixed methodology
- Teach at least four core subject blocks every day
- Participate in a shared Advisory group
- Document all syllabi, lesson plans, assignments, rubrics, and other instructional materials and methods
- Use consistent school-wide practices and a variety of individualized methods to engage students in the classroom

##### Classroom Management

- Create, monitor and sustain a disciplined school culture of high academic and behavioral standards in keeping with THCCS's student behavior management strategies and goals

- Provide structure in the classroom by developing and reinforcing school-wide rules and expectations
- Ensure smooth operation of all classroom instructional functions without excuses or exceptions

#### Data Analysis

- Develop and use a variety of assessment data to refine curricula and instructional practice
- Evaluate academic achievement through detailed data analysis of student performance on a wide variety of school-prescribed metrics

#### Student Support & School Culture

- Communicate effectively and maintain strong relationships with students, families and colleagues
- Model a values-based lifestyle and strong health and fitness habits in keeping with some of the key design elements of THCCS.

#### *Required Core Competencies*

- Results-driven educator with experience in, and commitment to, standards-based curriculum and the use of data and assessments to drive instructional decisions
- Outstanding classroom teacher who has demonstrated quantifiable and objective student performance gains
- Excellent classroom manager who has used discipline, structure, appropriate incentives, and high expectations to achieve measurable academic and civic success
- Desire to be held accountable for student academic growth and academic results
- Proven ability to work collaboratively and flexibly with a diverse team of teachers
- Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult challenges
- Technological proficiency with a basic understanding of data analysis
- Professional demeanor, strong work-ethic, detail-driven work style with excellent organizational skills
- Ambitious nature interested in growing as an educator and reaching high professional standards and able to contribute to a culture of professional inquiry
- Committed to getting the job done well, no matter what the obstacles or how long it takes
- Passionately dedicated to Timothy Hill Community Charter School's mission and a steadfast belief that all students deserve preparation for the college or career of their choice and active citizenship

#### *Educational Background and Work Experience*

- Bachelor's degree required; advanced degree preferred
- At least two years of teaching experience preferred
- Certification in subject area preferred

### **Special Education, ELL and Social Workers**

#### *Overview*

Special education will involve small group, one on one, targeted instruction for special needs students. Teachers work in and out of the classroom (push-in, pull-out) with students the instructional staff identify as having additional needs, including those but not limited to those with Individualized Education Plans or those classified as English Language Learners. Social

workers are certified professionals who will receive extensive support from the DOTL/Special Education Coordinator to provide crucial services, including counseling and referral services, to the student population. Social workers will work closely with students and families to improve the minds and lives of students in and out of the classroom.

*Core competencies* and background required of these special student population staff are similar to that of core classroom teachers.

Requirements for Social Worker are below.

#### *Responsibilities*

- Provide crisis intervention and behavior management to expedite students' effective interaction in the classroom and to build students' ability to meet the school's high expectations;
- Provide one-on-one counseling or group counseling as needed to students and families;
- Coordinate school meetings with families;
- Train others to identify students and family members who may benefit from regular one-on-one counseling or group counseling;
- Develop and implement curriculum for social and emotional development/intervention with Students;
- Manage administrative and appropriate direct-service elements of the referral process for social services and special education services

#### *Required Core Competencies include*

- Absolute commitment to the mission of Timothy Hill Community Charter School.
- Excellent interpersonal and communication skills, with demonstrated ability to speak and write clearly and persuasively.
- Excellent organization, time management, and follow-up skills.

#### *Educational Background and Work Experience*

- A master's degree in social work from a competitive college or university is required.
- 2+ years of social work experience preferred.

### **Recruiting and Hiring Procedures**

1. Determining Staffing Needs
  - The Head Master will determine the staffing needs.
  - This will be based on present teacher evaluations, school growth, program enhancement, and conversations with staff and the Board of Trustees
2. Advertising
  - The Head Master may visit recruitment fairs both in and out of local area
  - Openings may be posted on school webpage and other media outlets
  - Advertisements may be placed in local newspapers, with contact information listed.
3. Collecting Resumes
  - The applicants will be asked to provide a phone number where they can be reached during the day or early evenings.
  - The candidates will be asked for a minimum of three (3) references to be included with their resumes.

- The School Leader will review the incoming resumes and select candidates for interviews based on his/her understanding of the applicants' credentials and certifications.

4. Preparation for Interviewing

- An interviewing committee will be established which will include 3-4 teachers and the School Leaders.
- The interviewing committee will develop questions based on instruction, culture, and classroom management.
- Philosophy may be included in the questions that are developed for the interview process.

5. Interviewing Process

- A preliminary phone interview may be conducted to better define the candidates' previous experience in the classroom, understanding of the New York State Education requirements, and their reasons for applying for a position with THCCS.
- Upon completion of the phone interviews, the candidates who were most qualified are called to come in for a formal interview with the interviewing committee. They are informed that they will be required to teach a sample lesson.
- A date will be decided with each candidate for the on-site formal interview.
- THCCS will provide a school tour for the candidate on the day of the formal interview.
- The interviewing committee will probe for examples about classroom discipline systems and any school/education systems with which the candidate is familiar.
- The interviewing committee will create real scenarios about learning, discipline, and school culture for the candidate to expand upon.
- The questions will be phrased so that the candidate can describe and provide examples.
- Each candidate will be required to teach a sample lesson.

6. Reviewing the Sample Lessons

The interviewing committee will:

- review the sample lesson and articulate overall impressions as a team.
- Discuss the management skills portrayed by the candidate.
- Discuss the structure of the lesson and the candidate's ability to engage students and communicate content.

7. Choosing the Top Educators

The interviewing committee will select as a team the most qualified applicants and make recommendations to the Head Master.

- The Head Master and the Director of Teaching and Learning will make the final selection of candidate(s) to be hired.

- The Head Master will make job offers to the selected candidates(s) which includes the salary for the position.
- The Leadership Team will discuss the hiring process, benefits, dress code, school vacations, insurance, and salary with potential employees, along with the job responsibilities and additional assignments.
- Upon acceptance of the offered position, the new employee will be provided a school calendar and the necessary employment documents, including the teaching contract, from the school Business & Operations Manager.
- The new employee will be informed of professional development expectations, including training dates.

### **Teacher Accountability for Student Results**

A hallmark of THCCS's academic program is the belief that instructional staff should be evaluated—and partially compensated—based on the academic performance of their students. The core evaluation mechanism will be a tool such as the *Framework for Teaching Proficiency Test Instrument* (available upon request due to page limitations) coupled with rigorous evaluation of student performance on a range of assessments. *Framework for Teaching Proficiency Test Instrument* is a research-based criterion of domains applicable to effective teaching. This proficiency test focuses on observable and demonstrated criterion in the following areas:

#### **Domain 1: Planning and Preparation**

- 1a: Demonstrating Knowledge of Content and Pedagogy*
- 1b: Demonstrating Knowledge of Students*
- 1c: Setting Instructional Outcomes*
- 1d: Demonstrating Knowledge of Resources*
- 1e: Designing Coherent Instruction*
- 1f: Designing Student Assessments*

#### **Domain 2: The Classroom Environment**

- 2a: Creating an environment of respect and rapport*
- 2b: Establishing a culture for learning*
- 2c: Managing classroom procedures*
- 2d. Managing student behavior*
- 2e: Organizing physical space*

#### **Domain 3: Instruction**

- Component 3a: Communicating With Students*
- Component 3b: Using Questioning and Discussion Techniques*
- Component 3c: Engaging Students in Learning*
- Component 3d: Using Assessment in Instruction*
- Component 3e: Demonstrating Flexibility and Responsiveness*

#### **Domain 4: Professional Responsibilities**

- 4a: Reflecting on Teaching*
- 4b: Maintaining Accurate Records*
- 4c: Communicating with Families*
- 4d: Participating in a Professional Community*

*4e: Growing and Developing Professionally*

*4f: Showing Professionalism*

[http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/Teachscope\\_Rubric.pdf](http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/Teachscope_Rubric.pdf)

THCCS will give a great deal of support to teachers and instructors to excel in these areas, including at least 50 hours per year of professional development, prepared teaching resources at times, and regular conferencing with school leadership. Emphasis will be given to addressing the mixed methodology of instruction planned as well as strategies to address the emotional/social/behavioral needs of students.

The Director of Teaching and Learning will complete an evaluation of every instructional staff member once per quarter, which includes a review of student academic performance. Based on this evaluation (and, more directly, on students' performance on assessments), instructional staff will receive a performance-based raise of up to 10% of their annual salary.

### **Evaluation of School Leaders**

*Head Master:* The Board of Trustees will be responsible for an annual evaluation of the Head Master. This evaluation shall be based on the written job description agreed upon at the time of hire or as revised prior to any contract renewal. Faculty, parents, and students may be surveyed regarding the performance and efficacy of the Head Master as part of the annual review.

*Chief Financial Officer, Director of Teaching and Learning, Director of Operations, Office Manager:* Performance evaluations of these individuals will be the responsibility of the Head Master and will be based on the written job description in force at the time of hire or as amended and agreed to thereafter. Faculty may be asked to contribute comments as part of the annual evaluation.

**Family and Student Satisfaction Evaluations:** At least annually, a parent and student satisfaction survey will be distributed to all student body members and their families. The results of these surveys shall be made publicly accessible within one month of the distribution. The goal will be set at 90% participation by the constituency. Additionally, school-wide communication meetings will be held at least quarterly for the purpose of giving voice to the families and to enable the school leaders to keep the public adequately informed.

### **Professional Development**

The Timothy Hill Community Charter School knows the value of continued education and the reinforcement of the mastery of skills for both students and teachers. For teachers, THCCS will devise a solid plan to continue the professional development and education of each staff member.

It is expected that Timothy Hill Community Charter School teachers and instructors will meet the "highly qualified" standards laid down in the No Child Left Behind Act. Dual certification is

preferable at the time of hiring. According to the Charter Schools Act, up to one-third (or a maximum of five) teachers at THCCS may be hired without certification, per Education Law 2854(3)(a-1). As a first measure of Timothy Hill Community Charter School's commitment to professional development of the staff, THCCS will provide incentives to non-certified teachers to pursue certification. Any non-certified teaching staff will demonstrate the highly qualified standards by exceptional proficiency in a specialized skill or content area.

One of Timothy Hill Community Charter School's most valued assets is the teachers. If we, as a school, intend to meet our goals school-wide, it is the teaching staff who will play the strong role in moving us ahead. To that end, the evaluation process will be integral to the professional development of each teacher and administrator at THCCS.

During the pre-opening period before school, staff will meet for intensive professional development to grasp and manage the mixed method learning model that will occur at THCCS. Professional development instructors will address topics such as:

- Project based learning
- Computer assisted individualization
- Small and large group peer mentoring
- Core Curriculum and NYS Learning Standards
- Adventure-based learning
- Data Analysis
- eDoctrina lesson and assessment preparation and data storage
- MAPS assessments and prescriptive planning
- Therapeutic and crisis intervention

It will be essential that these topics be revisited throughout the first year and thereafter. Weekly faculty groups will practice analysis of student data and instructional planning.

Upon evaluations after each quarter of the year, the Director of Teaching and Learning will determine additional areas of perceived need in professional development. Also, teachers will engage in self-evaluation allows the teachers themselves to approach administrative staff with targeted requests for professional development. Upon making such a request, administrative staff will evaluate available educational resources and seminars to make available the resources needed for each teacher to become proficient in the full range of the curriculum they are teaching.

At times, a professional consultant will present seminars related to designated topics. Further professional development opportunities will come from the teachers themselves, each sharing particular expertise. Administrators will offer annual opportunities for faculty participation at seminars or advanced-level conferences, as appropriate.

Collaboration between faculty is seen not only as a means of peer mentoring, but also essential to the effective management of project-based learning.

As THCCS grows, teachers will have access to an expanding library of curricular and instructional materials, stored electronically on the network.

### **EMPLOYMENT OF TEACHERS AND LICENSED TEACHING ASSISTANTS AT TIMOTHY HILL COMMUNITY CHARTER SCHOOL**

Teachers and licensed teaching assistants are employed by THCCS on an “at will” basis. As such, the following items apply to the employment of teachers and licensed teaching assistants:

- ☐ Teachers and licensed teaching assistants do not have contracts that begin and end.
- ☐ A teacher’s and teaching assistant’s employment continues until either we (the employer) terminate it, or they resign. Thus, if we have hired a teacher, that teacher is employed by us until they are terminated. Evaluation of performance will be conducted annually.
- ☐ Once a teacher or licensed teaching assistant has been employed for one (1) academic year and an offer to teach for an additional year is not given, their employment will be terminated.
- ☐ Teachers and licensed teaching assistants are not “offered a job” each year because they are already employed; they are offered a position because they performed at a satisfactory level the previous year.
- ☐ Teachers and licensed teaching assistants are asked each year to indicate whether or not they intend to continue teaching in the fall only for the purpose of THCCS yearly budgeting.

“At will” employment implies that an employee can be terminated for any or no reason, at any time. However, we cannot do so in an arbitrary manner that would cause a perception of discrimination or termination for an illegal reason. All terminations are reviewed by the legal department, and all terminations are carefully reviewed by the THCCS Board of Trustees. The atmosphere of frequent employment lawsuits in the U.S. means that we can terminate for any reason, but it may not be prudent to do so. To avoid liability, it’s important to review terminations carefully.

### **ISSUANCE OF STATEMENTS OF INTENT FOR CONTINUED TEACHER EMPLOYMENT**

Statements of Intent are to be treated in the following manner:

- ☐ They are issued only to classroom teachers and licensed teaching assistants.
- ☐ Teachers and licensed teaching assistants who have already given a written statement indicating they are resigning do not receive a Statement of Intent.

☒ Teachers or licensed teaching assistants who are being involuntarily terminated as indicated above do not receive a Statement of Intent.

☒ Statements of Intent go out to continuing teachers and licensed teaching assistants only after teachers or licensed teaching assistants who are being involuntarily terminated have received notification of this action.

☒ Payroll/Status Change Forms may be sent by the School Leader to Human Resources with the returned/signed teacher and licensed teaching assistant Statements of Intent to make an indication of when salary changes will take effect and what those salary changes will be.

### **ISSUANCE OF PAYROLL/STATUS CHANGE FORMS**

Payroll/Status Change Forms are to be treated in the following manner:

☒ They are issued to all employees to let them know whenever their payroll is going to be affected by a change which can be salary, benefits, or legally defined salary deductions.

☒ They are completed and given to Human Resources with signed teachers and licensed teaching assistants Statements of Intent or generated on an as needed basis for items related to the above criteria.

☒ They are completed for all academic and other non-teaching staff when changes to their salary become known as noted above.

☒ They are completed for staff who are resigning or being terminated to indicate their last payroll date.

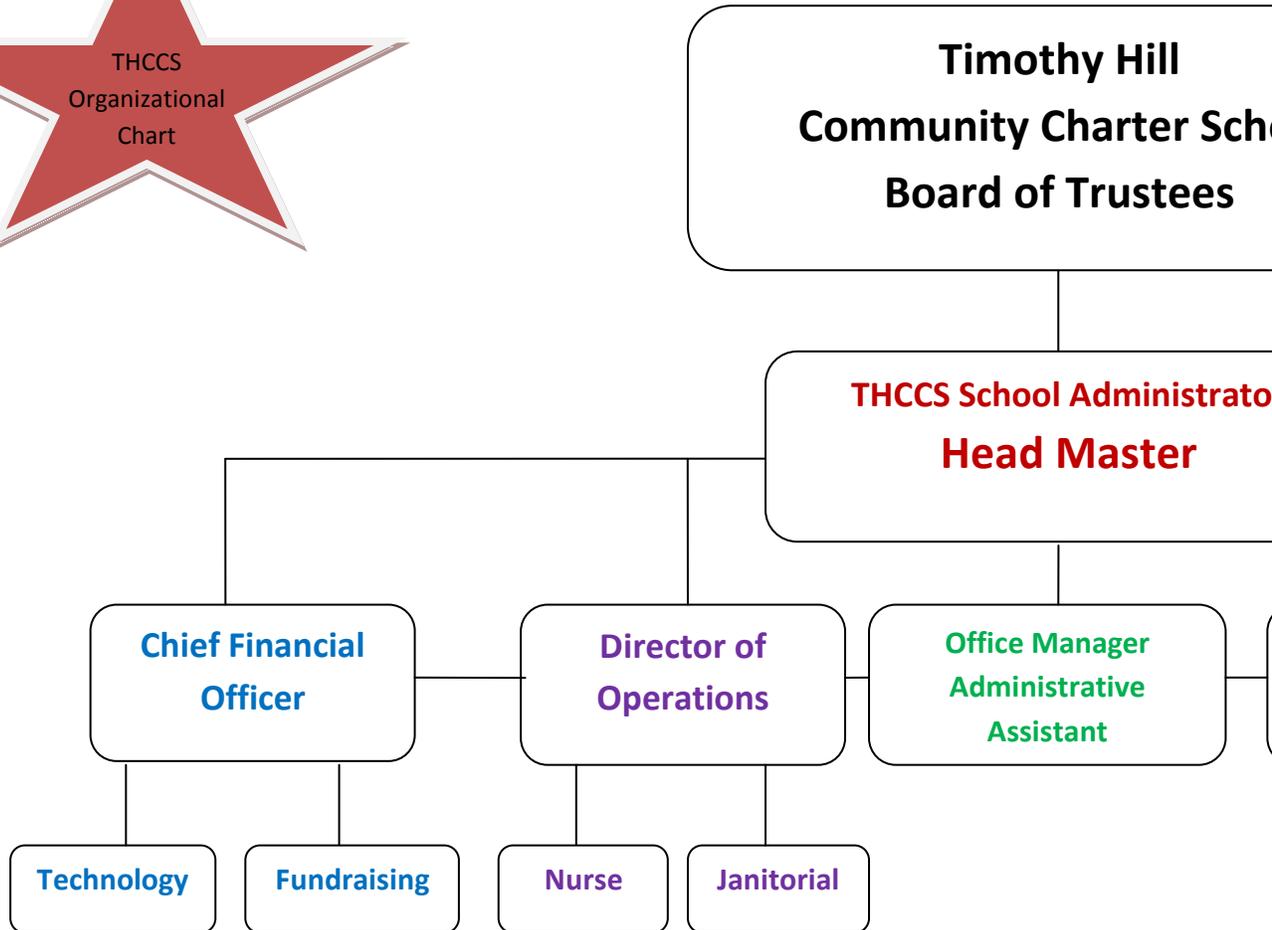
Responsibility for the financial oversight of THCCS ultimately rests with the Board of Trustees. To provide timely and comprehensive financial and operational data, the Board will receive monthly reports regarding the financial and operational transactions. The Chief Financial Officer will be responsible to prepare these reports and distribute them to Administration and the Board at least 1 week before regularly scheduled Board meetings.

The Chief Financial Officer will be accountable as well for the protection of student and financial records. Our Chief Financial Officer will have demonstrated not only adequate training and background in financial processes and management, but will also demonstrate ongoing competencies and skills. These competencies and skills will include, but are not limited to, remaining up-to-date on regulations and record gathering and keeping for tracking enrollment and attendance eligibility for invoicing school districts for tuition per student, eligibility for free- and reduced- price lunch, and special education services costs and sources of revenue and reporting.

Additionally, an annual audit shall be conducted by an independent auditing firm. Reports from the auditor shall include recommendations for systems and management improvements, as well as project financial picture for the school over the following several years.

Financial management shall be conducted under the guidelines of the financial policies manual adopted by the Board of Trustees.

Our independent auditing firm has experience in generally accepted accounting practices and will through the regular audits ensure compliance with all accounting procedures and compliances.



# THADDAEUS HILL

## OBJECTIVE

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To serve children and families throughout my lifetime.

## EXPERIENCE

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2002-Present Timothy Hill Children's Ranch Riverhead, NY  
*Executive Director*

- Managed 70 acre campus with 15 buildings.
- Managed a staff of 42 exceptional people.
- Residential capacity 30 residents, 150 family members.
- Expanded campus that includes 2 transitional houses; chapel; adventure-based programs; hospitality house

1995-2002 Timothy Hill Children's Ranch Riverhead, NY  
*Campus Supervisor*

- Managed a staff of 14 child care workers.
- Managed the scheduling, supervision, and team building of the child care staff.
- Managed 4 maintenance/greenhouse staff
- Oversaw all maintenance projects on campus.

1990-1995 Timothy Hill Children's Ranch Riverhead, NY  
*Summer Intern/Recreation Coordinator*

- Worked six summers as a crew chief for summer vocational program.
- Coordinated daily work schedule for 22 residents.
- Mentoring 22 residents daily.
- Worked with clinical team to enhance structure, discipline, while nurturing resident personal growth.

1995-2006 Blue Ridge Christian Camp Black Mountain, NC

Director of Teen/College Program

- Coordinated all programming for one-week Christian camp
- Directed youth program for 11 years.
- Managed a team of 6-8 volunteer staff members.

## EDUCATION

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- |           |  |                  |
|-----------|--|------------------|
| 1990-1995 | Harding University   | Searcy, Arkansas |
|           | <ul style="list-style-type: none"><li>▪ B.A., Business Administration.</li><li>▪ Lettered in football four years.</li><li>▪ Earned All Conference and All-American honors in football '93, '94.</li><li>▪ Named Co-captain of football team '94.</li></ul> |                  |
| 1996-1999 | Dowling College  | Oakdale, NY      |
|           | <ul style="list-style-type: none"><li>▪ Masters of Business Administration</li></ul>   |                  |
| 1999-2001 | SUNY Stony Brook   | Stony Brook, NY  |
|           | <ul style="list-style-type: none"><li>▪ Masters of Social Work</li></ul>   |                  |
| 2004      | Columbia University  | New York, NY     |
|           | <ul style="list-style-type: none"><li>▪ Certificate for East End Executive Development Seminar</li></ul>   |                  |

## INTERESTS

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Mentoring youth, Coaching, Golfing, Football, Scuba Diving, Reading, Fishing, Weightlifting, Running, Outdoor adventure.

## AFFILIATIONS

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- Riverhead Chamber of Commerce Board of Directors.
- Riverhead Rotary Board of Directors
- Rotary Youth Leadership Awards Seminar
- Riverhead Town Youth Committee
- Riverhead Town Recreation Advisory Committee
- President Long Islanders for Family and Youth (LIFY) 2004-

2005

- Council on Families and Child Caring Agencies (COFFCA)
- Blue Ridge Encampment Board of Directors
- The Executive Company (TEC) Member
- East End Non Profit Executives

**Biography**  
**Thaddaeus P. Hill**  
**Timothy Hill Children's Ranch**

Thaddaeus P. Hill, MBA, MSW is the Executive Director of Timothy Hill Children's Ranch, located in Riverhead, New York. Timothy Hill Children's Ranch is a not-for-profit agency established in 1976 by Mr. & Mrs. Jerrell Hill, Thaddaeus' parents.

**Family**

Thaddaeus Hill was born on February 1, 1972 in Southampton Hospital. The son of Jerry and Fern Hill, founders of the Timothy Hill Children's Ranch, Thaddaeus has been a life-long resident of the Town of Riverhead. He married the former Emily Hausmann from Columbia, Tennessee on April 29, 2000. Emily holds a Master's degree in Social Work. In June of 2004, Thaddaeus and Emily welcomed their first child, Elliana into their lives. Thaddaeus P. Hill, Jr. arrived in February 2006 with Emelia Hill entering the clan on April 20, 2008.

**Education**

Thaddaeus graduated from Riverhead High School in 1990. He attended Harding University in Arkansas, where he was a two-time, all-American tight end and football captain for five years. He received his Bachelor's degree in Business Administration in June of 1995. Upon graduation from Harding, Thaddaeus returned to Riverhead, working full time at Timothy Hill Children's Ranch. He attended graduate school at Dowling University in 1996, receiving his Master's degree in Business Administration in 1999. In September of 1999 he enrolled in Stony Brook University's MSW program finishing the program in December of 2001.

**Work**

In January 2002 Thaddaeus was named the Executive Director of Timothy Hill Children's Ranch in his father's stead. Mr. Hill has over 22 years experience in residential and group care for adolescents. He has held various positions within the childcare field including, administrative, clinical and direct care.

**Community**

Mr. Hill actively participates in various community minded organizations including serving as President of the Riverhead Rotary Club, President of the Timothy Hill Christian Camp Board of Directors, and the board of a local christian school. In the past, Thaddaeus has served as President for Long Island Family & Youth Services (LIFY), Vice-President of the Riverhead Chamber of Commerce, Chairman of the Riverhead Youth Committee, Committee member of Riverhead Town Recreation Advisory Committee and a Council of Family and Child Caring Agencies (COFCCA) Board Member. Mr. Hill served as the Riverhead High School Varsity Football Team assistant coach from 1997-2005.

**Church**

Thaddaeus has a steadfast love for God; he is passionate about Christ and leading youth. Mr. Hill served on the Board of Directors at the Blue Ridge Christian Family Encampment. In January 2004, Mr. Hill became part of a church plant and serves in a church leadership capacity.

**Hobbies**

Mr. Hill is an avid fan of exercise, golf, scuba-diving, snow-skiing, and swimming.

