

Friendship Tech Charter School of Excellence Application Summary

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

The mission of Friendship Tech Charter School of Excellence is to ensure that every child achieves their potential through a rigorous academic program which integrates STEM into the core disciplines of literacy (reading, writing, speaking, listening) and math while developing critical and creative thinking through digital and real life experiences.

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

Goals of Friendship Tech Charter School of Excellence:

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

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

1. **Technology Enhanced Learning (TEL) and Social and Digital Consciousness:** On a daily basis, students will use technology to master ELA and STEM learning objectives. Using Science Fusion, an interactive digital curriculum in conjunction with a Teacher Digital Management System complete with staff development, students will work at computer stations using laptops to access websites and software to integrate multiple subject areas. Students will work with video projects, virtual lab data as well as leveled science readers supporting science concepts and the knowledge of STEM vocabulary. Additionally,

Makerspace stations will be used to build skills in robotics, circuitry, comic book design, and create manufactured works that would not be possible to create with the resources available to students working alone. Teachers will use SMART Boards and SMART Tables to engage students interactively in their lessons. Students will learn to utilize social media, podcasts and email. Students will access social media using Skype to communicate with students around the world. FTCSE will integrate all technology used and instruction with guidance in social consciousness. This will impart to students the importance of using social media and digital technology responsibly, which will develop social awareness that promotes positive, sensitive, and knowledgeable members of the Mount Vernon and global marketplace.

2. **Differentiated Staffing Model:** Our teaching staff is comprised of general education teachers, a special education teacher, an ESL teacher, and support staff to assist with the implementation of the highest quality education. This methodology encourages the success of student achievement by grouping students with teachers who have specialty training in core subject areas where students demonstrate the greatest need. For example, a first grade special education teacher may work with a group of six Kindergarteners that are in tier two of our Response to Intervention program. Student small groupings will be determined by phonemic awareness, phonics, vocabulary, word attack skills, comprehension and fluency levels, allowing targeted instruction and multiple opportunities to increase student learning.
3. **Blended Rotational Model:** FTCSE will use authentic formative assessment data to deliver individualized and small group instruction based on the needs of students. Students will be grouped based on the Journey's 2014 Common Core Learning benchmark assessments, Dream Box Math and the student's observed learning style and ability. Students who demonstrate the greatest needs will be placed in the smallest sized groups. Every six to eight weeks, teachers will reassess all students and develop new ability based groupings. The rotational schedule will include computer/iPad stations in math and reading, independent reading, journaling/reading response stations and guided teacher instruction with targeted groups. The blended rotational model will ensure that FTCSE students will function or exceed grade level proficiency.
4. **Inquiry Based Curriculum:** Classroom projects will offer students opportunities to apply problem-solving skills learned and mastered through the STEM curriculum while fostering independent (self-directed) learning experiences. FTCSE's curriculum will create real-world learning experiences for students in each grade. Students will participate in learning experiences with visits to and from STEM specialists. FTCSE will provide trips to STEM locations including the Science Center, Airport, Recycling Centers, Planetarium, Botanical Gardens, and the SONY Wonder Technology Lab Museum that will provide weekly collaboration with community based partners. Students will explore the arts, sports, and sciences to develop their interest and research into the many professional careers available to them. Extended day opportunities such as "Engineering for Kids" and "Mad Science" will allow students to enthusiastically explore the STEM curriculum and create new concepts.

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

APPLICATION SUMMARY

Charter School Name	Friendship Tech Charter School Of Excellence (FTCSE)
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Media Contact Telephone Number	Phone 1: 914-668-1210, Phone 2: 914-646-3211
District of Location	CSD 7
Opening Date	August 2015
Proposed Charter Term	5 Years
Proposed Management Company or Partners	None
Projected Enrollment and Grade & Span During Charter Term	315 students in grades K-4
Projected Maximum Enrollment and Grade Span	337 students in grades K-4
Mission Statement	The mission of Friendship Tech Charter School of Excellence (FTCSE) is to ensure that every child achieves their potential through a rigorous academic program, which integrates STEM into the core disciplines of reading, writing and math while developing critical and creative thinking through digital and real life experiences.

The establishment of Friendship Tech Charter School of Excellence is to provide the residence of Mount Vernon educational choice in the selection of their children's educational journey. Our application summary provides the reader an overview of our mission, objectives and key design elements of our academic program. Within the full application you will find an expanded narrative of the school design. We believe that our rigorous academic program will fulfill the

New York State common core requirements and prepare our children's on the path of college and career readiness.

We intend to create an alternative to the New York State public elementary education options currently in place in Mount Vernon, New York for low-income and undereducated students. Through a rigorous curriculum coupled with high quality individualized instruction and assessments, we expect our students to exceed the learning levels of other students who live in their community. We plan to achieve these objectives utilizing four critical methods: 1) High Quality Blended Learning and Co-teacher Instruction; 2) Technology; 3) Assessments; and 4) Conscious Discipline.

FTCSE has four key design elements that uniquely position the school to identify and meet the needs of the Mount Vernon student population. These elements will provide students with the means to become college and career ready, lifelong learners and aspiring leaders. The four key design elements are: 1) Technology Enhanced Learning (TEL) and Social and Digital Consciousness; 2) Differentiated Staffing Model; 3) Blended Rotational Model; and 4) Inquiry Based Curriculum.

Finally FTCSE have made available our daily classroom schedule, school yearly calendar, recruitment and retention strategies, policy and procedures, Trustee board members composition, business plan and budgetary projects and prospectus all outlined in detail in this full application document.

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I MISSION, KEY DESIGN ELEMENTS, ENROLLMENT AND COMMUNITY

A. Mission Statement and Objectives

The mission of Friendship Tech Charter School of Excellence (FTCSE) is to ensure that every child achieves their potential through a rigorous academic program, which integrates STEM into the core disciplines of reading, writing, and math, while developing critical and creative thinking through digital and real life experiences.

Objectives

We intend to create an alternative to the New York State public elementary education options currently in place in Mount Vernon, New York for low-income and undereducated students. Through a rigorous curriculum coupled with high quality individualized instruction and assessments, we expect our students to exceed the learning levels of other students who live in their community. We plan to achieve these objectives utilizing four critical methods:

1. **High Quality Blended Learning and Co-teacher Instruction:** We will hire high quality teachers and provide them with ongoing staff development. Teachers will learn to use best practices and strategies for blended learning and co-teacher models to guide student achievement.
2. **Technology:** The use of technology will augment a rigorous curriculum by providing multiple entry points for students to maximize their learning potential and expand their quest for knowledge as they master STEM and ELA subjects.
3. **Assessments:** Assessments are an integrated and ongoing part of FTCSE's mission to ensure that every child achieves their potential through a rigorous academic program. The use of summative and formative assessments will measure student learning and drive individualized and group instruction as well as identify students who require specialized instruction. Baseline Assessments will be used to measure national norms.
4. **Conscious Discipline:** Through the use of Conscious Discipline, teachers and parents will learn to assist students systematically learn to govern themselves in a manner that encourages a healthy learning environment at school and home. Teachers and parents will be taught to respond to daily conflict, enabling them an opportunity to teach critical life skills to students.

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

- a) FTCSE will model innovative teaching and learning methods by introducing a blended-learning program that utilizes a computer-based learning management system to integrate digital content and assessments. This approach allows teachers to focus on the individual needs of students and provide targeted small group instruction.

- b) Our blended-learning program and co-teaching model will provide new professional opportunities for teachers and staff to plan and deliver instruction, use formative assessment data to improve practice, and foster collaboration and growth.
- c) Our combination of innovative education and 21st century pedagogy, emphasis on school culture and character development, and FTCSE's relentless focus on student achievement will provide parents a viable alternative within the public education system.
- d) The founders of FTCSE believe that in exchange for a high degree of creative autonomy in the design and implementation of our school's academic curriculum and character development program, we should be held accountable for measurable student achievement and results that demonstrate performance at the highest levels.
- e) By establishing a K-4 charter school in the Mount Vernon community, FTCSE will expand the learning opportunities for students at risk of academic failure. Our success will be measured by the high achievement of our low-income and minority students, English Language Learners (ELL) and students with disabilities, many of whom would otherwise attend schools with performance falling below NYS standards.
- f) We will cultivate student achievement that exceeds grade level requirements and create an intrinsic desire in students to become lifelong learners. With engaging and relevant learning applications, students at FTCSE will find learning motivational, stimulating, and exciting.

B. Key Design Elements

FTCSE has four key design elements that position the school to identify and meet the needs of the Mount Vernon student population. These elements will provide students with the means to become college and career ready, lifelong learners and aspiring leaders. The four key design elements are:

1. **Technology Enhanced Learning (TEL) and Social and Digital Consciousness:**
FTCSE students will spend approximately 30% (2.5 hours) or more of their instructional time using technology, allowing teachers to spend commensurate time providing targeted small group instruction and allowing children to practice skills in academic learning centers. FTCSE will use Makerspace stations to build skills in robotics, circuitry, comic book design, and create manufactured works that would not be possible to create with the resources available to students working alone. Teachers will use SMART Boards and SMART Tables to engage students interactively in their lessons. Students will learn to utilize social media, podcasts, and email. Students will access social media using Skype to communicate with students around the world.

FTCSE students will participate in community and global service experiences and develop social awareness that will promote positive, sensitive, and knowledgeable members of the Mount Vernon and global marketplace through the use of digital communication.

Expected Outcomes: By using technology and targeted instruction, students will demonstrate how to access social media, podcasts, and email and communicate with students around the world. They will utilize technology stations to build robotics, and create innovative projects. They will learn the etiquette and language of digital communication and literacy while mastering STEM through the integration of traditional instruction, community and global service outreach initiatives.

- 2. Differentiated Staffing Model:** This methodology encourages the success of student achievement by grouping students with teachers who have specialty training in core subject areas where students demonstrate the greatest need. For example, a teacher with an expertise in math may work with a group of six students that are in tier two of our Response to Intervention program who need math intervention due to a lack of math proficiency. This process will be observed for all ELA and STEM related subjects.

Students will be placed in small groups based on authentic assessment data gathered by their co-instructors. The dynamics of peer-to-peer small group learning will allow teachers to group their students based on their learning styles following the three principles of the Universal Design for Learning. These principles include 1) Multiple means of representation; 2) Multiple means of action and expression; and 3) Multiple means of engagement.¹

Our Expected Outcomes: The students' ELA, math and science proficiency test scores will show notable improvement.

- 3. Blended Rotational Model:** The blended rotational model will ensure that FTCSE students will function or exceed grade level proficiency. In a ninety minute block, students will be allowed to experience learning from three different modalities in thirty minute increments, one of which will be learning utilizing technology. The other modalities can include but are not limited to small group instruction, whole group instruction, group projects, individual tutoring, and pencil and paper assignments. FTCSE will use authentic formative assessment data collected from technology based programs to deliver individualized and small group instruction.

Accessible computer hardware (computers, multi-touch tables, interactive listening centers, whiteboards and iPad's) and advanced learning Internet based software will help teachers differentiate and individualize learning. Students will be grouped based on the Journey's 2014 Common Core Learning benchmark assessments, Dream Box Math and the student's observed learning style and ability. Students who demonstrate the greatest needs will be placed in the smallest sized groups. Every six to eight weeks, teachers will reassess all students and develop new ability based groupings. The rotational schedule will include computer/iPad stations in math and reading, independent reading, journaling/reading response stations and guided teacher instruction with targeted groups.

¹National Center On Universal Design for Learning, accessed February 2014, www.udlcenter.org.

Our Expected Outcomes: Teachers will spend commensurate time providing targeted small group instruction and allowing students to practice skills in academic learning centers. Students will develop proficiency in the use of technology.

4. **Inquiry Based Curriculum:** The Science Fusion program is a state-of-the-art science program designed for building inquiry, STEM, and optimized for learning in the classroom, at home, on a laptop, a tablet, or using a science textbook. Science Fusion engages standard-aligned rich media and interactive digital textbooks, coupled with professional development and assessment services, taking students beyond the classroom. This program engages young minds through inquiry-based science, while reinforcing important literacy and mathematics skills.

Classroom projects will include activities that offer opportunities to apply acquired knowledge as well as foster independent (self-directed) learning experiences for students. FTCSE’s curriculum will allow students to become exposed to real-world experiences from kindergarten through grade four. Students will participate in learning experiences with visits from STEM specialists and trips to places outside the local community. Students will explore the arts, sports, and sciences as areas for further study and professional careers.

Expected Outcomes: The students will understand real global situations in view of their future careers.

C. Enrollment, Recruitment, and Retention

Enrollment of Those Identified in the School’s Mission:

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

Grades	Ages	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	5	63	63	63	63	63
1 st	6	48	63	63	63	63
2 nd	7		48	63	63	63
3 rd	8			48	63	63
4 th	9				48	63
Totals		111	174	237	300	315

²N.Y. Education Law § 2851(2)(p).

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

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

Class size will not exceed 30 students. Each class will incorporate a lead teacher plus a teaching assistant to create a teacher-to-student ratio of approximately 1:15. We believe that three classes per grade will allow us to maintain a close-knit school community. We intend to admit new students to fill empty seats up through second grade when we can most effectively integrate new students into the school culture with minimal disruption.

Based on the experience of other successful high achieving elementary schools that embrace strong parental engagement, we believe we can limit attrition to approximately 7% per year on average during the term of the charter.³ Provided a charter is granted, an aggressive media blitz will commence for the zip code areas 10550, 10551, and 10553 announcing an open enrollment process for applications between January 15-March 31, 2015. All parents desiring to enroll their child/ren in FTCSE are encouraged to make application. Student enrollment will be based on 111 students in the first year and 63 students for each preceding year for the duration of the charter. All applications up to 111 will be enrolled. If the number of applications exceeds 111, a lottery will take place on April 15, 2015 and the first 111 students selected from the lottery will be admitted. Remain applications will be placed in a pending admissions file and used to backfill any vacancies that may occur during the school year based on a second lottery process. The process for admission in future years will be the same.

Recruitment

To meet or exceed targeted recruitment requirements of students who qualify for free and reduced priced lunch, students with disabilities, and English Language Learners, FTCSE will attract students and families utilizing aggressive marketing campaigns via radio, local newspapers, social media, our webpage, flyers, daycares, preschools, community centers, the Mount Vernon Library, apartment complexes, churches, supermarkets, and community outreach house meetings. The strategy for recruitment includes outreach to Mount Vernon district pre-school programs and community-wide childcare educational centers that have graduated their

³The Characteristist that Sustain High Growth Public Chater Schools, accessed August 2, 2014, <http://www.ncpublicschools.org/docs/charterschools/best/highgrowth.pdf>.

Pre-k children. We will host open houses and information nights as well as advertise in the media, and on the school's website. Through these efforts, the school will reach a broad cross-section of families and prospective students. Additionally, notices will be posted in public places such as libraries and district recreational facilities.

So far, FTCSE has reached out to local businesses such as real estate offices, pediatricians, Childcare Council, and childcare providers. As an example, FTCSE contacted twelve area Childcare providers and invited them to an informational session on June 2, 2014. This session afforded the Childcare providers the opportunity to learn about FTCSE. We will continue to build upon these relationships as a new charter school.

We will recruit free and reduced priced lunch eligible children in numbers that are comparable to or greater than the Mount Vernon City School District. During our recruitment process, FTCSE will advertise to families in high needs poverty areas and areas with the lowest performing schools. Poverty areas include but are not limited to Levister Towers, Ebony Gardens and The Plaza (Lefrak Housing) housing complexes, which are identified by the state of New York as low-income family units.

For students with disabilities, we will specifically target district pre-school programs that service students with disabilities. In addition to the outreach described above, FTCSE has identified and developed relationships with five preschool programs that serve students with disabilities as part of its marketing strategy. New York State Early Intervention programs and the Westchester Early Childhood Direction Center will support and serve as network partners for special needs and ELL children within the Mount Vernon community. FTCSE will ensure that all outreach includes an explanation of services to support students with disabilities with specific mention of our inclusionary model of educating children with disabilities.

English Language Learners will be recruited using materials in multiple languages in addition to having translators at recruiting events. Our recruitment will include the Mount Vernon Spanish and Portuguese communities as well as agencies that focus on families where English has become their second language. We will also work with the Bilingual Technical Assistance Center (BTAC) for assistance with recruiting English language learners.

FTCSE outreach and recruitment efforts for free and reduced priced lunch, students with disabilities, and English Language Learners has been maximized through the use of the following distribution venues:

- *Door-to-Door Information Distribution:* Through our outreach efforts to secure petitions for a new charter school in Mount Vernon, we identified target students living in Levister Towers, Ebony Gardens and The Plaza (Lefrak Housing). FTCSE has mobilized a ground team to serve as community liaisons to gain access to these buildings. This strategy helped us to reach families that are traditionally less informed about educational choices. With the information gathered, we created a database for potential students who are eligible for free and reduced priced breakfast, lunch and snacks. We will continue these efforts to recruit students should we receive a charter.

- *Mailing:* We have focused a majority of our informational outreach over the last few months in the 10550, 10551 and 10553 zip codes. This was an important strategic move to educate a segment of the community that is somewhat less aware of school choice options and charter schools. This effort was concomitant with the petition process. We have collected over 1000 signatures in support of FTCSE, 105 of which are from parents of children eligible to attend grade 2 in September 2015. A large majority of these supporters live in the 10550 zip code area. If the School's application is approved, FTCSE will send letters to all families, outlining the opening of the school and alerting these individuals to the lottery process.
- *Open House:* Community-style open house meetings will be held in the Doles Center, the Mount Vernon Public Library, Mount Vernon Boys and Girls club as well as within FTCSE's facility. All of these are community institutions located in the 10550 zip code area. The public library director has submitted a letter of support to the project. The Mount Vernon Boys and Girls club is a partner with us, serving as a potential landlord.

Retention

FTCSE will admit students without regard for race, creed, ethnicity, disability or socio-economic background. We will meet or exceed enrollment and retention requirements for students as required by New York statutes section 2852(9)(b)(i). We will make every effort to retain students by providing an educational program that will engage the student and parent during the regular academic year and summer recess.

Our student retention rate will be linked to the degree to which parents feel confident that the needs of their children are being met. It will be critical to respectfully communicate with parents about issues that are important to them, and to continuously monitor and measure the parents' perceptions of the program and of their children's safety and educational progress. Our founding board is well equipped to do this, as a majority of us live in the community, utilize the resources in the community and reflect the population that we plan to serve.

Retention of Those Identified in the School's Mission

We will make every effort to retain students by engaging them and their families in our general educational program during the regular academic year and summer recess. Our general education program will provide a strong emphasis on the core disciplines with the emphasis placed on STEM and raising the ELA proficiencies of all FTCSE students. We will collaborate with community organizations to provide wraparound services for struggling students and families and provide targeted assistance to at-risk students. Before each school year commence, FTCSE will engage parents and set educational expectations. If necessary, home visits will be scheduled.

Retention of Students with Disabilities

FTCSE will provide opportunities for students with disabilities to learn in the least restrictive environment. We will provide an integrated co-teaching model with a full time certified special education teacher to meet the needs of students with disabilities. The teacher will apply push-in and pullout targeted instruction to meet student's specific needs. A Special Education Coordinator along with teachers whose credentials reflect training in special education will

provide additional targeted support and intervention to meet the needs of students with disabilities and oversee the special education program in collaboration with the school's leadership team. The Special Education Coordinator will work closely with classroom teachers to assess and monitor student growth. The Special Education Coordinator and FTCSE's leadership team will communicate student progress to parents on a regular basis any IEP modification needed to provide opportunities for students to excel.

Retention of English Language Learners

FTCSE will hire a full time certified English as a Second Language (ESL) bilingual teacher who will deliver push-in and pullout ESL instruction and work in collaboration with school leadership and teachers to improve student's language acquisition skills. The ESL teacher will use the Journeys curriculum to support ELL students with targeted instruction and intervention strategies. FTCSE will provide an ESL resource center for students, their families and school staff to share literature in diverse languages, strategies for increasing language acquisition at home and a forum for support. The resource center will be open during and after school hours and in the summer for continuous access to information in diverse languages.

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

To keep up with our rigorous curriculum, we will provide students with daily homework help through the afterschool program, which will be comprised of academic remediation/enrichment, sports and cultural activities. Our leadership team will collaborate with classroom teachers to provide struggling students with intensive Response to Intervention (RTI) instruction, especially to those students that may not have attended Universal Pre-Kindergarten. Student progress will be closely monitored with teachers basing instructional changes on data collected from on-going assessment. RTI represents an educational strategy to close achievement gaps for all students by preventing smaller learning problems from becoming insurmountable gaps. FTCSE will respectfully communicate and partner with parents throughout the year and continuously monitor and measure parents' perception of FTCSE programs and their child's academic and social/emotional progress.

To ensure the success and retention of all FTCSE students, and in addition to the support provided above, the school will provide intense RTI programs and use technology to support students with learning and behavioral needs. A Special Education Coordinator will provide targeted support. The Special Education Teacher will work closely with classroom teachers to assess and monitor student growth as well as work closely with the Committee on Special Education (CSE) and parents to educate and inform parents of their rights as well as discuss and answer any questions pertaining to their child's individual educational program.

D. Community to Be Served

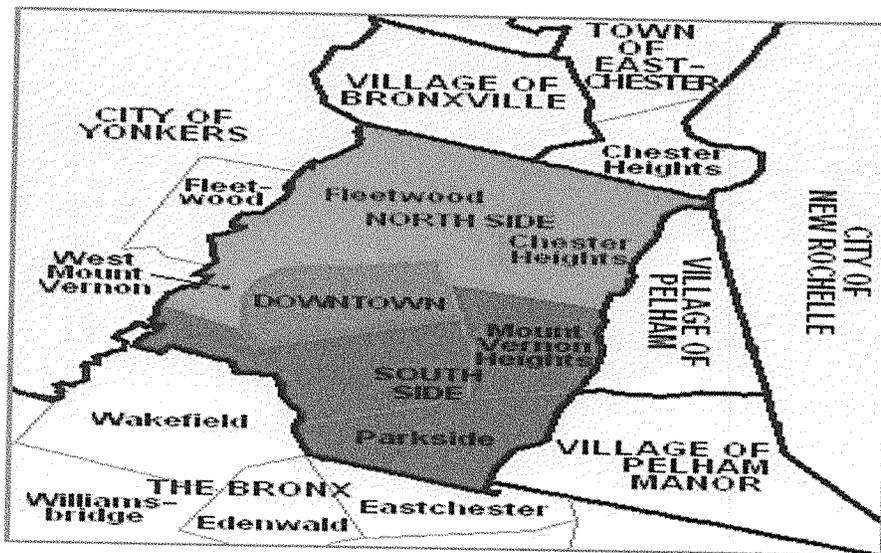
With a population of 68,381 people (2010 Census), Mount Vernon is the ninth most populated city in the state of New York. It is the third largest and most densely populated city in Westchester County with a 75% poverty rate among its students based on the free and reduced lunch program.⁴ Children born into poverty are less likely than their well off peers to have

⁴Testimony of Mt Vernon City School District, accessed July 14, 2014, <https://www.governor.ny.gov/assets/documents/MidHudsonHearing9-10-12/JudithJohnsonTestimony.pdf>.

acquired the literacy skills necessary for academic success. Unfortunately, this is reflected in student performance throughout the Mount Vernon school district.

In 2013, one of the top ranked elementary schools in the Mount Vernon district performed worse than 50.7% of elementary schools in the State of New York. On the opposite extreme, one of the lowest achieving elementary schools in the district ranked worse than 94.8% of all elementary schools in New York State. When looking at proficiency on the state’s math and ELA exams, Westchester county students outperformed Mount Vernon students by 26%, with only 40.7% of all Mount Vernon Public School District students in grades 3-8 attaining proficiency on the state’s exams.⁵

The City of Mount Vernon can be divided into four major sections within a four square mile radius. The railroad tracks divide the North and South Side and provide a glaring visual of the socio-economic divide. The residents and families who reside on the South side of Mount Vernon are predominantly under-privileged. According to the 2013 New York State demographic Report Card data, high needs children saturate the elementary schools on the south side of Mount Vernon. This is also true of the elementary schools on the western border of the city.



According to the New York State Report Card data, one would conclude that in the Mount Vernon community, the North Side school children are academically better prepared than South Side students because of the socio-economic divide. Based on a study that rated elementary schools in the Mount Vernon District in relationship to other schools, the graduation rate in the Mount Vernon School District is 63%. Mount Vernon School District's rating is 3 on a scale of 1-10; 10 being best. Nearby Pelham and Tuckahoe rating is 9, while Bronxville’s rating is 10.⁶

⁵Mount Vernon School District Report Card 2012-13.

⁶The Best School in the Mount Vernon School District, accessed August 4, 2014, <http://www.zillow.com/ny/districts/mount-vernon-school-district-435227/#/ny/districts/mount-vernon-school-district-435227/p=1&bb=-73.877113%2C40.919009%2C73.850849%2C40.940733®ionId=435227&zoom=14>.

As of the 2012-13 school year, the elementary school population for the Mount Vernon District was 6,250 students of which FTCSE will serve approximately 5.4% or 315 students. While Mount Vernon is a highly diverse community that spans the extremes when it comes to socio-economic viability, the proficiency standards are not being met by most of the schools in the Mount Vernon district regardless of location. Judith Johnson stated in a testimony of the condition of the schools in Mount Vernon, that the inability of the community to pay for education, low per pupil spending (\$22,576), the high number of students who qualify for free and reduced lunch (75%) and the loss of 13 million in education assistance based on the GAP Elimination Adjustment.⁷ While these issues cannot be resolved by the advent of a new charter school, FTCSE can address the educational needs of economically disadvantaged students through our rigorous academic program undergirded by STEM and ELA.

E. Public Outreach

Community & Educational Stakeholders Outreach

FTCSE's founding board has undertaken a rigorous community outreach campaign to inform the public about our intent to open a charter school and to solicit meaningful feedback about the academic and programmatic needs of Mount Vernon students. During our outreach campaign, which has extended beyond one year, we have had personal discussions with community and educational stakeholders throughout Mount Vernon. These discussions have provided insightful feedback regarding the support and reservations for our proposed charter school. Discussion, feedback, testimonials, affirmations and concerns have been received from various community members including parents, students and professionals:

- The Mayor of Mount Vernon, The Honorable Ernest D. Davis
- Westchester County Executive The Honorable Robert Astorino
- Mount Vernon City Council member Richard Thomas
- Mount Vernon City Council member Marcus Griffin
- Interim Superintendent Judith Johnson
- Executive Director of Amani Public Charter School Debra Sterns
- New York State Senator Jeff Klein
- Editor of the Mount Vernon Inquirer Joe Parisi
- Community activist and site manager for Family Ties of Westchester, Inc. Bert Littlejohn
- Radio station WVOX 1460 FM which sponsors a Mount Vernon community talk show
- 20 clergy persons of the United Black Clergy of Westchester County

Outreach began in March 2013 and continued throughout the year with flyer distribution, meetings with the only charter school in Mount Vernon and hosting a community forum. FTCSE's community outreach efforts began with two separate flyers distributed in December 2013 and January 2014 to local churches and community organizations. Flyers were posted in supermarkets, dry cleaners and the Mount Vernon Public Library. Additionally, letters of intent were sent to schools in the Mount Vernon District and the Mayor of Mount Vernon. Local religious and civic groups were informed of our intentions by group visits and the community

⁷Judith Johnson, The Mount Vernon School District for New NY Education Reform Commission, accessed August 16, 2014, <https://www.governor.ny.gov/assets/documents/MidHudsonHearing9-10-12/JudithJohnsonTestimony.pdf>.

was invited to make comments by email. During December 2013, a comment collector and an electronic version of our press release were posted on the Mount Vernon Inquirer's Website.

Outreach continued in 2014 with flyer distribution, a meeting with the United Black Clergy of Westchester County and a full write-up in the Mount Vernon Inquirer newspaper about our proposed charter school. Outreach in recent months (March-June) included three community parent group meetings, media announcements, radio spots and an information booth at the Friendship for Tots, Inc. Annual Funtastic Kiddie Carnival and Family Fair June 21, 2014.

The community was informed of the application process by two press releases printed in the Mount Vernon Inquirer newspaper and posted on their website. FTCSE established a website and email address to take community feedback. Public outreach activities continue to be an ongoing effort for the FTCSE founding group. Information is disseminated about these outreach efforts utilizing *Email blasts and Door-to-Door Information Distributions*. FTCSE's founding board mobilized a ground team in each housing complex to serve as community liaisons by establishing a face-to-face strategy to reach families that are traditionally less informed about educational choice options and charter schools.

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

Of the 1000 petitions signed supporting the creation of a K-4 charter school in Mount Vernon, 457 signers expressed interest in enrolling their child/ren in FTCSE. A significant observation from our community outreach efforts indicate that the area of our greatest support, which is the 10550 zip code area is also the area with the lowest performing schools. Petitions came from the following zip code areas: 10550 = 577, 10551 = 70, 10552 = 283 and 10553 = 70. Refer to section C under Enrollment, Recruitment and Retention for how interested families will be notified of application process should we be awarded a charter.

The Mayor of Mount Vernon, The Honorable Ernest D. Davis in a letter of support dated April 15, 2014 said, *"I support the rights of parents to choose the educational plan for their child or children. The path of beginning the Friendship Tech Public Charter School here in Mount Vernon is a concept I can lend my support."*

Joe Parisi, editor of the Mount Vernon Inquirer wrote several articles in the Mount Vernon City newspaper regarding the proposed new charter school. In an article dated February 25, 2014, Parisi said, *"When a community hears that a charter school has been proposed, it can incite furious opposition or adamant support. Until now, like the Amani Charter School in Mount Vernon once did, Friendship Tech Public Charter School has received positive support from the neighboring community where it is located..."* In an interview with community activist Bert Littlejohn, Director of Mount Vernon Family Ties in the same article, Parisi quotes Littlejohn saying, *"I am wholeheartedly supporting your proposed charter school since we can use a second charter school in Mount Vernon."* The founding group also had several meetings with the

local Mount Vernon PTA and Block Associations, which gave favorable reception of the proposed Charter school.

On January 18, 2014, the founding group met with 20 clergypersons of the United Black Clergy of Westchester County, a distinguished Mount Vernon Faith Based organization who has historically been in the forefront of education reform in Mount Vernon. Additionally, several of the aforementioned individuals provided a letter of support for the creation of FTCSE. The Unified Black Clergy (UBC) is a Mount Vernon based activists group that has been in the forefront of educational reform in the Mount Vernon School District. FTCSE engaged UBC in a spirited discussion over the pros and cons of a charter school serving a limited pool of students. After a lengthy discussion, the sentiments were to support any educational reform efforts that lift our children and provide them with college and career readiness skills.

Community Grass Root Initiatives

Friendship Tech Public Charter School established an email address; friendshiptech2015@gmail.com, allowing comments from community residents who expressed their concerns regarding the school's proposed opening. FTCSE also established a public informational website where hundreds of concerned citizens and community residents have already logged on to view its contents www.friendship Tech PCS1. The founding board organized four open community forums, two at the Friendship Family Life Center on December 30, 2013 and January 27, 2014 and two Community Parent Group meetings held at the Mount Vernon Public Library on March 29, 2014 and April 26, 2014, respectively.

Two public forums were held at 261 E. Lincoln Avenue, Mount Vernon, NY 10552 on December 30, 2013 and January 27, 2014. At these forums, a summary of the academic program plan was shared with the audience and surveys were distributed to request input on specific topics such as program design and curriculum. Following a question and answer session, the community was afforded an opportunity to comment for 2 minutes each. After each community forum, a debriefing session took place. These debriefing sessions were conducted to review and discuss comments received via survey, email and the Mount Vernon Inquirer's comment collector. From the four initial community outreach efforts, our assessment was that parents were interested and receptive to the proposed Friendship Tech Public Charter School. Ongoing community forums were held throughout Mount Vernon at locations such as the Doles Recreation Community Center and the Mount Vernon Boys/Girls club on May 24, 2014. Supportive community residents are also hosting cottage meetings in private residences

Dr. Iris Pagan, Commissioner of Westchester County Youth Bureau, a strong advocate for STEM and charter schools attended FTCSE's first forum along with many Mount Vernon residents. FTCSE's community outreach efforts began with two separate flyers distributed in December 2013 and January 2014 to local churches and community organizations. Flyers were posted in supermarkets, dry cleaners and the Mount Vernon Public Library. Additionally, letters of intent were sent to schools in the Mount Vernon District and the Mayor of Mount Vernon. Local religious and civic groups were informed of our intentions by group visits and the community was invited to make comments by email. During December 2013, a comment collector and an electronic version of our press release were posted on the Mount Vernon Inquirer's Website.

Overall, our community outreach forums solicited significant information from the community. Participants suggested we add grade 4 to our initial proposed plan and partner with Amani Public Charter School that focuses on middle school grades 5-8 to offer the continuity to our students. Recommendations were also received regarding our academic program design and the economic feasibility of increasing the number of students to 111 in the first year of operation. From the community's feedback and recommendations, the FTCSE founding board adjusted the original proposal by increasing the number of children to be serviced, and placing a greater emphasis on ELA proficiency to ensure that the Common Core Learning Standards are met. By combining STEM and a rigorous curriculum with an ELA program, we will create a school environment that fulfills the FTCSE mission.

The founding board continues to host community forums and public meetings with key community stakeholders (school officials, community leaders, parent groups, alike). Similarly, media announcements, written editorials and radio spots were created for a community event to invite community involvement and commentary about our proposed charter school. Concerned citizens and prospective parents for enrollment of their children attended these events with the largest audience of 120 people. The local newspaper, The Mount Vernon Inquirer wrote a lead story about FTCSE in February 2014 publication, and on May 15, 2014 Radio station WVOX 1460 FM which sponsor a Mount Vernon community talk show hosted by Mount Vernon Mayor Ernest Davis, featured FTCSE and this provided FTCSE with an established radio audience to engage in serious conversation about FTCSE proposal and educational choice live On Air for one hour. Listeners called in and voiced their support or disapproval. Overwhelmingly their comments were favorable. Public outreach activities continue to be an ongoing effort for the FTCE founding group.

Initial Assessment of Sufficient Interest

Valued feedback received as a result of the group's community outreach effort encouraged FTCSE's founding board to adjust the original proposal by increasing the number of students to be serviced, including STEM as an innovative approach to learning, and placing a greater emphasis on ELA proficiency to ensure that the Common Core Learning Standards are met. Overwhelmingly, the community stakeholders were concerned about career and college readiness standards being met. Though FTCSE employed broad reaching recruitment efforts that have saturated neighborhoods throughout Mount Vernon, FTCSE also created collaborative partnerships with building associations to maintain access and visibility in high needs areas.

Overall, community outreach has been well received. From the 1000 petition signatures, a database was established to stay in contact with interested persons to inform them of updates to our proposed charter school. FTCSE has also received numerous letters of support from local community leaders, educational partners, religious leaders and politicians.

F. Programmatic and Fiscal Impact

Programmatic Impact

We believe FTCSE will have a positive programmatic impact on the entire school system in the Mount Vernon community. Our school will open with just over 111 students and our anticipated full enrollment of 315 students in 2020 would constitute 5.05% of the district enrollment of approximately 6,250 students housed in 16 schools. Since the public elementary schools in

Mount Vernon are not performing at acceptable levels according to the 2012 New York State School Report Card, FTCSE as an alternative school would provide a stimulus toward innovation as well as cultivate collaborative relationships toward increased student learning.

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

Fiscal Impact:

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

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

II EDUCATIONAL PLAN

A. Achievement Goals

FTCSE has rigorous academic standards and expect to meet the growth and achievement standard of NYS Assessments and the college and career readiness measures. Students will be assessed regularly across all academic areas using authentic teacher observation, technology based embedded assessments, portfolios, and running records. Formative and summative assessments will be used to monitor individual student progress, drive planning, instruction, and intervention, create a foundation for curriculum mapping and the efficacy of the school's curriculum and methods. Student's performance on the benchmark tests in kindergarten through grade 4 and students performance on the grade 3 and 4 grade New York State Assessments will be the affirmation of the school's success in providing an excellent education for all of its students.

Goal 1: FTCSE students will develop proficiency in reading, writing, speaking and listening (ELA). These goals will be measured in the following ways:

- a. Annually, at least 75% percent of FTCSE students in grades K-2 will score on or above grade level on Pearson Learning's GRADE and GMADE assessments and 75% percent of all third and fourth grade students will perform at proficiency in ELA. Students in grade 3-4 will score above grade level in Terra Nova³ Common Core Diagnostic Assessment.

- b. Each year, the percentage of FTCSE students attaining proficiency on grades 3-4 state assessments will meet the state average.
- c. Each year, the percent of all tested students performing at proficiency on the state exams will be greater than that of students in the same tested grades in the Mount Vernon school district.

Goal 2: FTCSE students demonstrate proficiency in science. This goal will be measured in the following ways:

- a. 75% of FTCSE students in grades 1-2 will score on or above grade level on Terra Nova³ Multiple Assessment. Students in grades 3-4 will perform at proficiency levels on the NYS science assessment. Grades 3-4 will also perform at proficiency or higher on the Terra Nova³ Common Core Assessment.
- b. Each year, the percentage of FTCSE students attaining proficiency on grades 4 science assessment and will meet the state average.
- c. Each year, the percent of all tested students performing at proficiency on the state exams will be greater than that of students in the same tested grades in the Mount Vernon school district.

Goal 3: FTCSE students will become proficient in math.

- a. 65% of FTCSE students in kindergarten will score at grade level on the Pearson Grade assessment. 75% of grades 1-2 will score at grade level on Terra Nova³ Multiple Assessment. Students in grades 3-4 will perform at proficiency levels in Terra Nova³ Common Core Assessment.
- b. Each year, the percentage of FTCSE students attaining proficiency on grades 3-4 math assessment and will meet the state average.
- c. Each year, the percent of all tested students performing at proficiency on the state exams will be greater than that of students in the same tested grades in the Mount Vernon school district.

Goal 4: FTCSE students will become proficient in the use of technology. This goal will be measured:

- a. 75% of students will be able to engage technology as demonstrated by teacher created assessment rubrics.
- b. 75% Students will be able to use technology to solve math problems.
- c. 75% Students will be able to use technology to create science project.

- d. 75% of Students will be able to use technology to access ELA related programs.
- e. Students will be able to use technology to monitor their own academic progression.

B. School Schedule and Calendars

Our school day will run from 7:30 A.M. to 4:00 P.M. Monday through Friday of each week with the exception of two days a month for early dismissal to accommodate staff professional development. The instructional time for staff professional development days will be 8:00 A.M. to 12 noon and 8:00 A.M. to 2:00 P.M. The school day is inclusive of one-half hour for breakfast, 50 minutes for a nutritional lunch and one-half hour for outdoor recess weather permitting. Students will have 196 instructional days during the 2015- 2016 school year. Therefore, with the longer school day and year, FTCSE students will have substantially more instructional time than the same students in the public schools of Mount Vernon where approximately 180 days is the norm. In addition to the 8.5 hours provided for students, FTCSE will offer the option of participating in an afterschool enrichment program from 4:00 P.M. to 6:00 P.M.

Teachers Schedule:

Each month teachers will have 6 hours of early release time for grade level planning meetings, individualized professional development sessions and/or school wide meetings. Teachers will also have one hour each day of the week excluding the two early dismissal days each month to plan with their co-teachers, to meet with the directors, to analyze data and to prepare for upcoming lessons. Teachers will have a duty free lunch and an additional 30 minutes each week to electronically communicate with parents through the school website. Quarterly evening parent-teacher meetings will be held at the school to discuss student progress, enlist parents as partners in the academic progress and social growth of their child and to show case student projects.

Student Schedule

The 2015-16 school year for the students will commence August 24, 2015 and conclude June 29, 2016. Summer school will commence for four weeks from July 11, 2016 through August 5, 2016 for underperforming students. Summer school will include the Family Celebration of Parents Day July 24, 2016.

There are a total of 3 classes per grade. Each day a morning meeting is held for teachers to set the agenda and goals that students are expected to reach for the day. Sample weekly schedules for teachers and students are provided in Attachment 3a, and provide the specifics on the subject areas to be taught. The weekly schedules incorporate the elements described in our mission statement and school overview. Our schedules maximizes student time on task and provides teachers time for collaboration, planning and pertinent staff development.

Core and supplemental intervention or elective is integrated in both the teacher and student schedule. Supplemental intervention and elective instructions will be an integral part of each day based upon data gathered from authentic observation and formative assessments, as well as students' interests and learning styles. Supplemental instructions will encourage the development

of STEM learning through monthly off campus trips and STEM resource specialist visits. These experiences will develop language arts skills as well as Science Technology, Engineering and Mathematics curiosity and acumen. One-on-one and small group tutoring is scheduled daily as needed and will be organized by the school's Director of Curriculum.

Our extended school day allows for more student time on task in the core subjects as well as for time allotments for tutoring special needs students and ELL learners through the use of direct teacher instruction and technology. In addition, electives in Drama, Reading, Robotics, Dance, Music, Science and Sports classes will be available based on student's interest and learning styles. Students will demonstrate independence, build strong content knowledge through the use of digital e-books, informational textbooks, experimental learning and value based decision making. Students will learn to use technology and digital media to acquire skills, comprehend, create and respect themselves and others. Students will practice skills and acquire knowledge that will shape the rest of their lives. Dramatic presentations will be created during the literacy block to be performed for peers, open houses and parents meetings.

A Typical Day at Friendship Tech Charter School of Excellence

7:30-8:30 A.M.	A nutritional breakfast served by the school.
8:00-8:20A.M.	Morning Meeting. School gathering to share information, highlight the activities of the day; music and movement- patriotic song and pledge of allegiance and virtue of the week.
8:20- 10A.M.	Literacy Block Journeys Curriculum (Blended Rotational Learning)
10:00-10:20 A.M.	(10 min) Snack and Bathroom (10 min)
10:40-11:40 A.M.	Math Block (Blended Rotational Learning)
11:40-12:30 A.M	Inquiry Based Learning Lab (STEM subjects)
12:30-1:20 P.M.	Lunch/ Physical Education Activities
1:20- 2:50 P.M.	Social Studies
2:50- 3:10 P.M.	Academic Choice, RTI
3:10- 3:50 P.M.	Elective Activities Session 1- Soccer, cooking, Robotics Session 2- Basketball, computer animation, dance/drama Session 3- Knitting, Foreign Languages, Gardening
3:50 - 4:00 P.M. (10 min)	- Dismissal

C. Curriculum and Instruction

In keeping with FTCSE’s mission and educational program design, language arts and literacy and STEM subjects will be integrated throughout the school day in all curriculum areas. The curriculum will be delivered through the blended learning rotational model, inquiry based learning and by educators who guide and scaffold student learning during small and whole group instruction and leaning stations. The materials that we chose for instruction will be aligned to NYS Common Core learning Standards. All educational material will be purchased, however, much of it will be adjusted to meet the needs of our student population by administration, faculty, and outside volunteer educators.

Comprehensive Curricular Scope and Sequence Resources for Teachers and Students

S	Science: Focus Science 2014 Houghton Mifflin Harcourt virtual labs, hands on inquiry based science kits, e learning measurement and observation tools science center with living plants and animals science leveled reading library Hatch STEM hands on discovery materials,
T	Technology: Technology is incorporated into all teacher and student resources. Computers, interactive white board and tables, iPads and the Internet are some of the ways technology will be used in teacher planning and drive instruction and augment learning, STEM visitor and STEM visits
E	Engineering for Kids, Makerspace and construction centers, block building, STEM visitor and STEM visits
M	Math in Focus, Dream Box Learning Solutions, e learning, text and concrete materials, mathematics center for exploration of math concepts through the use of manipulative block center, STEM visitor and STEM visits
Literacy	Journey's Common Core (2012) Houghton Mifflin Harcourt myON digital library leveled classroom library in baskets by genre and topic targeted/leveled trade books in every learning center comfortable literacy center furniture for reading, writing, listening and dramatic play
Social Studies	Dramatic play area, Hatch Interactive table and software, Community maps, globe, flag, charts, classroom library, listening center, Internet resources to learn about themselves, their community and the world yesterday and today
Assessments	GRADE, GMADE, Pearson, Formative and Summative Assessments, NYS Common Core Assessments grade three and four ELA and Math, grade four science, Terra Nova ³ Common Core, Terra Nova Science, Benchmark Assessments, Unit Tests
Physical Ed	Spark program and material
Social and Emotional	Conscious Discipline program

Music	Ocarina, recorder, bells
Staff Development	Professional Development Consultants, webinars, teacher resource room and professional library,

Science

Our inquiry based science model includes learning through real life experiences, hands on kits, leveled science reading library and an e-learning curriculum. The Houghton Mifflin Harcourt’s Science Fusion online learning and online classroom management program by Marjorie Franks ensures that every lesson meets the needs of all students (special needs, ELL and gifted) using automated scaffolding, differentiated instruction and a teacher management system.

With Science Fusion, science is made accessible to all learners. It accommodates both left and right brain learners with visuals designed to integrate text. Through the Teacher Online Management center, Science Fusion delivers all the materials needed to plan, teach, and assess. Differentiated instruction, ELL, resources, and professional development will be made available to all teachers and support staff. Science Fusion develops inquiry skills, STEM skills, science concepts, and vocabulary through inquiry and application. It engages students in the process of science on every page, in every digital lesson and with every hands-on activity.

In addition to the 40-minute science inquiry labs and workshop, students will have 40-minutes each day to create a three dimensional STEM project as part of an individual or team project. Students will be graded by teachers and demonstrate the creative use of the knowledge learned during inquiry based learning sessions, STEM visits and STEM resource people. These individuals or team projects will be put on display in the school science center, public library, planetariums, nature centers, and /or aquarium.

Technology

Based on our four key design elements we will use technology in the following ways. Our blended learning model will give all students the ability to explore, experiment with, and utilize multiple forms of technology. At least one-third of their time will be dedicated to technology aided learning. Technology will be used in our differentiated staffing model as a tool to reach students in small group teacher led learning. Interactive white boards and tables will be used to assist students master subjects and skills where assessment data and RTI has shown a need. With inquiry based learning, technology will be used to optimize learning in the classroom, at home, on a laptop, or a tablet. Technology will increase learning experiences, improve content knowledge and skills, allow teachers to monitor student progress online in school and from home, and allow students to move on a steady path to mastery at their own pace and skill level. Technology will make learning fun.

Our Director of Curriculum and the Science and Tech Specialist will maintain school technology, train teachers in the use of software, Internet use, the teacher management system, and current trends in technology. All classrooms will have Smart tables or interactive white boards. The technology learning experiences will in addition improve written expression. The entire school has wireless access to the Internet and many of the programs that the students use in school may be accessed off-site in the public library or at home. Thus students can continue to

read online at home. We will use appropriate electronic programs to meet the needs of all our students, particularly those categorized with special needs, English Language Learners, those at risk and the gifted. Technology will lead students to be creative, innovative, and competent. Blended learning insures immediate relevance with each lesson.

It is our goal to open the world of learning to all students. With the growing importance of having a digital presence and the ability to navigate the vast resources on the Internet, teaching digital citizenship is necessary to prepare students for jobs in the 21st century workplace. Teaching digital citizenship involves communication, literacy, and etiquette. Students will use social media and create a classroom blog at www.kidblogger.com. Students and teachers will establish protocols and rules for social interaction and evaluation of websites.

Math

Math in focus provides an authentic Singapore math curriculum highlighting problem solving as the focus of math learning. This complete program teaches concepts using a concrete, pictorial, abstract learning progression to anchor learning in real world, hands-on experiences, supported by a seamless integration of technology with the use of eBooks, Interactive White Board activities, on-line student activities, on-line manipulative and a bar modeling application. Math in Focus supports the goals of Common Core State Standards for mathematics. Its research based pedagogy focuses on classroom learning, discussion and practice. It balances conceptual understanding, visual learning, and problem solving. Dream Box math is an additional on-line resource to supplement the math curriculum and will be used simultaneously with the Math in Focus program.

Literacy

FTCSE will follow the common core interdisciplinary approach to literacy. Students will be afforded a ninety minute balanced literacy block plus extra time for read alouds, journal writing and independent reading. Students will expand their literacy knowledge through complex informational and literary text. This literacy block will provide all students including ELL, special needs and gifted students a systematic program to meet NYS literacy standards and develop the content knowledge and skills required for career and college readiness through the use of programs like Journeys 2014 and myON Reader. As a result, students will be proficient and perform successfully on the NYS Assessments.

Social Studies

As with all FTCSE's curriculums, social studies will be integrated throughout the curriculum and be delivered through our blended learning and inquiry based models. Students develop social studies practices during the course of each week and throughout the year through inquiry based science lessons, morning meetings, journal shared writing times, projects, and STEM visits and visitors.

The Social Studies Practices for grades K-4 (New York State K-8 Social Studies Framework Revised April 2014, NYSED), that will be employed throughout the curriculum are 1) Gathering, Using and interpreting Evidence; and 2) Chronological Reasoning and Causation. Teachers will plan units of study based on NYS Social Studies Standards while keeping in mind the children's interests, the needs and resources of the local community and the importance of teaching,

practicing and living by a conscious discipline. These social/emotional skills will ready the student to take their place as leaders in a non-violent global society.

Classroom library centers and read aloud sessions will introduce students to men and women of character who are role models for social living and exemplify the values of a democratic society. Through online websites, videos, observation and pictures, students will learn about themselves, their classmates, their local community, their state and the children in the global community. “Panwapa; a Sesame Workshop production will connect them to children around the world. With the use of computers and iPads, students will learn to be “digitally conscious” and will send email to each other and other authorized “pen pals.”

The Social Studies Curriculum will enable students from Kindergarten through grade 4 to develop and awareness of self, community, multiculturalism, an understanding of people and world events past and present. The curriculum will reflect grade appropriate components from Kindergarten through grade 4. It will be ongoing and cumulative. In an effort to build self-esteem within the children of the Mount Vernon community, the social studies curriculum will help the children develop a sense of uniqueness of self, family, community and an appreciation of diversity. Children will develop an awareness of community, civic values, human system, and technology. Guest STEM speakers and site visits will integrate history, geography, economics, and civics into their presentations. Children will view their school and community from a reality based perspective, thus enabling them to utilize critical thinking and problem solving skills. As a result of internet research, teacher instructions, and real life experiences, student will develop multimedia presentations in conjunction with STEM projects which will be displayed during open houses and learning fairs. FTCSE will maintain an integrated and diverse population incorporating the 97 diverse ethnic groups in Mount Vernon, New York. We shall not repeat the scenario in Kozol’s, *Shame of A Nation at FTCSE*. Through our blended integrated curriculum, we will expand the reference points for children and avoid isolation of any one race.

Movement and Music

Brain Research suggest that listening to music and learning to play musical instruments at an early age stimulates the brain areas associated with mathematics and special reasoning. Our Kindergarten through first grade students will learn to play the “Sweet Potato” and grades 2, 3, and 4 will have the opportunity to play with the recorder or bells. Physical education programs are essential to a child’s complete cognitive development. Thus, students in k-4 at FTCSE will daily participate in games and activities exercising and developing their mind and body through the utilization of the SPARK program.

D. Assessment System

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

Assessment	Grade	Subject(s)
Pearson GMADE	Kindergarten	Math
Pearson GRADE	Kindergarten	Reading
Terra Nova ³	Grades 1-2	ELA, Math, Science,

Multiple Assessment		Social Studies
Terra Nova ³ Multiple Assessment	Grades 3-4	Social Studies
Terra Nova ³ Common Core	Grades 3-4	ELA, Math and Science.

The various assessment instruments will be used by the Director of Curriculum and general teachers to established a baseline of student performance. The assessment tools will be used to measure growth and ability. Embedded in Science Fusion, Journeys Common Core and Focus in Math are other formative and summative assessments that will be used to measure student growth and ability. The assessments in the chart are normative assessments that will be used to compare students to national norms.

Benchmark assessments along with authentic teacher created assessments will be used to plan and drive instruction. These assessments will take place on an ongoing basis and will be used as a form of RTI and to assist parents in working with students at home. The reliability and validity of the assessments will be determined by teacher portfolios on each student’s progress and the continued monitoring of the teacher management software of assessment data embedded in the assessment program. Each teacher is responsible for the collection, storing and sharing assessment data with the Director of Curriculum and the Director of Pupil Services. Student portfolios will become a permanent record of the student matriculation from grades K-4. Parents will receive updates of student performance during scheduled parent/teacher conferences and through out the year. The assessment data will be used to determine the effectiveness of the curriculum design and monitor the overall performance of classroom teachers. Performance projects and presentations will be evaluated based upon teacher made rubrics and designed to show what students can do as a result of the rigorous academic programs presented. Finally, with appropriate instruction and guidance, FTCSE students will be well-prepared to successfully reach level 3 or 4 on all New York State Assessment in Grade 4.

Assessment Calendar

	Journeys Benchmark	GRADE/ GMADE	Focus Math Benchmark	Fountas and Pinnell	State ELA/ Math	NYSESLAT	State Science
August	K-4		K-4	K-2			
September		K					
October							
November							
December							
January	K-4		K-4	K-2			
Febuary							
March							
April					3 rd - 4 th		
May		K				K-4	4 th
June	K-4		K-4	K-2			4 th

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

Promotion from grade to grade will be based upon the students' ability to meet the specific grade level standards of New York State Common Core standards. Promotion will be possible due to FTCSE rigorous teaching/learning models, embedded assessments that drive instruction, small group and individual intervention, teaching to student learning styles, and 24 hour Internet access to reading libraries and math instruction, as well as the establishment of the "Conscious Discipline" program both at home and at school. Children will be able to self regulate due to developmentally appropriate curriculum that focuses and meets the NYS Common Core Standard.

For students who have shown significant academic gaps across all curriculum areas, we will continue remediation and do further cognitive and emotional evaluations. Our Director of Pupil Services will insure that appropriate assessments are complete, referrals and special need help is given to the students falling behind. We would only retain a child in the same grade if the child would benefit from the retention and would not suffer any negative social and emotional effects.

For any student considered for retention, the school leadership team (Director of Curriculum and Instruction, the classroom teacher and the Director of Pupil Services) will gather all pertinent data from a wide range of sources to ascertain the value of retention. These sources include formative and summative assessment data, standardized test data, RTI data, student portfolios and anecdotal records. With this information, the school leadership team will alert the parent/guardian about the possibility of retention no later than January 1 of the current school year. Together the school leadership team and the parent/guardian will create a second target academic plan in order to prevent retention.

Children in grade three who do not meet their goals and the standards for ELA and math will be retained after all interventions have proven to be unsuccessful. Their placement for Grade 4 will be in a transitional grade three classroom giving the students another year to grow and develop the necessary skills at their own pace and thus be ready to meet the rigors of the grade four NYS Assessments and the challenges of middle school education. The teacher of the transition grade three classroom will be informed of students needs and be trained in the special strategies to support the transitional student. If at any time the student in the transitional three class meets the required standards of grade four, the student may be transition to the grade four class. This allows for student growth in maturity and skills during the summer and school year as well.

Special Student Population:

Students with IEP's and those in the process of evaluation will be promoted on their own individualized promotion criteria and the indicators provided by formative and summative assessment, anecdotal data, standardized test data, samples of student work, and the recommendation of the special education and classroom teacher.

Exit Standards:

We expect FTCSE students to exit our program with a strong foundation in the content knowledge and skills necessary to be successful academically and emotionally for the challenges of middle school and beyond. They will have a true interest in reading and a love of literacy. They will have the decoding skills, word attack skills, vocabulary, fluency and comprehension skills needed to read and enjoy complex texts. They will be knowledgeable about a variety of genres and be familiar with the works and lives of their favorite authors. They will have the experience and skill of reading complex nonfiction texts in science and social studies.

The use of technology in the classroom everyday would have opened to them the world of research, communication and given them digital awareness. This constant exposure to technology will bring about a digital consciousness allowing the students to be critical thinkers who analyze data and come to responsible conclusions. Our students will leave us with self regulating skills that serve to establish appropriate social and emotional attitudes.

Our students will have a better understanding of themselves, their community and the careers ready for their study and consideration. STEM skills will give them the ability to study, create, understand the world around them and enthusiastically participate in the quest for knowledge, scientific study as well as the values of cooperation, understanding, truth, honesty, compassion, hope, faith, and fair play.

The tables below details samples of our exit standards based upon the literacy, mathematics and technology benchmarks as set forth in the Common Core Learning Standards. These standards provide a sense of what students will know and be able to do in ELA and math in grade 1 and 4.

1 st Grade ELA	1st Grade Math
Ask and answer questions about key details in a text	Make sense of problems and persevere in solving them.
Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Reason abstractly and quantitatively.
Describe characters, settings, and major events in a story, using key details.	Construct viable arguments and critique the reasoning of others.
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Model with mathematics.
Identify who is telling the story at various points in a text.	Use appropriate tools strategically.

Use illustrations and details in a story to describe its characters, setting, or events.	Attend to precision.
Use illustrations and details in a story to describe its characters, setting, or events.	Look for and make use of structure.
With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Look for and express regularity in repeated reasoning.
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	

4 Grade ELA	4th Grade Math
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Make sense of problems and persevere in solving them.
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Reason abstractly and quantitatively.
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Construct viable arguments and critique the reasoning of others.
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Model with mathematics.
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Use appropriate tools strategically.

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Use appropriate tools strategically.
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Attend to precision.
Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Look for and make use of structure.
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Look for and express regularity in repeated reasoning

Technology K-4

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

F. School Culture/Climate

FTCSE strives to create a safe, all inclusive school culture, we believe that through character development, students will learn to manage their social behavior. We will create a school family environment where teachers, staff and parents train students how to successfully manage life tasks, such as, learning, forming relationships, communicating effectively, being sensitive to others needs, and getting along with others. FTCSE will employ seven skills of discipline: composure, encouragement, assertiveness, choices, empathy and consequences taken from the Conscious Discipline program.

By establishing high expectations for appropriate behavior, our disciplinary policy guided by the seven skills of discipline will guide our students to develop a positive self-image, the courage to take risks in their learning, the dedication to persevere with their work, the ability to discern right from wrong, and the confidence to make positive social choices. Students, parents, staff and administration share the responsibility of providing a culture of discipline for the educational enrichment, safety and wholistic wellbeing of our school.

Our disciplinary policy will be implemented through a set protocol associated with the philosophy of Responsive Classroom⁸ and administered by the administration, faculty and parents. Using visual and verbal cues, increasing teacher proximity and logical consequences will be in place if experiencing a disruption to FTCSE's Conduct Standards. Additional techniques to be used for creating an orderly learning environment in the classroom may include progressive discipline such as "take-a-break" spot, a "fix-it plan," or a "team meeting."⁹ "Take-a-break" will be a place where children go to reflect on behavior before returning to the group. It will provide the student having difficulty following rules with an opportunity to decompress, reflect, and rejoin the class. If the student continues to misbehave, he or she will complete a "Fix-it-plan" with an adult and then be welcomed back into his/her learning environment. If the student does not follow the "Fix-It-Plan" the next consequence is a behavioral plan formulated during a "Team Meeting." The teacher will assess the immediate needs of the child and take time to discuss issues and problem solve. The teacher will communicate with the parent if the child continually exhibits behaviors counter to the rule system of the classroom and schedule a conference with the parent.

All administration and staff of FTCSE must embrace the ethos, philosophy and principles of discipline set for our school. We believe that successful leadership and teaching emerges from a systemic culture where examples are set by those who are given authority to govern, lead and teach. A collegial and team spirit will permeate our school; no teacher or administrator is expected to go it alone or work independent of others out of selfish gain or ambition. FTCSE will engage parents and the community by direct involvement in the life of our campus. Parents will be encouraged to serve on school committees, assist in concretizing the learning tenants as outlined in our schools objectives and key design elements. Parents will be allowed to take an active part in decision-making regarding the appropriate program of those students who are classified as special needs with the assurance that a special needs child is as capable of high

⁸Responsive Classrooms: Educators Creating Safe, Challenging and Joyful Elementary Schools, "About Responsive Classroom," accessed June 6, 2014, <https://www.responsiveclassroom.org/about-responsive-classroom>.

⁹Responsive Classrooms: Educators Creating Safe, Challenging and Joyful Elementary Schools, "Positive Time Out," accessed June 6, 2014, <https://www.responsiveclassroom.org/article/positive-time-out>.

academic achievement as regular students provided they receive appropriate and timely intervention.

Community involvement will be fostered through our outreach team and website. We will encourage local vendors to advertise, provide premiums for fundraising and support the STEM based programs our students will be engaging.

G. Special Student Populations and Related Services

All students including students with disabilities, ELL's and gifted and talented students will be placed in a general education classroom and receive the services they need. English-language learners, or ELLs, are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses. We will modify ELL's instruction in order to meet the common core standard requirement.

FTCSE classrooms are all inclusive environments which allow students to share their ideas. Students have access to resources such as Smart Tables, Smart Boards, laptops, and iPads that will help engage students in learning on their individualized level. FTCSE classrooms are all outfitted with a general education teacher as well as a teacher assistant. All students that may need additional support, will be provided by the special education coordinator as well as the ESL coordinator. Based on IEP's and student English proficiency, students may need to receive pullout small group instruction in which they will work with all service providers, occupational therapist, physical therapist, speech therapist, school counselors, and all other specialized staff.

FTCSE will model innovative teaching and learning methods by introducing a blended-learning program that utilizes a computer-based learning management system to integrate classroom instruction, digital content and assessment. This approach allows teachers to focus on the individual needs of students by incorporating small group instruction, learning stations and the use of technology such as the Internet. Further, this approach allows teachers to provide targeted small group instruction to all students including those who are experiencing academic failure, ELL's, students with disabilities and those who are gifted and talented. The Blended Learning experience allows teacher to closely monitor student growth and progression through summative and formative assessment.

Our blended-learning program and co-teaching model will provide opportunities for teachers and staff to plan and deliver instruction, use formative assessment data to improve practice, and foster collaboration and growth. Students at risk for academic failure who test into Tiers two or three of FTCSE's RTI model will be referred to our special education coordinator who will then refer the student to the CSE.

Special Education Training

All staff will receive ongoing training by the Special Education Coordinator to provide differentiated instruction within the classroom and ensure learning for all students including students with disabilities, English language learners, students at risk for academic failure, and gifted and talented students.

FTCSE will provide an opportunity for students with disabilities to learn in the least restrictive environment. A Special Education Coordinator along with teachers whose credentials reflect training in special education will provide additional targeted support and intervention to meet the needs of students with disabilities and oversee the special education program in collaboration with the school's leadership team. The Special Education Coordinator will work closely with classroom teachers to assess and monitor student growth. The Special Education Coordinator and FTCSE's leadership team will communicate with parents on a regular basis their student's progress and any IEP modification needed to provide opportunities for student success.

Our Special Education Coordinator will coordinate all special education services and will be responsible for the following:

- Attending all relevant CSE meetings.
- Ensuring and supporting teachers with all student's IEP in compliance
- Contacting the CSE for all reevaluations or revisions to student's IEP's
- Identifying students who may require a referral to the CSE
- Providing training/instruction for all staff on best strategies for identifying, and supporting all students with special needs
- Ensuring that FTCSE is in compliance with federal and state regulations
- Monitor student progress
- Manage all record keeping of IEP's by giving access to appropriate school personnel via a secure sign-out system

For incoming students with existing IEP's, FTCSE with support from families and the Mount Vernon School District, will ensure that students receive all services in which they are entitled. FTCSE will

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

ESL Staff Training

FTCSE will hire a full time certified English as a Second Language (ESL) bilingual teacher who will deliver push in and pullout ESL instruction and work in collaboration with school leadership and teachers to improve student's language acquisition skills. FTCSE will immerse ESL students in the English Immersion model with push in and pullout services. The ESL teacher will use the Journeys and Imagine Learning curriculum to support ELL students with targeted instruction and intervention strategies. All baseline assessments will be give in the student's native language. FTCSE will provide an onsite ESL resource center for students, their families and school staff to

share literature in diverse languages, strategies for increasing language acquisition at home and a forum for support. The resource center will be open during and after school hours and in the summer for continuous access to information in diverse languages. FTCSE will

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

Gifted and Talented

At FTCSE our target population are student at risk for academic failure, however we acknowledge that not all of the students the FTCSE will fit into that demographic. To ensure the success of all students even those who are performing at the highest level, teachers will be trained on how to differentiate instruction to students to ensure their continued growth. Teachers will administer baseline assessments Pearson G Made and GRADE to identify those students that are suspected as being gifted and talented. Assessment data with along with the use of Smart Boards Smart Tables, IPads, laptops and complementary software to differentiate instruction to meet the needs of students deemed gifted and talented. These students will remain in their respective classrooms and will receive supplemental support at their increased level of inquiry and learning.

RTI Tier One Core Instruction

FTCSE will provide students with high quality classroom instruction coupled with small group and differentiated instruction. Instruction will be delivered through the use of the blended rotational model as well as the staff differentiated model and a curriculum that has been proven to gain effective RTI results. Within the weekly schedule, time will be allotted each day for RTI. RTI time is scheduled for 20 minutes, 5 days per week during the individual and small group intervention time frame. Unit test will determine whether a student can move from one RTI level to the next. The classroom teacher will administer unit test; based on assessment findings, the student will remain, transfer to the next tier or revert to the former tier.

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

RTI Tier Two Strategic Intervention

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

RTI Tier Three Highly Intensive Instruction

Within the weekly schedule, time will be allotted each day for RTI. If high quality instruction and strategic intervention fail to advance the students learning, classroom teachers along with a special education coordinator will refer students to tier three intervention. Intervention at this level will be highly focused using individualized or group instruction (less than 4 students). RTI time is scheduled for 20 minutes, 5 days per week during the individual and small group intervention time frame. This instruction will only be given by the special education coordinator, the ESL coordinator, and the Director of Curriculum. Intervention at this level is concentrated in specific areas of need such as foundational literacy skills rather than a generalized attempt to cultivate learning. Specialized staff will monitor student progress and response to teaching strategies frequently. In the event that the student does not show increased growth, the special education coordinator will refer the student to the District Committee on Special Education (CSE) after consultation with the student’s parents and consent is granted.

For students without IEP’s that are performing below grade level and are suspected of having a disability based on assessments and teacher observations, FTCSE will:

- Implementing strategies to address academic difficulties such as differentiation
- Provide remediation services Tier II and Tier III interventions
- Utilize internal special education staff to provide a Push in/Pull out instruction
- Refer students to CSE after Tier II and Tier III Response to Intervention approaches have not shown any significant progression
- Work with the CSE to help write IEP’s

III Organizational and Fiscal Plan

A. Applicant(s)/ Founding Group

Name	Current Employment	Relevant experience/skills and role on the founding group	Proposed Role(s)
Dr. C. Nathan Edwers	Pastor and community activist of Friendship Unified Freewill Baptist Church. CEO of Friendship For Tots, Inc.	<p>Experience: Rt. Rev. Dr. Edwers currently houses and oversees the plant operation and rental space of Amani Public Charter School. He is also the founder of Friendship for Tots, Inc. childcare, Friendship After-school Tutorial Program, Friendship Worship Center (FWC), Visitation Center (a mandated court visitation site for foster care children), and FWC Enrichment Summer Program.</p> <p>Role: Leadership and Organizational management, assisted in writing section 3 of full document</p>	Lead Applicant Chair Board of Trustees

Dorothea Muccigrosso	Educational consultant Sylvan Learning Center and Adjunct Professor Manhattanville College	Experience: 40 years as teacher, principal, assistant superintendent for early childhood literacy. Role: Assisted in writing curriculum, and section 2 of full document	Trustee Board Member Vice Chair of Board
Virginia Chiambalero, O. P.	Former Professor at Mount Saint Mary College, Newburgh, New York.	Experience: She has experience as an administrator, superintendent, high school teacher, elementary school teacher, and teacher of English as a second language Role: Provide research assistance on the Letter of Intent and Full Document	Trustee Board Member Education sub committee
Nycolle Woodard	Computer Math Lab Teacher in grades Pre-k through 5 In NYC Public School System	Experience: Computer Math Lab Teacher who provides technology instruction to students in grades Pre-k through 5. She is Math Cluster/Data Specialist responsible for instructing students in mathematical concepts by utilizing the Common Core State Standards. Role: Assisted to write the technology section of the full document	Trustee Board Member Treasure and Chair of Finance Sub committee
Sherri Edwers	She is a certified childhood special education teacher in NYC Public School System	Experience: Resident of Mount Vernon and graduate of the Mount Vernon School District. Special Education Teacher of high need and at risk children. Roe : Provide educational research, assisted in writing the Letter of intent and educational section of the full document	Trustee Board Member Chair Education sub committee
Cheryl Corn	Learning Specialist	Experience: Provide academic counseling and enrichment services to 600+ students (including 80 disadvantaged students each academic year). Role: Read letter of intent and full application for grammatical errors.	Trustee Board Member Secretary to Board
Felica Leary	Community Coordinator/ Lead Facilitator/ - NYC Administration for Children's Services /Central	Experience: 20+ years of successive experience in project and events planning, as well as recruitment and training involving coordination, implementation and supervision of assigned projects (individual & group), and facilitates group presentations and workshops.	Trustee Board Member Chair of Outreach sub

	Operations-Parent Support	Role: Conducted community outreach and compiled petition and outreach data.	committee
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Summary of the Founding group Capacity

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

Project Progression

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

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

B. Board of Trustees and Governance

Proposed Founding Board of Trustees

Trustee Name	Voting	Position	Length of Initial Term
Dr. C. Nathan Edwers	Y	Member	5
Dorothea Muccigrosso	Y	Member	5
Nycolle Woodard	Y	Member	5
Sherri Edwers	Y	Member	5

Cheryl Corn	Y	Member	5
Felica Leary	Y	Member	5
TBD	N	Parent Rep ex-officio	Term 1 year
Virginia Chiambalero	Y	Member	5

Please read section 3A for board member background information.

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

Open Meeting Law

FTCSE will adhere to the Open Meeting Law of the State of New York. Article 7 section 103 states, "Every meeting of a public body shall be open to the general public, except that an executive session of such body may be called and business transacted thereat in accordance with section one hundred five of this article. Public bodies shall make or cause to be made all reasonable efforts to ensure that meetings are held in facilities that permit barrier-free physical access to the physically handicapped, as defined in subdivision five of section fifty of the public buildings law. A public body that uses videoconferencing to conduct its meetings shall provide an opportunity to attend, listen and observe at any site at which a member participates. Public bodies shall make or cause to be made all reasonable efforts to ensure that meetings are held in an appropriate facility which can adequately accommodate members of the public who wish to attend such meetings."¹⁰

FTCSE Trustee Duty of Care

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

- a) Regularly attend and participate in board meetings and committee meetings where applicable;
- b) Read, review, and inquire about materials that involve the institution, especially board minutes, annual reports, other reports, plans, policies, and any literature that involves the institution;
- c) Have fiduciary responsibility for the assets, finances, and investments of the institution and exercise due diligence, care, and caution as if handling one's own personal finances; and responsibilities to ensure that financial resources are being used

¹⁰Committee on Open Government, accessed August 3, 2014, <http://www.dos.ny.gov/coog/openmeetlaw.html>.

efficiently and effectively toward meeting the institution's goals, in compliance with applicable laws and regulations, and that its assets are properly safeguarded.

- d) Use one's own judgment in analyzing matters that have an impact on the institution

Conflicts of Interest

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

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

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

Friendship Tech Public Charter School Trustee Governance Practices and Procedures:

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

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

- Participating as appropriate in the grievance process.
- Enhancing the school's public standing.

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

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

Board Governance

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

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

Parent and Staff Involvement

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

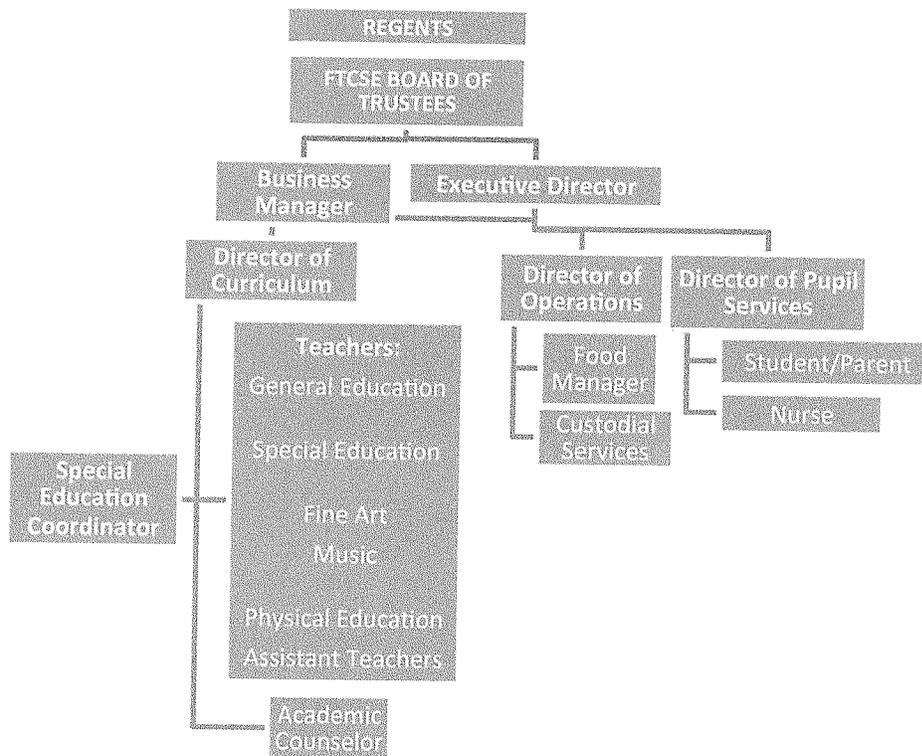
Recruitment, Orientation and Training

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

C. Management and Staffing

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

Friendship Tech Charter School of Excellence Organization Chart



Executive Director

The Executive Director, who reports directly to the board and is responsible for day-to-day management. The executive director is the administrative and policy leader of the school, responsible for maintaining the vision, high ideals, and goals set out by the Board of Trustees and in the Board of Regents charter, ensures the school is properly staffed and funded to achieve academic goals, and keeps the Board of Trustees fully informed of school progress on student assessment and school operations. The executive director is the public face of the school responsible for outreach to community organizations and recruitment to ensure that the school is receiving applications from families with special needs, children and households where English is not spoken at home.

Requirements

- Superior grasp of effective instructional and behavioral methods and strategies for educating urban youth
- Strong process, people, and project management skills with the proven ability to train, supervise and coach professional staff in order to foster a cooperative team environment
- Intellectual agility, a commitment to maintaining rigorous standards, and a demonstrated ability to think strategically and execute on multiple priorities simultaneously
- Ability to thrive in a fast-paced, dynamic, and rapidly-changing environment

- Ability to leverage computer software programs and other technology that will support the learning environment
- Understanding of public education and charter schools is desirable

Education Required

- Master's Degree or Doctorate in Education Administration or related field; working toward NYS Principal certification is desired
- 3-5 years of demonstrating classroom experience, preferably within an urban school setting
- 2+ years of demonstrated success supervising or leading a team of educators
- Prior experience working within a corporate, entrepreneurial or start-up environment also a plus

The Director of Curriculum

The Director of Curriculum will monitor the program and ensure all teachers are executing the educational plan as outlined. The Director of Curriculum is the instructional leader of the school, managing our academic program, responsible for increasing teacher effectiveness and leadership and for maintaining all student assessments. The Director of Curriculum is responsible for the hiring of qualified teachers, teacher social workers and the special education coordinator.

The Director of Operations

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

The Director of Pupil Services

The Director of Pupil Services is responsible for the emotional and physical health of every student under our care. They will tend to the ongoing needs and concerns of students outside of their academic coursework. The Director of Pupil Services will be responsible for communicating with parents any concerns that arise with their children in a timely manner as well as coordinate services with the school Nurse as required.

Social Workers

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

Teachers/Teacher Social Workers/Special Education Coordinator

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

progress), demonstrated mastery of classroom management, planning, assessment, and instructional practice. In addition, teachers must show a strong ability to work with and mentor their peers.

Charter School Business Management (CSBM)

CSBM is responsible for documenting the budgeted to the actual cost of operation, providing accounting and financial related reports and advising the Executive Director on matters of funding and cost. The Business Manager will coordinate with CSBM to ensure that the cost of the academic and the operational plan for the school is funded to include payroll, taxes and other related business cost.

Staffing in Future Years

Administratively in year two, FTCSW will hire an Office Clerk, and in year three, a Business Manager and Counselor. Beginning in year two and continuing through the duration of the contract, additional educators will be hired to meet the anticipated demand of student enrollment. Job description will be determined as additional staffing is acquired.

Retaining Effective Teachers

FTCSE will provide incentive such as teacher recognition, and career advancement for teachers with a career path that rewards their success both with more responsibility and significantly greater compensation. Upon initial hire, teachers will receive base salary commensurate with that of NYC public schoolteachers, plus up to an additional 3% cost of living adjustment annually. Teacher pay and the criteria for considering teacher advancement will include the following:

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

In order for teaching to be a viable career, there has to be a career path that recognizes a teacher's ability to make gains with increased pay and responsibilities. Teacher social workers and licensed teaching fellows may be promoted to general teacher, provided they have the teaching license, based on their classroom success and leadership. General teachers may graduate to higher positions as the school grows. Additional career advancement opportunities replete with salary stipends include serving as Summer Workshop instructors in assessment, or learning specialists.

The Director of Curriculum will focus on developing our teachers' abilities and managing our academic program. FTCSE will spend 67% of its salary budget on compensation for instructional staff, not including professional development. FTCSE believe that our initial staffing plans will be sufficient to provide support for the achievement of our mission, but we will be sure to be responsive to any particular trends in population over the years. The Executive Director, Director of Curriculum and the Director of Operations will meet annually to review the success of the current year's staffing and determine the need for growth I the coming year. This discussion will consider FTCSE's existing and potential population. Analysis of student data will also serve as one of the major factors in determining the need for changes to the staff. Special

attention will be given to data analysis related to the performance of students with disabilities, ESL, and other at-risk students in order to allow for the addition of support staff. The new staffing plan will be integrated into the annual budget.

	FTCSE Budgeted Staff Growth Table				
	Year 1	Year 2	Year 3	Year 4	Year 5
	2015-16	2016-17	2017-18	2018-19	2019-20
Grades Served:	K-1	K-2	K-3	K-4	K-4
Enrollment:	111	174	237	300	315
Position					
Executive Director	1.0	1.0	1.0	1.0	1.0
Director of Curriculum	1.0	1.0	1.0	1.0	1.0
Director of Operations	1.0	1.0	1.0	1.0	1.0
Director of Pupil Services	0.0	1.0	1.0	1.0	1.0
CFO / Director of Finance	0.0	0.0	1.0	1.0	1.0
Operation / Business Manager	0.0	0.0	1.0	1.0	1.0
Administrative Staff	2.0	2.0	3.0	4.0	5.0
Kindergarten	3.0	3.0	3.0	3.0	3.0
1st Grade	2.0	3.0	3.0	3.0	3.0
2nd Grade	0.0	2.0	3.0	3.0	3.0
3rd Grade	0.0	0.0	2.0	3.0	3.0
4th Grade	0.0	0.0	0.0	2.0	3.0
Teachers - SPED	1.0	3.0	3.0	3.0	4.0
Teaching Assistants	5.0	7.0	10.0	13.0	13.0
Physical Ed Teacher	1.0	1.0	1.0	1.0	1.0
Music Teacher	0.5	1.0	1.0	1.0	1.0
Science and Tech Specialist	1.0	1.0	1.0	1.0	1.0
Aides	2.0	4.0	6.0	8.0	8.0
Social Worker	1.0	1.0	1.0	1.0	1.0
Therapists & Counselors	1.0	1.0	1.0	1.0	1.0
Nurse	1.0	1.0	1.0	1.0	1.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0

D. Evaluation

Board Evaluations

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

Programmatic Audits

Programmatic audits will focus on two things: quality of implementation and results. Implementation of technology, software, curriculum programs, interventions and assessments will be monitored by the Executive Director, Director of Curriculum and the Director of Pupil Services through planning meetings and direct observation. Teachers will be expected to annotate lessons after they have been taught and that information will be used at the end of the year to evaluate implementation of curriculum and pedagogy. Once we have ascertained that our programs have been implemented with fidelity, analysis of student performance data will be the primary method for evaluating efficacy. We will disaggregate data and look for trends in sub-groups. FTCSE will submit an Annual Report to its authorizer detailing its performance and progress towards its accountability goals. We will also seek to participate in inter-visitation with other high performing “no excuses” schools that result in critical feedback. Finally, we expect to have regular oversight visits by our authorizer and will use any constructive feedback to make necessary changes to the academic program.

Executive Director Evaluation

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

Evaluation of Teachers

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

Evaluation of Financial Operations

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

Evaluation Of School Program By Families & Students

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

E. Professional Development

The professional development will be evaluated through assessments, observations, data gathered from myON eBooks and Superkids, science 21, and leading to better formative assessments and greater accuracy in small group selection.

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

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

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

FTCSE will ascertain the effectiveness of its professional development program in a variety of ways. Participants' satisfaction with various types of professional development will be studied

through the use of questionnaires and interviews. An examination of the participants' learning will also be measured and may be carried out by means of participant demonstrations, participants reflections, and the completion of targeted assignments. The participants' use of knowledge and skills they have attained will be determined above all, by improved student learning outcomes. Outcomes may be in the area of academic performance or achievement, or may include changes in attitudes, skills, and behavior. Among the regularly scheduled training session that will be offered are:

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

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

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

Grade Level Meeting - Two times each week teachers will meet together in their grade level teams. During these meetings, teachers will work on planning and will discuss the successes and failures experiences in lessons, working to support one another. Teachers will also use this time to analyze data. The analysis will be used to inform their teaching in subsequent lessons. Differences in results among grade level teachers will also be analyzed. Throughout the year, teachers will participate in constant peer observation and provide each other with critical feedback during the grade level meetings. The Director of Curriculum will participate in these meetings on occasion in order to observe and to offer support. The Executive Directors' participation will be announced prior to the meetings.

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

teams and the Executive Director and Director of Curriculum. Finally, staff meetings may, from time-to-time, be staff driven with topics determined by specific concerns or interests.

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

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

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

F. Facilities

After thorough research and a feasibility study of possible sites for the housing of FTCSE. It was determined that 261 Lincoln Avenue would be the best start-up location and would meet the needs of FTCSE. Approximately 19,000 square feet of space has been approved by the New York State Department of Education for educational use. The recent occupants were BOCES and Amani Public Charter Schools. The building is a multi-level facility that has stairs throughout for easy access to each floor. The building contains the following spaces.

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

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

G. Insurance

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

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

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

H. Health, Food, and Transportation Services

Health Services Staffing

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

Health Records

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

Immunizations

The school will ensure that all new students adhere to New York State requirements for immunization before they attend. Parents or guardians must provide documentation that their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Required immunizations include: Diphtheria, Tetanus, Pertussis (DTaP, DTP,

Tdap: 3 doses); Polio (IPV, OPV: 3 doses; measles /Mumps/ Rubella (MMR: 2 doses of measles containing vaccine and 1 dose each of mumps and rubella); Hepatitis B (3 doses); Varicella (1 dose). Parents or guardians may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs contrary to such immunizations.

Medications

FTCSE will implement strict policies and procedures regarding the safe and secure administration of medication, which will be communicated clearly to parents and staff. FTCSE will only administer medication that is necessary to maintain students in school and which must be given during school hours. Prescribed medication that requires administration through a subcutaneous, intramuscular, or rectal route; or prescribed medication being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given only by the nurse or licensed practical nurses under the direction of the nurse. The nurse may designate other staff to assist self-directed students taking their own oral, topical, and inhalant medication and will provide the training and supervision necessary to perform these tasks in a safe and effective manner.

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

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

or allergies; written prescriber's orders and request by parents/guardians; and student receives effective instruction and demonstrates adequate level of responsibility.

Food Services

Eating healthy is a primary concern for FTCSE, especially in a culture and climate where children are economically at risk as well as at risk educationally. Across various indicators of diet quality, an association with academic performance was observed. Students with decreased overall diet quality were significantly more likely to perform poorly on the assessment. Girls performed better than boys as did children from socioeconomically advantaged families. Children attending better schools and living in wealthy neighborhoods also performed better.¹¹ These findings demonstrate an association between diet quality and academic performance and identify specific dietary factors that contribute to this association. Additionally, this research supports the broader implementation and investment in effective school nutrition programs that have the potential to improve student access to healthy food choices, diet quality, academic performance, and, over the long term, health.

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

Transportation

FTCSE students will receive transportation services for which they are statutorily eligible (section 2853(4)(b) and 3635 of the Education Law), including students in temporary housing, students with disabilities and students whose IEP's or 504 plan require provision for transportation. The school will contract with L & T Transportation and MRG Bus Service

¹¹Diet Quality and Academic Performance, accessed February 21, 2014, <http://www.ncbi.nlm.nih.gov/pubmed/18336680>.

for bus transportation and will abide by their distance policies in transporting children to school. FTCSE students who live under .7 miles from FTCSE will walk to school. Students who live .7 miles or farther from FTCSE will be offered bus transportation.

I. Family and Community Involvement

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

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

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

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

Events such as:

- Summer Bridge Program Celebration Night
- Family Picnic
- School Thanksgiving Dinner
- Fall Credit Night: Celebration of Student Achievement
- Spring Credit Night: Celebration of Student Achievement
- Spring Performance Day
- Second Cup (coffee/beverage) with the Executive Director
- Adopt-a-child where children are provided incentives to serve as a partnership between parent and teach and the increased performance of the student
- Summer Credit Night & Awards Ceremony: Celebration of Student Achievement

Parent engagement programs are administered and monitored by the Parent Coordinator who, in conjunction with the Principal and the Parent-Teacher Association, develops additional service opportunities for parents. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school

longer, and enroll in higher-level programs. FTCSE will develop a collaboration with parents that involves establishing an infrastructure for working together to implement the school's mission and achieve its goals

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

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

J. Financial Management

The budgets and five year projections were prepared by Charter School Business Management Inc., (CSBM) which has extensive experience with creating and reviewing multi-year budgets based on firsthand knowledge from working with several charter schools in and outside of New York City. In the event FTCSE is granted a charter, the school will continue to work with CSBM during the pre-operation to establish its financial policies and procedures manual, set up its accounting system, train its Board and staff members regarding charter school finance and serve as a consultant to the Executive Director. CSBM's ongoing responsibilities will include monthly, quarterly and annual financial reporting and forecasting, audit preparation, monthly bank and account reconciliations, budgeting and strategic planning. In it's role, CSBM will also work closely with Business Manager to ensure that the school is consistently adhering to its Financial Policies and Procedures, recording transactions in alignment with Generally Accepted Accounting Procedures (GAAP) and conducting its finances in alignment with authorizer, local, state and federal regulations.

Fiscal Audit

FTCSE will hire an independent certified public accountant (CPA) to conduct an annual fiscal audit of all financial records including the balance sheet, cash flow statement and income statement, pursuant to Education Law 2854(1)(c). Additionally, the CPA will audit the school's journal entries, payroll and record/receipt filing systems. All transactions and documents will adhere to generally accepted accounting procedures (GAAP). The audit of the school will be conducted in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards issued by the Comptroller General of the United

States. The school's fiscal year will be from July 1 to June 30. The period of the first annual audit will include the start up period through the end of the first fiscal year.

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

- The primary source of revenue is from school district Per Pupil Revenue following each student attending the charter school and is budgeted at the 2014-15 published rate of \$16,875.00
- Title I funding is included based on demographics of our current student population in Mount Vernon at 89% of the students being eligible. The 2009-10 rate per student of \$1,100 is forecasted for the term of the charter.
- Federal grant will provide a school creation grant of \$500,000 to FTCSE. \$200,000 will be available for the start-up period with the remaining \$300,000 in year 1. FTCSE will be permitted to carryover any unspent grant funds throughout the first charter term.
- Spending categories in personnel and other than personnel are comprehensive and wide- ranging, and are tailored to student enrollment. Salary increases are set at a standard COLA increase of 3% per year.
- Charter School Business Management Inc., (CSBM) will serve as the financial management company and has committed that it will not charge fees during the start-up period, which is calculated at 8% of revenues in years 1 through 5.
- During the start-up period, FTCSE will provide the planning team office space, equipment, supplies, and any needed training facilities. Staff will be kept lean with the Executive Director, Director of Curriculum and the Director of Operations working full-time for 6 months, prior to the beginning of the fiscal year to begin July 1, 2015.

K. Budget and Cash Flow

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

Pre-Opening Revenue

Revenues estimates were based on the Charter School Program grant. We are aware that money from this grant may not be made available in the pre-opening period and are prepared to work with our Board in order to aggressively seek the required funds through fundraising. The Board chair is an experienced fundraiser who is aggressively seeking alternative plan to secure financial resources.

Pre-Opening Expenditures

Expenditures in the pre-opening period will be made in establishing operating systems, supplies, providing compensation for the Executive Director, Director of Curriculum, the Director of Operations, and in recruiting staff and students.

Year One Budget -Revenues

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

Year One Budget Expenditures

The largest portion of the budget is based on salary and personnel cost such as taxes and related benefits comprising about 67% of expenditures. The remaining cost is allocated to school operations and facilities maintenance.

Five Year Budget Revenue

As with year one, the majority of our funds over the life of the contract will come from pupil revenue. No significant changes will occur from other revenue sources

Five Year Budget Expenses

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

Positive Cash Balance

At the end of the five year period, the school is projected to end with a positive cash balance in the amount of \$25,960 and a \$22,369 ending net income.

L. Pre-Opening Plan

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

Category	Task Description	Time Frame	Task Owner
Accountability	Develop Assessment Plan aligned with application	November 2014	Board Of Trustee/ Consultant
	Performance Framework	January 2015	Board of Trustees/CSBM
Attendance	Develop Attendance Policy	January 2015	Executive Director
Curriculum & Instruction	Order needed instructional materials and supplies	March - August 2015	Executive Director
			Director of Operations

	Create a detailed, specific course scope and sequence for all grade levels offered in Year 1	January 2015 - August 2015	Executive Director
Enrollment and Admissions	Plan and document recruitment and school marketing efforts	February 2015	Director of Operations
	Conduct lottery for school admissions	April 2015	Director of Operations
	Register students from seating offering and waitlist	April 2015 - July 2015	Director of Operations
Facility Preparation	Purchase classroom and office furniture	June 2015 - August 2015	Director of Operations
	Acquire location and facility	January 2015 - April 2015	Trustees & Executive Director
	Create Facility Completion Schedule	March 2015 – June 2015	Director of Operations
	Obtain Certificates of Occupancy	June 2015	Director of Operations
	Americans with Disabilities Act Compliance	April 2015- June 2015	Executive Director Director of Operations
	Develop School Safety Plan	February 2015	Executive Director Director of Operations
Financial Management	Establish bank accounts	December 2014	Trustee/CSBM

	Revenue planning (per pupil funds, SPED, IDEA, Titles I-V)	Jan 2015 - April 2015	Director of Operations CSBM
	Fiscal policies and procedures established	January 2015	Board of Trustees & CSBM
	Audit procedures / GAAP and FASB No. 117 compliance	April 2015	Trustees
	Apply for a Federal Employer Identification Number (EIN)	December 2014	Trustees
	Cash flow projection for first year of operation	December 2014	Director of Operations & CSBM
Food Services	Develop plan for collecting free and reduced-price lunch forms	March 2015	Director of Operations

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

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

M. Friendship Tech Charter School of Excellence Dissolution Plan

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

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

Attachment 1: Admissions Policies and Procedures

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

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

Initial Recruitment

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

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

Procedure for First Year Enrollment

Applications

During the recruitment process, FTCSE will inform parents who are interested in enrolling their children that they must complete an application. Copies of the application, along with a brochure

about the school, will be left in all of the recruitment locations. The application will also be available on the FTCSE web site and at the school office once it is opened. A phone number and email address will be provided for parents who have questions. The application form will be as simple as possible, only requesting contact information, and information required to determine if the student is eligible to attend (residence and date of birth of the child) and sibling preference. The application will be printed in English and Spanish. FTCSE will seek interpreters for parents who speak other languages.

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

Notification

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

Required Documents

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

Backfilling seats

Anticipating that there will be times when enrolled students move or leave the school either during the school year or at the end of the school year, FTCSE will backfill their vacant seats by

notifying parents of children who are on the waitlist in the order they are listed. If a person on the waitlist is no longer interested, the next name on the list will be selected. Once the student(s) are selected from the waitlist, they will be invited to visit the school to meet the Executive Director, the faculty, staff, their new teacher and children in their class.

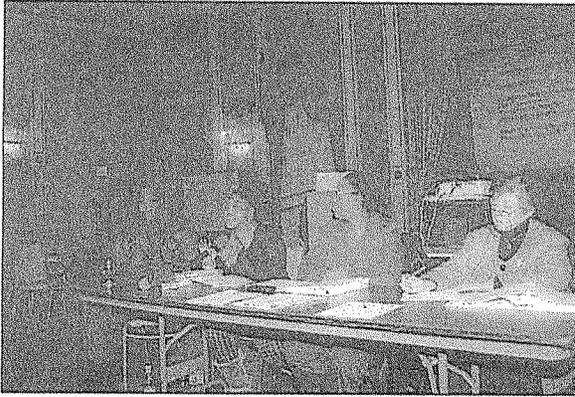
Orientation and Preparation to Include Child into FTCSE Community

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

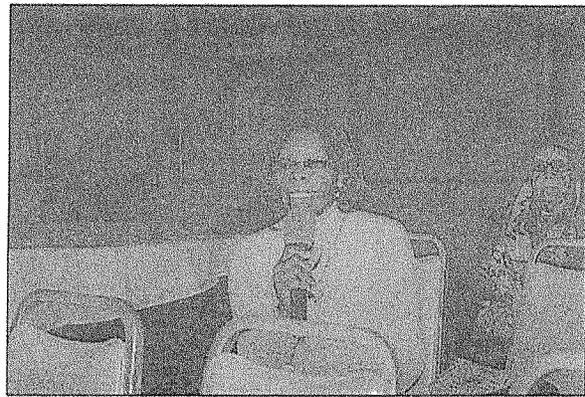
Meeting Recruitment Goals

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

Second Community Forum on proposed Mount Vernon charter school well attended



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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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



Appendix I: Media Coverage

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



Santa greeting children upon his arrival



Santa posing for a picture with some of the children

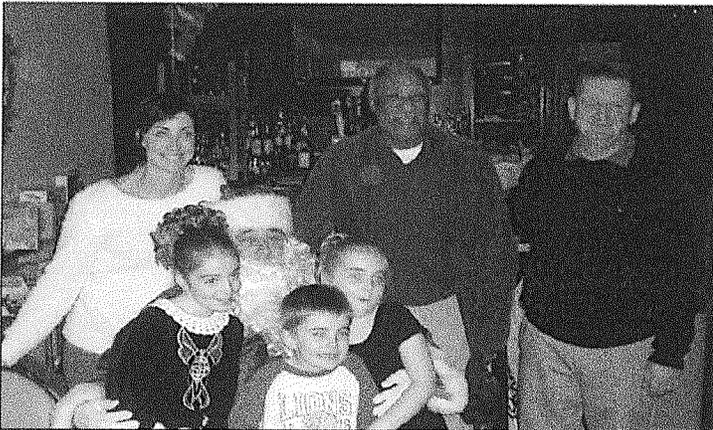
On Saturday, December 14th, a highly successful Toy Drive was hosted by MV4U and Maggie Spillane's at the popular restaurant, located on Gramatan Avenue in the Fleetwood section of Mount Vernon.

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

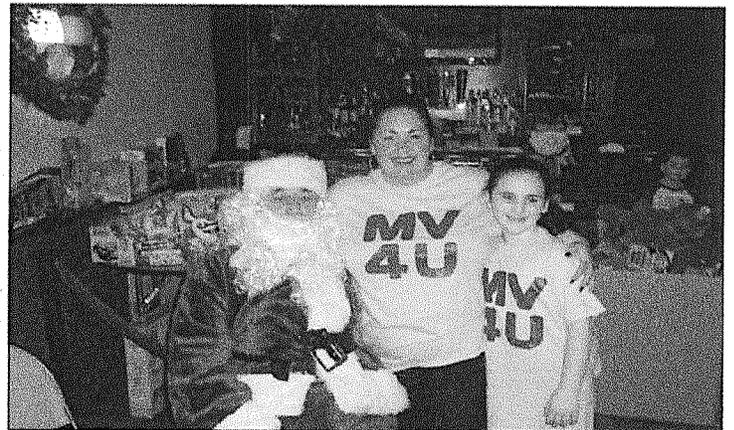
The kids that flocked to Maggie Spillane's with their parents anxiously awaited Santa Claus' arrival, and when he arrived in a siren-blaring fire truck, they all started jumping up and down and clapped feverishly. Soon, a long line of kids was formed

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

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



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



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

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

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

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

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

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

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

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

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

From: bishopcndwrs <bishopcndwrs@aol.com>

To: Felicia <Felicia.Leary@gmail.com>

Subject: Re: Radio Show

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

Ok just read that's good

Sent from my iPad

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

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

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

I will be there about hour before. Thanks.

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

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

From: bishopcndwrs@aol.com

Date: 05/09/2014 5:15 PM (GMT-05:00)

To: felicia.leary@gmail.com

Subject: Fwd: Radio Show

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

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

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

From: Jermin, Crystal <CJermin@ci.mount-vernon.ny.us>

To: bishopcndwrs <bishopcndwrs@aol.com>

Sent: Fri, May 9, 2014 10:04 am

Subject: Radio Show

Good Morning Bishop Edwers,

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

From: Joseph Parisi <ja_parsi@yahoo.com>

To: Bishop Edwers <bishopcnedwers@aol.com>

Subject: Charter school comments on Inquirer's website

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

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

Mack 2 days ago

This looks interesting.

cherylcorn@gmail.com 2 days ago

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

Myra 2 days ago

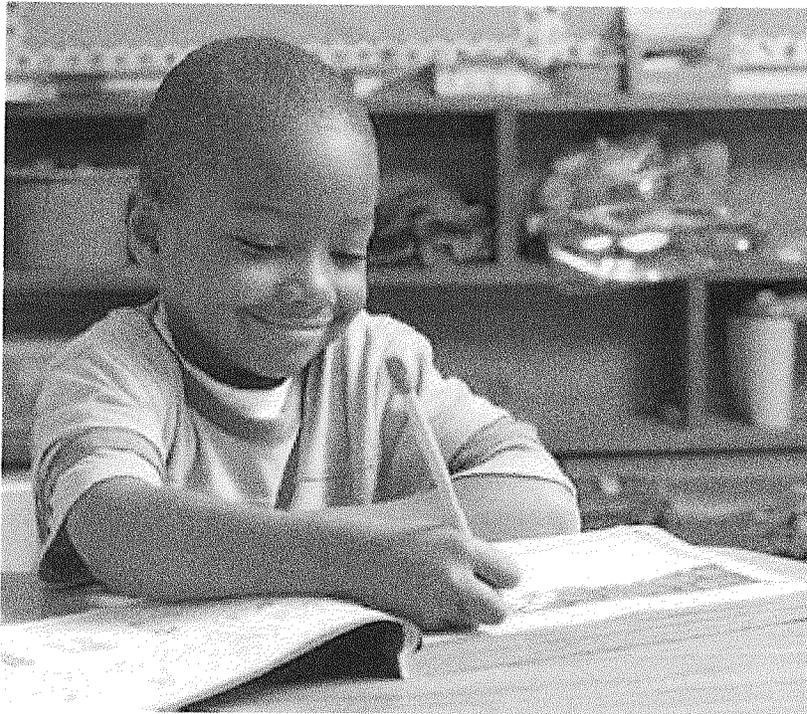
Joseph A. Parisi

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

(914)584-6386



Appendix IV: Flyer Regarding Community Forum



"A mind is a beautiful thing to fill!"

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

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

We encourage everyone to attend this important event.

**Community
Forum**

**Proposed
Friendship Tech
Public Charter
School**

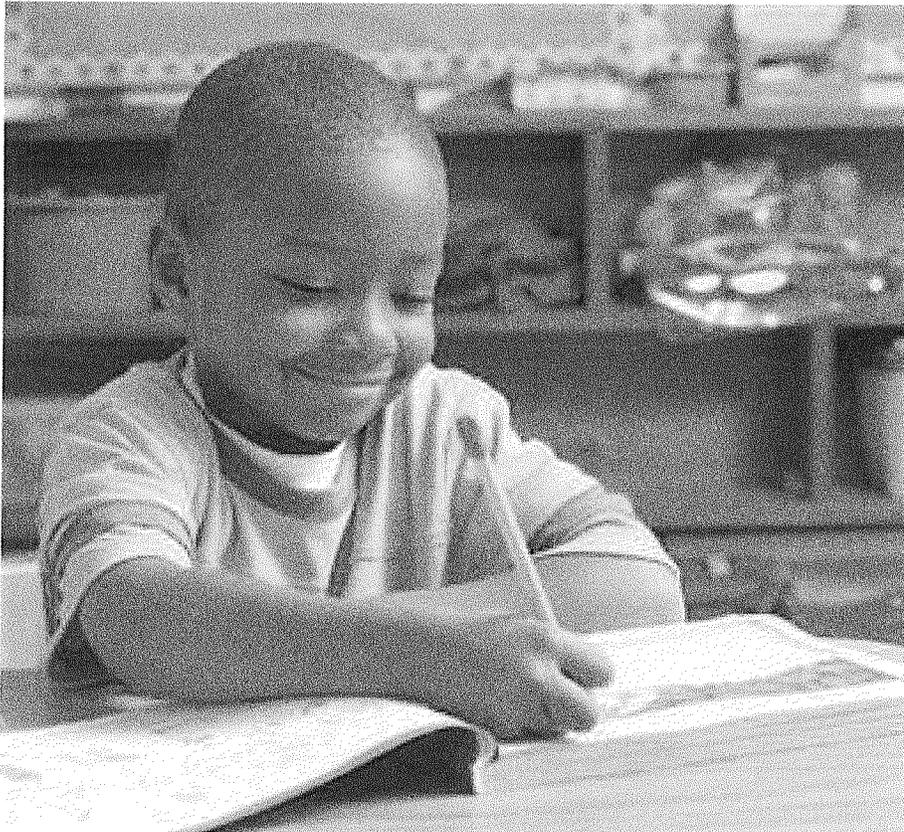
Grades K – 3rd

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

**"Making change
happen"**

FRIENDSHIP TECH PCS

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



"A mind is a beautiful thing to fill!"

2ND COMMUNITY FORUM

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

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

We encourage everyone to attend this important event.

COMMUNITY FORUM

Proposed Friendship Tech Public Charter School

Grades K – 4th

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

"Making change happen"

FRIENDSHIP TECH PCS

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



"A mind is a beautiful thing to fill!"

3RD COMMUNITY FORUM

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

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

All persons will be afforded 2 minutes to speak.

COMMUNITY FORUM

**Proposed
Friendship Tech
Charter School
of Excellence**

Grades K – 4th

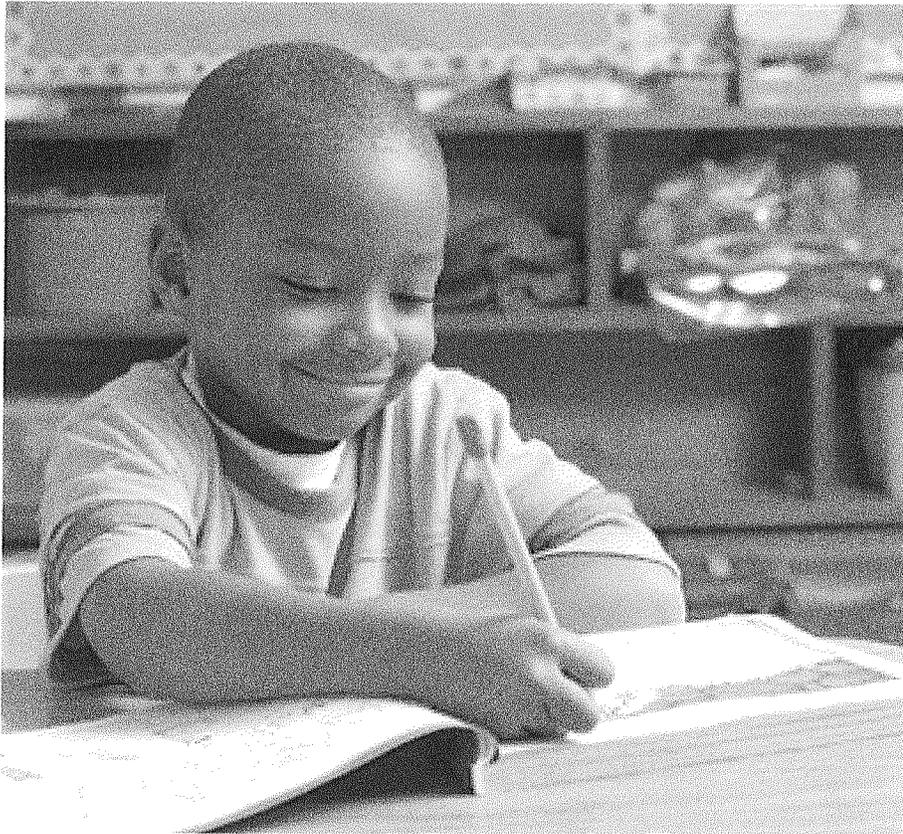
- **Warm welcoming school where all students will excel**
 - **Challenging hands-on curriculum**
-

"Making change happen"

FRIENDSHIP TECH CSE

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

We encourage everyone to attend this important event.



“A mind is a wonderful thing to fill!”

4TH COMMUNITY FORUM

MONDAY, JUNE 23, 2014

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

6:30 P.M.

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

We encourage everyone to attend this important event.

COMMUNITY FORUM

Proposed Friendship Tech Public Charter School

Grades K – 4th

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

“Making change happen”

FRIENDSHIP TECH PCS

261 East Lincoln Avenue
Mount Vernon, NY 10552

Phone: 914.668.1210

Fax: 914.668.0574

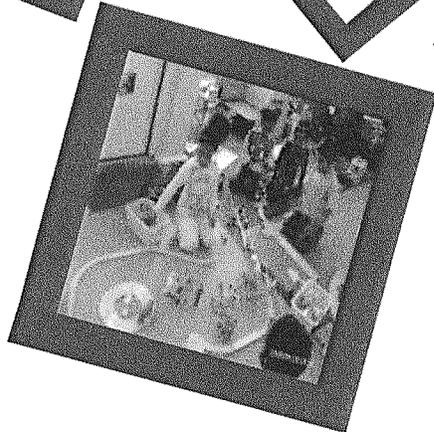
"A mind is a wonderful thing to fill!"

**PROPOSED
FRIENDSHIP TECH
CHARTER
SCHOOL
OF EXCELLENCE**

A Warm
School where
all students
will excel

Grades
K - 4th

Making
Change
Happen



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

Our Goals For Friendship Tech CSE

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

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

From: Dorothea Muccigrosso [REDACTED]

To: Collie Edwers [REDACTED]

Subject: Minutes: Friendship Tech Charter School Information Meeting

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

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

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

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

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

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

Comments from those in attendance:

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

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

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

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

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

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

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

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



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

ERNEST D. DAVIS
MAYOR

April 15, 2014

Dear Dr. C. Nathan Edwers,

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

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

Respectfully,

Ernest D. Davis
Mayor, City of Mount Vernon

“A CITY THAT BELIEVES”

LEGISLATIVE OFFICE BUILDING 304
ALBANY, NEW YORK 12247
PHONE (518) 455-3959
FAX (518) 428-6887
[HTTP://KLEIN.NYSENATE.GOV/](http://klein.nySenate.gov/)

THE SENATE
STATE OF NEW YORK



JEFFREY D. KLEIN
NEW YORK STATE SENATOR
34TH DISTRICT

1250 WATERS PLACE
BRONX, NEW YORK 10461
PHONE (718) 822-2049
FAX (718) 822-2321
JDKLEIN@NYSENATE.GOV

March 14, 2014

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

Dear Bishop Edwers:

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

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

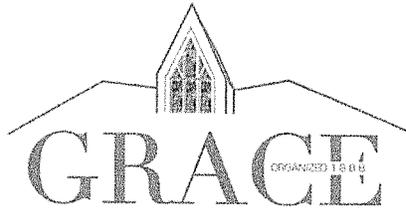
I am pleased to support this project and look forward to continue working with you to make sure that each and every student receives the first rate education they deserve.

Sincerely,

A handwritten signature in black ink that reads 'Jeff K.' with a stylized flourish at the end.

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

JDK/kpe



August 7, 2014

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

Dear Dr. C. Nathan Edwers,

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

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

Sincerely,

W. Franklyn Richardson



CITY COUNCIL

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

(914) 665-2352 · FAX (914) 668-6044

CITY COUNCIL MEMBERS

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

George W. Brown
CITY CLERK

Lauren S. Carter
DEPUTY CITY CLERK

July 30, 2014

State University of New York
41 State Street #700
Albany, NY 102207

Re: Support for Friendship Tech Public Charter School

Dear Sir or Madam:

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

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

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

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

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

Sincerely,


Richard Thomas
President Pro Tempore

Robert P. Astorino
County Executive

May 22, 2014

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

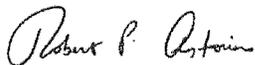
Dear Bishop Edwers,

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

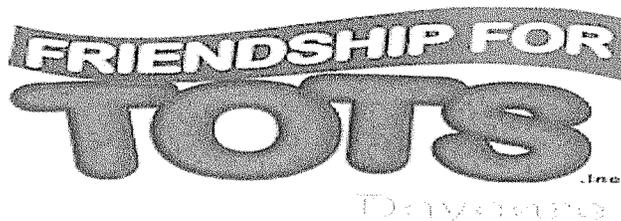
Please let me know if there is anything the County can do to assist the establishment of FTPCS. The county stands ready to assist.

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

Sincerely,



Robert P. Astorino
Westchester Count Executive



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

Phone

May 2014

Dear Fellow Community Residents and Professional,

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

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

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

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

Respectfully yours,

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

Appendix V a: Letters to Community Stakeholders

Proposal: Friendship Tech Public Charter School

December 17, 2013

Ms. Judith Johnson
Interim Superintendent of Schools

Dear Ms. Johnson:

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

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

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

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

Regards,

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

✓

Community Outreach Info

Appendix III: Media Coverage

FOR IMMEDIATE RELEASE

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

Telephone: 914-668-1210

E-Mail: cnedwers@gmail.com

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

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

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

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

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

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

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

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Appendix III a: Media Coverage

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

SECOND PUBLIC HEARING

FRIENDSHIP TECH PUBLIC CHARTER SCHOOL

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

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

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

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

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

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Community Outreach Info

Appendix III c: Media Coverage

January 14, 2014 9
Vieques, PR

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



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

January 13, 2014
White Plains, NY

Volunteers needed for annual tax credit effort; training provided



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

January 14, 2014 10
Mt. Vernon, NY

WCC announces new President/Board of Trustees members



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

January 13, 2014
Mt. Vernon, NY

A second public hearing on proposed Mt. Vernon Charter School



Concerned citizens of Mount Vernon will submit an



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

A second hearing on proposed Friendship Tech Public Charter School

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

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

A
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Community Outreach Info

Appendix VI a: Community Outreach Survey

Community Outreach Survey

Today's Date: _____

City of Residence _____

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

Gender: Male or Female

Marital Status: Single Married Separated Divorced

Parent with Children: Yes or No

No. of Children: One Two Three Four or more

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

1. Please circle all that apply:

Resident Educator Parent

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

3. What is your highest level of education? _____

4. What do you know about blended learning?

Community Outreach Info

Appendix VI b: Community Outreach Survey

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

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

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

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

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

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

10

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11. Do you believe that Mount Vernon will benefit from a science, technology, engineering and mathematics early childhood program? Yes or No

Why? or Why not?

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

None Some A positive impact

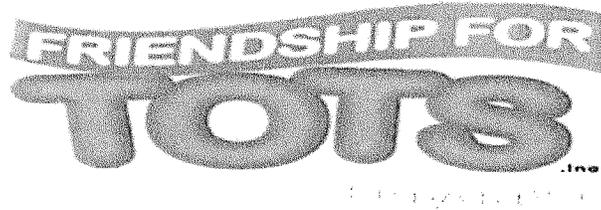
Why? _____

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

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

Yes No Not Sure

Thank you for your time and feedback!



261 E. Lincoln Ave Mount Vernon, New York 10552

914 646-3211

Phone

May 2014

Dear Fellow Community Residents and Professional,

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

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

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

Respectfully yours,

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

PARENT SUPPORT GROUP

Join us for exciting group discussion...

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



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

➔ REGISTRATION REQUIRED!! ➔

(seating is limited – register quickly!)

Email: bxlwc.psnetwork@gmail.com

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

~Refreshments will be served~

Community Forum

Mount Vernon Community
PARENT SUPPORT NETWORK
Support Group Meeting

@
Mount Vernon Boys & Girls Club
350 South 6th Avenue
Mount Vernon, NY 10550

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

AGENDA

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

Thank You!

Next: Monthly Meeting Dates - 2014 (TBD):

- June _____
- July _____
- August _____
- September _____
- October _____
- November _____
- December _____

Mount Vernon Community
PARENT SUPPORT NETWORK
Support Group Meeting

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

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

AGENDA

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

Thank You!

*Mark Your Calendar!*

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

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

**FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE**

**Weekly Student Schedule**

**Grade: Kindergarten & First Grade**

| <b>Day</b> | <b>7:30-8:00</b> | <b>8:00-8:30</b>                                                                                                                                 | <b>8:30-10:00</b>                                                                                                                       | <b>10:00-10:40</b>                                                                         | <b>10:40-11:40</b>                                                                       |
|------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Monday     | Breakfast        | Morning Meeting<br>Circle Time<br><br>Using Internet<br>Star Full<br>Com discuss<br>day,<br>month, year,<br>weather<br>and author of<br>the week | Rotational Blended<br>Learning<br><br>Literary Blocks<br><br>Journey's C. L.<br>MyOn.com<br><br>Balanced Literary<br>Approach           | Outdoor<br>Play<br>20 Minutes<br><br>Bathroom<br>10 Minutes<br><br>AM Snacks<br>10 Minutes | Inquiry Based<br>Learning<br><br>(Lab Time)<br>Science, technology,<br>engineering, math |
| Tuesday    | Breakfast        | Morning Meeting<br>Circle Time<br><br>Using Internet<br>Star Full<br>Com discuss<br>day,<br>month, year,<br>weather<br>and author of<br>the week | Rotational Blended<br>Learning<br><br>Literary Blocks<br><br>Journey's C. L.<br>MyOn.com<br><br>Balanced Literary<br>Approach           | Outdoor<br>Play<br>20 Minutes<br>Bathroom<br>10 Minutes<br><br>AM Snacks<br>10 Minutes     | Art and free<br>Choice of<br>classroom<br>Center based<br>activities                     |
| Wednesday  | Breakfast        | Morning Meeting<br>Circle Time<br><br>Using Internet<br>Star Full<br>Com discuss<br>day,<br>month, year,<br>weather<br>and author of<br>the week | Morning Meeting<br>Circle Time<br><br>Using Internet<br>Star Full<br>Com discuss day,<br>month, year, weather<br>and author of the week | Outdoor<br>Play<br>20 Minutes<br>Bathroom<br>10 Minutes<br><br>AM Snacks<br>10 Minutes     | Inquiry Based<br>Learning<br><br>(Lab Time)<br>Science, technology,<br>engineering, math |
| Thursday   | Breakfast        | Morning Meeting<br>Circle Time<br><br>Using Internet<br>Star Full<br>Com discuss<br>day,<br>month, year,<br>weather<br>and author of<br>the week | Rotational Blended<br>Learning<br><br>Literary Blocks<br>Journey's C. L.<br>MyOn.com<br><br>Balanced Literary<br>Approach               | Outdoor<br>Play<br>20 Minutes<br>Bathroom<br>10 Minutes<br><br>AM Snacks<br>10 Minutes     | Art and free<br>choice of<br>classroom<br>Center based<br>activities                     |

**FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE**

**Weekly Student Schedule**

**Grade: Kindergarten & First Grade**

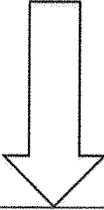
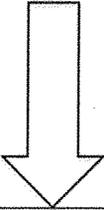
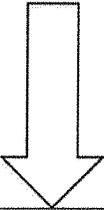
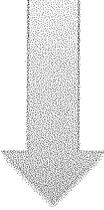
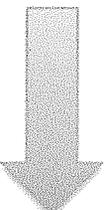
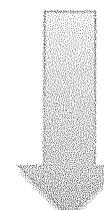
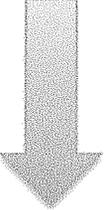
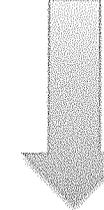
|        |           |                                                                                                                                            |                                                                                                                                         |                                                                                     |                                                                                       |
|--------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Friday | Breakfast | Morning Meeting<br>Circle Time<br><br>Using Internet<br>Star Full<br>Com discuss day,<br>month, year,<br>weather<br>and author of the week | Morning Meeting<br>Circle Time<br><br>Using Internet<br>Star Full<br>Com discuss day,<br>month, year, weather<br>and author of the week | Outdoor Play<br>20 Minutes<br>Bathroom<br>10 Minutes<br><br>AM Snacks<br>10 Minutes | Inquiry Based Learning<br>(Lab Time)<br><br>Science, technology,<br>engineering, math |
|--------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|

| Day       | 11:40-12:10                                             | 12:10-12:30                                       | 12:30-12:50 | 12:50-1:20                                                                  | 1:20-1:50                                                                                                         |
|-----------|---------------------------------------------------------|---------------------------------------------------|-------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Monday    | Read Aloud<br>Story Response                            | Backroom Class<br>Jobs<br><br>Values<br>Education | Lunch       | Spark<br>Integrated<br>Physical<br>Education<br>Activity                    | Individual Small<br>Group<br><br>Literacy<br><br>Math Intervention                                                |
| Tuesday   | Shared Reading<br>Story Response                        | Backroom Class<br>Jobs<br><br>Values<br>Education | Lunch       | Spark<br>Integrated<br>Physical<br>Education<br>Activity                    | Individual Small<br>Group<br><br>Literacy<br><br>Math Intervention                                                |
| Wednesday | Read Aloud<br>Story Response                            | Backroom Class<br>Jobs<br><br>Values<br>Education | Lunch       | Outdoor Free<br>Play                                                        | Individual Small<br>Group<br><br>Literacy<br><br>Math Intervention                                                |
| Thursday  | Shared Reading<br>Story Response                        | Backroom Class<br>Jobs<br><br>Values<br>Education | Lunch       | Spark<br>Integrated<br>Physical<br>Education<br>Activity                    | Individual Small<br>Group<br><br>Literacy<br><br>Math Intervention                                                |
| Friday    | Literary Sharing in<br>Journals or Oral<br>Storytelling | Backroom Class<br>Jobs<br><br>Values<br>Education | Lunch       | Outdoor Free<br>Play<br><br>***3rd Friday of<br>Month STEM<br>Visitation*** | Individual Small<br>Group<br>Literacy<br>Math Intervention<br><br>***3rd Friday of<br>Month STEM<br>Visitation*** |

**FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE**

**Weekly Student Schedule**

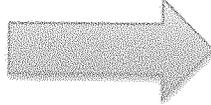
**Grade: Kindergarten & First Grade**

| <b>Day</b> | <b>1:50-2:30</b>                                                                                                                                                                                                                             | <b>2:30-3:10</b>                                                                                                                                    | <b>3:10-3:20</b>                                                                                           | <b>3:20-3:50</b>                            | <b>3:50-4:00</b>          |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------|---------------------------|
| Monday     | Elective Activity<br>Week 1 =<br>Soccer, cooking,<br>Robotics<br><br>Week 2=<br>Basketball,<br>pottery<br>Dramatic play<br><br>Week 3=<br>Board Games<br>Mad Science<br>Recorder<br><br>Week 4=<br>Knitting<br>Foreign Language<br>Gardening | Social Studies<br><br>Building a<br>Social consciousness<br>Through the use of<br>Digital technology's<br>Social media,<br>networks<br>and websites | Gathering "What<br>did<br>I learn today?"<br><br>Math?<br><br>Science?<br><br>Technology?<br><br>Literacy? | Interactive<br>Read Aloud<br>Silent<br>Game | Pack up<br>and<br>dismiss |
| Tuesday    |                                                                                                                                                           |                                                                  |                        | Read Aloud<br><br>Songs                     | Pack up<br>and<br>dismiss |
| Wednesday  |                                                                                                                                                           |                                                                  |                        | Read Aloud<br><br>Math Game                 | Pack up<br>and<br>dismiss |
| Thursday   |                                                                                                                                                           |                                                                  |                        | Read Aloud<br><br>Songs                     | Pack up<br>and<br>dismiss |

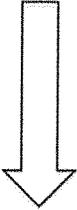
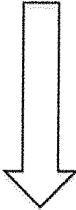
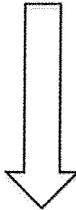
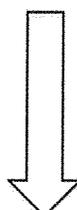
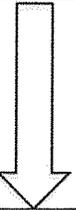
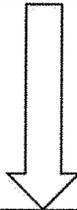
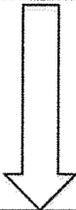
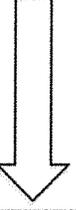
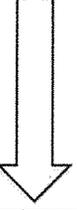
**FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE**

**Weekly Student Schedule**

**Grade: Kindergarten & First Grade**

|        |                                                 |                                                                                   |                                                                                   |                            |                        |
|--------|-------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------|------------------------|
| Friday | Third Friday<br>Of the month<br>STEM Visitation |  |  | Read Aloud<br>Silent Games | Pack up and<br>dismiss |
|        |                                                 |                                                                                   |                                                                                   |                            |                        |

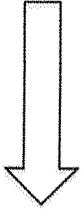
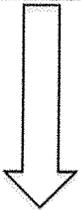
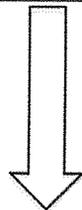
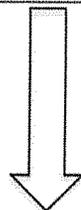
**FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE**  
**Weekly Teacher Schedule**  
**Grades: 2, 3, 4**

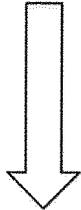
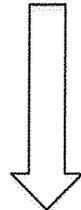
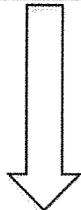
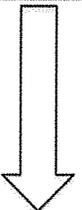
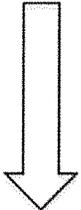
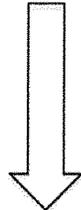
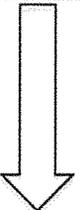
| Day       | 8:00-8:25 a.m.                                                                                                                                                                                             | 8:30-10:00 a.m.                                                                                                                                                                                                    | 10:00-10:10 a.m.                                                                                                                                                                                       | 10:10-11:10 a.m.                                                                                                                                                                        | 11:10-11:40 a.m.                                                                                                                                                                              |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monday    | <p>Greet Students</p> <p>Shared planning for the day using smart board</p> <p>Teacher guides students to collectively write the plan for the day</p> <p>Include current events retrieved from internet</p> | <p>Facilitate rotational blended balanced liturgy blocks</p> <p>Read aloud</p> <p>Shared reading</p> <p>Reading response</p> <p>Vocabulary Fluency Word attack Comprehension Listening Speaking Writing skills</p> | <p>Supervise students during break time and insure that all students have classroom responsibilities that they fulfill. Example: water plants, feed animals, dust shelves, clean blackboards, etc.</p> | <p>Instruct, facilitate and supervise rotational blended learning mathematics blocks workshop.</p> <p>Monitor student's progress with the use of online teacher management systems.</p> | <p>Institute, facilitate, and scaffold students understanding of social studies and value education curriculum</p> <p>Free</p> <p>Values education</p> <p>Conscious Discipline Curriculum</p> |
| Tuesday   |                                                                                                                         |                                                                                                                                 |                                                                                                                     |                                                                                                    |                                                                                                          |
| Wednesday |                                                                                                                         |                                                                                                                                 |                                                                                                                     |                                                                                                    |                                                                                                          |
| Thursday  |                                                                                                                         |                                                                                                                                 |                                                                                                                     |                                                                                                    |                                                                                                          |

**FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE**

**Weekly Teacher Schedule**

**Grades: 2, 3, 4**

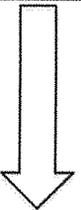
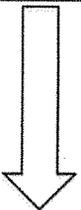
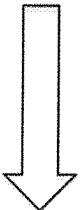
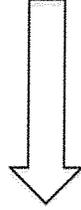
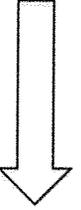
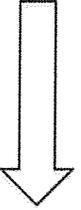
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| Friday |  |  |  |  |  |
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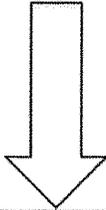
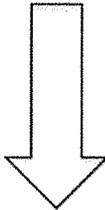
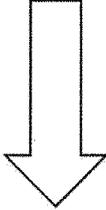
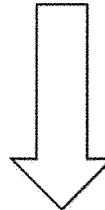
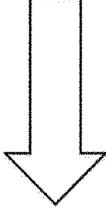
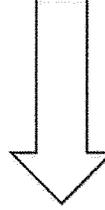
| Day       | 11:40-<br>a.m.<br>12:20<br>p.m.                                                     | 12:30-1:20 p.m.                                                                                                                                                                         | 1:20-1:50 p.m.                                                                                                                                                                         | 1:50-2:30 p.m.                                                                                                                                                                  | 2:30-3:20 p.m.                                                                        |
|-----------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Monday    | Duty<br>Free<br>Lunch                                                               | Instruct and facilitate inquiry based learning using Focus Science and internet based materials incorporating literacy and mathematics<br><br>Monitor and assess student progress daily | Individual and small group intervention for math and literacy<br><br>Access student progress and plan further instruction<br><br>Keep running record of student progress in portfolios | Supervise, instruct and facilitate individual student plan projected for each month<br><br>Scaffold questions that will lead to a demonstration of higher level thinking skills | Professional planning time with administration, and support personnel                 |
| Tuesday   |  |                                                                                                      |                                                                                                     |                                                                                            |  |
| Wednesday |  |                                                                                                      |                                                                                                     |                                                                                            |  |

**FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE**

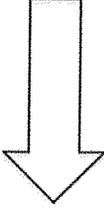
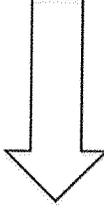
**Weekly Teacher Schedule**

**Grades: 2, 3, 4**

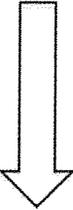
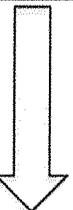
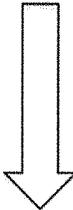
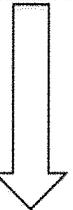
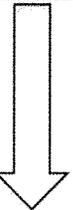
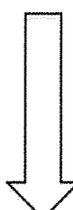
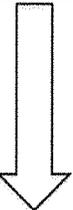
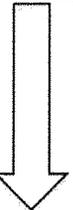
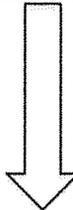
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|----------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Thursday |  |  |  |  |  |
| Friday   |  |  |  |  |  |

| Day       | 3:20-3:50 p.m.                                                                                 | 3:50-4:00 p.m.                                                                      | 4:30 p.m.                                                                             |  |  |
|-----------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--|--|
| Monday    | Facilitate DAP using trade books and/or MyON reader<br><br>Monitor and access student progress | Prepare student for dismissal                                                       | Teacher dismissed                                                                     |  |  |
| Tuesday   |             |  |  |  |  |
| Wednesday |             |  |  |  |  |
| Thursday  |             |  |  |  |  |

**FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE**  
**Weekly Teacher Schedule**  
**Grades: 2, 3, 4**

|        |                                                                                   |                                                                                    |                                                                                     |  |
|--------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--|
| Friday |  |  |  |  |
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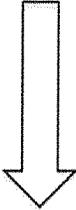
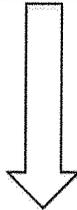
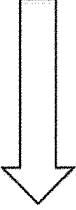
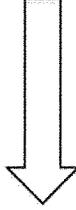
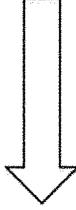
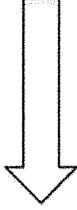
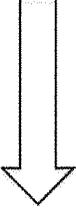
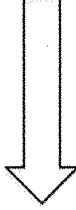
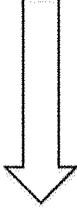
**FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE**  
**Weekly Student Schedule**  
**Grades: 2, 3, 4**

| Day       | 7:30-8:00                                                                           | 8:00-8:25                                                                                       | 8:30-10:00                                                                                                                                                           | 10:00-10:10                                                                           | 10:10-11:10                                                                           |
|-----------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Monday    | Breakfast                                                                           | Grade level 2,3,4 morning gathering time.<br><br>Shared daily planning<br><br>"News of the Day" | Rotational blended Learning<br><br>Balanced literacy block<br><br><ul style="list-style-type: none"> <li>• Mindplay</li> <li>• Journey's</li> <li>• C. C.</li> </ul> | Break<br>Water and bathroom if needed<br><br>Classroom responsibilities               | Rotational Blended mathematics workshop block<br><br>Dream Box Math                   |
| Tuesday   |    |                |                                                                                     |    |    |
| Wednesday |   |               |                                                                                    |   |   |
| Thursday  |  |              |                                                                                   |  |  |
| Friday    |  |              |                                                                                   |  |  |

**FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE**

**Weekly Student Schedule**

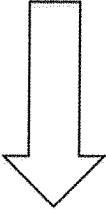
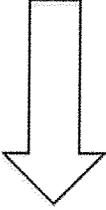
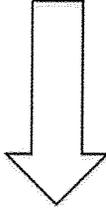
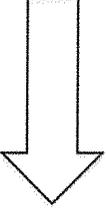
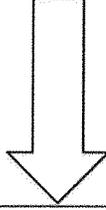
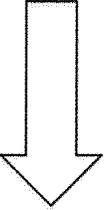
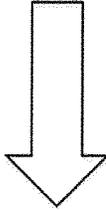
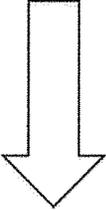
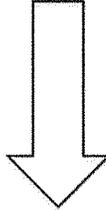
**Grades: 2, 3, 4**

| <b>Day</b> | <b>11:10-11:40</b> | <b>11:40-12:00</b>                                                                  | <b>12:00-12:30</b>                                                                  | <b>12:30-1:20</b>                                                                    | <b>1:20-1:50</b>                                                                                                |
|------------|--------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Monday     | Social Studies     | Lunch                                                                               | Recess                                                                              | Inquiry based learning labs<br><br>Science<br>Technology<br>Engineering              | Individual and small group intervention<br><br>Math literacy<br><br>Student/teacher project planning conference |
| Tuesday    | Social Studies     |    |    |     |                              |
| Wednesday  | Values Education   |   |   |    |                             |
| Thursday   | Creative Moment    |  |  |  |                            |
| Friday     | Values Education   |  |  |  |                            |

**FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE**

**Weekly Student Schedule**

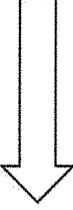
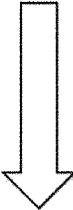
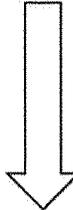
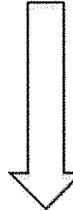
**Grades: 2, 3, 4**

| <b>Day</b> | <b>1:50-2:30</b>                                                                                                                                                     | <b>2:30-3:30</b>                            | <b>3:30-3:50</b>                                                                      | <b>3:50-4:00</b>                                                                    |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Monday     | Project Development<br>Incorporating STEM and integrating arts, social studies, music and literacy in the development of new and innovative student created projects | Elective Activity                           | Drop Everything and read<br><br>Texts on MyOn reader                                  | Pack up<br><br>Dismiss                                                              |
| Tuesday    |                                                                                     | Soccer,<br>cooking<br>robotics              |    |  |
| Wednesday  |                                                                                    | Pottery<br>Cooking<br>Recorder              |   |                                                                                     |
| Thursday   |                                                                                   | Chess<br>Knitting<br>Gardening              |  |                                                                                     |
| Friday     |                                                                                   | Foreign language<br>Animation<br>basketball |  |                                                                                     |
|            |                                                                                                                                                                      |                                             |                                                                                       |                                                                                     |

**FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE**

**Weekly Teacher Schedule**

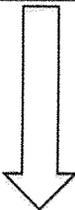
**Grade: Kindergarten & First Grade**

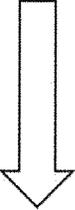
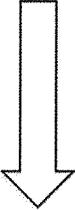
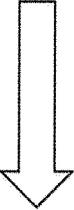
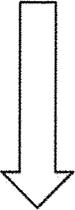
| <b>Day</b> | <b>8:00-8:30</b>                                                                                                               | <b>8:30-10:00</b>                                                                                                                                                                                                                                                                                                                                             | <b>10:00-10:40</b>                                                                                                                                                    | <b>10:40-11:30</b>                                                                     | <b>11:40-12:10</b>                                                                                                        |
|------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Monday     | Greet Students<br><br>Establish Routines<br><br>Shared Planning for Daily activities<br><br>Song's pledge<br>Value of the week | Create and Facilitate rotational blended learning balanced literacy block<br><br>Reading<br>Writing<br>Listening<br>Speaking<br><br>Using Balanced Literacy approach:<br><ul style="list-style-type: none"> <li>• Journey's</li> <li>• Author Studies</li> <li>• Journals</li> <li>• MyOn Reader</li> <li>• Classroom library</li> <li>• Big books</li> </ul> | Supervise outdoor play 10:00 - 10:20<br><br>Break to prepare for inquiry based learning time and art<br><br>Teacher aids prepares snacks and supervises Bathroom time | Prepare and inquire facilitate based science, math, and engineering lessons (Lab time) | Read Aloud and shared reading based upon themes , stem focused as well as vocabulary development and comprehension skills |
| Tuesday    |                                              |                                                                                                                                                                                                                                                                             |                                                                                     | Prepare and facilitate art activity and classroom centers for free choice activities   |                                       |
| Wednesday  |                                             |                                                                                                                                                                                                                                                                            |                                                                                    | Facilitate inquiry based learning and supervise virtual lab activities                 |                                      |
| Thursday   |                                             |                                                                                                                                                                                                                                                                            |                                                                                    | Prepare and facilitate art activity and classroom centers for free choice activities   |                                      |

**FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE**

**Weekly Teacher Schedule**

**Grade: Kindergarten & First Grade**

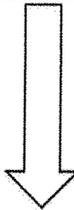
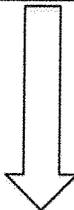
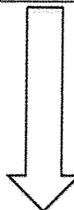
|        |                                                                                   |                                                                                   |                                                                                   |                                                                        |                                                                                     |
|--------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Friday |  |  |  | Facilitate inquiry based learning and supervise virtual lab activities |  |
|--------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------|

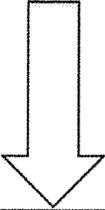
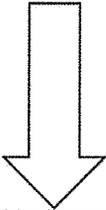
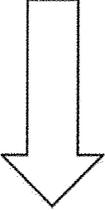
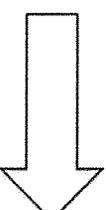
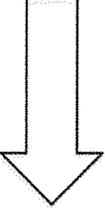
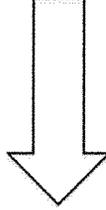
| Day       | 12:10-12:30                                                                         | 12:30-1:20                                                                          | 1:20-1:50                                                                                                                                                                             | 1:50-2:50                                                                                                                                                  | 2:50-3:20                                                                                                                                                                                  |
|-----------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monday    | Supervise bathroom time<br>Student responsibilities<br>Reinforce values education   | Duty Free<br>Teacher Lunch                                                          | Individual and small group intervention activities for students in need of literacy.<br><br>Fine motor skills, and math support with the help of teacher aid and classroom technology | Professional planning time with early childhood team, administration and support personnel<br><br>Integration of music, art and PE with STEM Core subjects | Intervention of social studies and digital technology training.<br><br>Students to email, use Google maps, create a Facebook page or website with classmates with the help of ???????????? |
| Tuesday   |  |  |                                                                                                    |                                                                       |                                                                                                       |
| Wednesday |  |  |                                                                                                    |                                                                       |                                                                                                       |

**FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE**

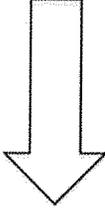
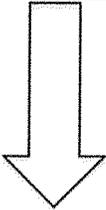
**Weekly Teacher Schedule**

**Grade: Kindergarten & First Grade**

|          |                                                                                   |                                                                                   |                                                                                   |                                                                                     |                                                                                     |
|----------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Thursday |  |  |  |  |  |
| Friday   |  |  |  |  |  |

| Day       | 3:20-3:30                                                                           | 3:30-3:50                               | 4:00-4:30                                                                             |  |  |
|-----------|-------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------|--|--|
| Monday    | Closing class meeting to review the day                                             | Interactive read aloud<br>Silence games | Prepare class for next day                                                            |  |  |
| Tuesday   |  | Read aloud song                         |  |  |  |
| Wednesday |  | Read aloud math game                    |  |  |  |
| Thursday  |  | Read aloud song                         |  |  |  |

**FRIENDSHIP TECH CHARTER SCHOOL OF EXCELLENCE**  
**Weekly Teacher Schedule**  
**Grade: Kindergarten & First Grade**

|        |                                                                                   |                          |                                                                                     |  |  |
|--------|-----------------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------|--|--|
| Friday |  | Read aloud silence games |  |  |  |
|        |                                                                                   |                          |                                                                                     |  |  |

2015 full Year Calendar with US & Popular Holidays courtesy of WinCalendar.com. Calendars are Blank, and fully editable.

| ~ January 2015 ~               |                       |     |     |                  |     |            |
|--------------------------------|-----------------------|-----|-----|------------------|-----|------------|
| ◀ December                     |                       |     |     |                  |     | February ▶ |
| Sun                            | Mon                   | Tue | Wed | Thu              | Fri | Sat        |
|                                |                       |     |     | 1 New Year's Day | 2   | 3          |
| 4                              | 5                     | 6   | 7   | 8                | 9   | 10         |
| 11 Human Trafficking Awareness | 12                    | 13  | 14  | 15               | 16  | 17         |
| 18                             | 19 Martin Luther King | 20  | 21  | 22               | 23  | 24         |
| 25                             | 26                    | 27  | 28  | 29               | 30  | 31         |

| ~ February 2015 ~ |                    |     |     |     |     |                    |
|-------------------|--------------------|-----|-----|-----|-----|--------------------|
| ◀ January         |                    |     |     |     |     | March ▶            |
| Sun               | Mon                | Tue | Wed | Thu | Fri | Sat                |
| 1 Super Bowl      | 2 Groundhog Day    | 3   | 4   | 5   | 6   | 7                  |
| 8                 | 9                  | 10  | 11  | 12  | 13  | 14 Valentine's Day |
| 15                | 16 Presidents' Day | 17  | 18  | 19  | 20  | 21                 |
| 22                | 23                 | 24  | 25  | 26  | 27  | 28                 |

| ~ March 2015 ~                                                     |     |     |               |     |                  |         |
|--------------------------------------------------------------------|-----|-----|---------------|-----|------------------|---------|
| ◀ February                                                         |     |     |               |     |                  | April ▶ |
| Sun                                                                | Mon | Tue | Wed           | Thu | Fri              | Sat     |
| 1                                                                  | 2   | 3   | 4             | 5   | 6                | 7       |
| 8 Daylight Saving<br>Time Begins /<br>International<br>Women's Day | 9   | 10  | 11            | 12  | 13               | 14      |
| 15                                                                 | 16  | 17  | 18            | 19  | 20 Spring Begins | 21      |
| 22                                                                 | 23  | 24  | 25            | 26  | 27               | 28      |
| 29                                                                 | 30  | 31  | <b>Notes:</b> |     |                  |         |

| ~ April 2015 ~ |     |                    |                                                 |     |               |       |
|----------------|-----|--------------------|-------------------------------------------------|-----|---------------|-------|
| ◀ March        |     |                    |                                                 |     |               | May ▶ |
| Sun            | Mon | Tue                | Wed                                             | Thu | Fri           | Sat   |
|                |     |                    | 1                                               | 2   | 3 Good Friday | 4     |
| 5 Easter       | 6   | 7 World Health Day | 8                                               | 9   | 10            | 11    |
| 12             | 13  | 14                 | 15 Tax Day (Taxes Due)                          | 16  | 17            | 18    |
| 19             | 20  | 21                 | 22 Earth Day / Administrative Professionals Day | 23  | 24 Arbor Day  | 25    |
| 26             | 27  | 28                 | 29                                              | 30  | Notes:        |       |

| ~ May 2015 ~    |                 |     |     |     |     |                     |
|-----------------|-----------------|-----|-----|-----|-----|---------------------|
| ◀ April         |                 |     |     |     |     | June ▶              |
| Sun             | Mon             | Tue | Wed | Thu | Fri | Sat                 |
|                 |                 |     |     |     | 1   | 2                   |
| 3               | 4               | 5   | 6   | 7   | 8   | 9                   |
| 10 Mother's Day | 11              | 12  | 13  | 14  | 15  | 16 Armed Forces Day |
| 17              | 18              | 19  | 20  | 21  | 22  | 23                  |
| 24              | 25 Memorial Day | 26  | 27  | 28  | 29  | 30                  |
| 31              | <b>Notes:</b>   |     |     |     |     |                     |

| ~ June 2015 ~                     |     |     |        |                             |     |        |
|-----------------------------------|-----|-----|--------|-----------------------------|-----|--------|
| ◀ May                             |     |     |        |                             |     | July ▶ |
| Sun                               | Mon | Tue | Wed    | Thu                         | Fri | Sat    |
|                                   | 1   | 2   | 3      | 4                           | 5   | 6      |
| 7                                 | 8   | 9   | 10     | 11                          | 12  | 13     |
| 14 Flag Day                       | 15  | 16  | 17     | 18 International Picnic Day | 19  | 20     |
| 21 Father's Day / Summer Solstice | 22  | 23  | 24     | 25                          | 26  | 27     |
| 28                                | 29  | 30  | Notes: |                             |     |        |

| ~ July 2015 ~ |     |     |     |     |     |                    |
|---------------|-----|-----|-----|-----|-----|--------------------|
| ◀ June        |     |     |     |     |     | August ▶           |
| Sun           | Mon | Tue | Wed | Thu | Fri | Sat                |
|               |     |     | 1   | 2   | 3   | 4 Independence Day |
| 5             | 6   | 7   | 8   | 9   | 10  | 11                 |
| 12            | 13  | 14  | 15  | 16  | 17  | 18                 |
| 19            | 20  | 21  | 22  | 23  | 24  | 25                 |
| 26            | 27  | 28  | 29  | 30  | 31  | Notes:             |

| ~ August 2015 ~                |                                                                |                                                                                                           |                                                                                                                           |                                                                                                              |                                                                                                             |             |
|--------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------|
| ◀ July                         |                                                                |                                                                                                           |                                                                                                                           |                                                                                                              |                                                                                                             | September ▶ |
| Sun                            | Mon                                                            | Tue                                                                                                       | Wed                                                                                                                       | Thu                                                                                                          | Fri                                                                                                         | Sat         |
|                                |                                                                |                                                                                                           |                                                                                                                           |                                                                                                              |                                                                                                             | 1           |
| 2 International Friendship Day | 3                                                              | 4                                                                                                         | 5                                                                                                                         | 6                                                                                                            | 7                                                                                                           | 8           |
| 9                              | 10 Faculty and Staff Orientation                               | 11 Professional Development Literacy + CCSS Journeys grades K-1 MyOn Reader                               | 12 Professional Development Day 2 Literacy + CCSS Journeys grades K-1 MyOn Reader                                         | 13 Professional Development Day 3 Mathematics + CCSS Dreambox Learning<br><br>International Left-Handers Day | 14 Professional Development Day 4 SPARK Physical Education/ The Arts<br><br>Community Teambuilding Exercise | 15          |
| 16                             | 17 Professional Development Day 5 Science +CCSS Science Fusion | 18 Professional Development Day 6 Social Emotional Learning Conscious Discipline And Responsive Classroom | 19 Professional Development Day 7 Intergation of Social Studies, Expressive Art, and Health and Safety across curriculum. | 20 Prepare classroom environment                                                                             | 21 Prepare classroom environment                                                                            | 22          |
| 23                             | 24 First Day of School                                         | 25 Kindergarten Grade One Orientation/ Open House                                                         | 26                                                                                                                        | 27                                                                                                           | 28                                                                                                          | 29          |

| ~ August 2015 ~ |     |                                                                                                                                                                                                                                                                                                        |     |     |     |           |
|-----------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----------|
| July            |     |                                                                                                                                                                                                                                                                                                        |     |     |     | September |
| Sun             | Mon | Tue                                                                                                                                                                                                                                                                                                    | Wed | Thu | Fri | Sat       |
| 30              | 31  | <b>Notes: August 10<sup>th</sup> all faculty and staff report to work.</b><br><b>August 10-19<sup>th</sup> Professional Development (7days)</b><br><b>August 20<sup>th</sup>- 21<sup>st</sup> Preparation of</b><br><b>August 24<sup>th</sup> First Day of School</b><br><b>(3) Instructional Days</b> |     |     |     |           |

| ~ September 2015 ~ |                               |     |                                                               |                                                                                                                                                                                                 |                                                                   |         |
|--------------------|-------------------------------|-----|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|---------|
| August             |                               |     |                                                               |                                                                                                                                                                                                 |                                                                   | October |
| Sun                | Mon                           | Tue | Wed                                                           | Thu                                                                                                                                                                                             | Fri                                                               | Sat     |
|                    |                               | 1   | 2                                                             | 3                                                                                                                                                                                               | 4 No school for students. Half day for teachers. 8:00am — 12:00pm | 5       |
| 6                  | 7 Labor Day                   | 8   | 9                                                             | 10                                                                                                                                                                                              | 11 Patriot Day 9/11                                               | 12      |
| 13                 | 14                            | 15  | 16 Early Dismissal for students<br>Staff Meeting<br>2:15-4:15 | 17                                                                                                                                                                                              | 18                                                                | 19      |
| 20                 | 21 International Day of Peace | 22  | 23 Fall Begins                                                | 24                                                                                                                                                                                              | 25                                                                | 26      |
| 27                 | 28                            | 29  | 30 OPEN HOUSE                                                 | <b>Notes: (20) instructional Days</b><br>7:30am-8:00am- Breakfast<br>8:00am- 12:00pm- Morning Instruction<br>12:00 pm- Lunch Recess<br>1:00pm- 4pm- Afternoon Instruction<br><b>STEM Focus:</b> |                                                                   |         |

| ~ October 2015 ~ |                 |     |                                                         |                        |                                       |                       |
|------------------|-----------------|-----|---------------------------------------------------------|------------------------|---------------------------------------|-----------------------|
| ◀ September      |                 |     |                                                         |                        |                                       | November ▶            |
| Sun              | Mon             | Tue | Wed                                                     | Thu                    | Fri                                   | Sat                   |
|                  |                 |     |                                                         | 1 World Vegetarian Day | 2 HALF DAY FOR STUDENTS STAFF MEETING | 3                     |
| 4                | 5               | 6   | 7                                                       | 8                      | 9                                     | 10                    |
| 11               | 12 Columbus Day | 13  | 14 Early Dismissal for students Staff Meeting 2:15-4:15 | 15                     | 16                                    | 17                    |
| 18               | 19              | 20  | 21                                                      | 22                     | 23                                    | 24 United Nations Day |
| 25               | 26              | 27  | 28 Progress Report Distribution Parent Meeting          | 29                     | 30                                    | 31 Halloween          |

Notes:  
 (21)- Days of Instruction  
 STEM Focus- Botany

| ~ November 2015 ~           |                   |                                                                             |                                                         |                     |                                       |            |
|-----------------------------|-------------------|-----------------------------------------------------------------------------|---------------------------------------------------------|---------------------|---------------------------------------|------------|
| ← October                   |                   |                                                                             |                                                         |                     |                                       | December → |
| Sun                         | Mon               | Tue                                                                         | Wed                                                     | Thu                 | Fri                                   | Sat        |
| 1 Daylight Saving Time Ends | 2                 | 3 Election Day                                                              | 4                                                       | 5                   | 6 HALF DAY FOR STUDENTS STAFF MEETING | 7          |
| 8                           | 9                 | 10                                                                          | 11 Veterans' Day                                        | 12                  | 13                                    | 14         |
| 15                          | 16                | 17                                                                          | 18 Early Dismissal for students Staff Meeting 2:15-4:15 | 19                  | 20                                    | 21         |
| 22                          | 23 Quality Circle | 24                                                                          | 25 EARLY DISMISSAL                                      | 26 Thanksgiving Day | 27                                    | 28         |
| 29                          | 30                | <b>Notes: (14) Instructional Days</b><br><b>STEM Focus: Animal Habitats</b> |                                                         |                     |                                       |            |

More Calendars with Holiday from WinCalendar: [2014 Holiday Calendar](#), [2015 Holiday Calendar](#), [Holiday Calendar](#)

| ~ December 2015 ~ |              |                    |                                                         |                            |                                                                                |           |
|-------------------|--------------|--------------------|---------------------------------------------------------|----------------------------|--------------------------------------------------------------------------------|-----------|
| ◀ November        |              |                    |                                                         |                            |                                                                                | January ▶ |
| Sun               | Mon          | Tue                | Wed                                                     | Thu                        | Fri                                                                            | Sat       |
|                   |              | 1 World AIDS Day   | 2                                                       | 3                          | 4 HALF DAY FOR STUDENTS STAFF MEETING                                          | 5         |
| 6                 | 7            | 8                  | 9 Science Fair Open House                               | 10 Human Rights Day        | 11                                                                             | 12        |
| 13                | 14           | 15                 | 16 Early Dismissal for students Staff Meeting 2:15-4:15 | 17                         | 18                                                                             | 19        |
| 20                | 21           | 22 Winter Solstice | 23 Early Dismissal for staff and students               | 24 NO SCHOOL               | 25 Christmas                                                                   | 26        |
| 27                | 28 NO SCHOOL | 29 NO SCHOOL       | 30 NO SCHOOL                                            | 31 NEW YEARS EVE NO SCHOOL | <b>Notes: (14)</b><br><b>Instructional Days</b><br><b>STEM Focus: Robotics</b> |           |

| ~ January 2016 ~ |                                               |     |                                                           |     |                                  |            |
|------------------|-----------------------------------------------|-----|-----------------------------------------------------------|-----|----------------------------------|------------|
| ◀ Dec 2015       |                                               |     |                                                           |     |                                  | Feb 2016 ▶ |
| Sun              | Mon                                           | Tue | Wed                                                       | Thu | Fri                              | Sat        |
|                  |                                               |     |                                                           |     | 1 New Year's Day<br>NO<br>SCHOOL | 2          |
| 3                | 4                                             | 5   | 6                                                         | 7   | 8                                | 9          |
| 10               | 11                                            | 12  | 13 HALF DAY FOR<br>STUDENTS<br>Staff Meeting<br>2:15-4:15 | 14  | 15                               | 16         |
| 17               | 18 Martin Luther<br>King<br>NO SCHOOL         | 19  | 20                                                        | 21  | 22                               | 23         |
| 24               | 25                                            | 26  | 27 PARENT<br>MEETING                                      | 28  | 29                               | 30         |
| 31               | Notes: (19) INSTRUCTIONAL DAYS<br>STEM FOCUS: |     |                                                           |     |                                  |            |

| ~ February 2016 ~  |                              |                                                                               |                                                                          |     |                                       |            |
|--------------------|------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----|---------------------------------------|------------|
| ◀ Jan 2016         |                              |                                                                               |                                                                          |     |                                       | Mar 2016 ▶ |
| Sun                | Mon                          | Tue                                                                           | Wed                                                                      | Thu | Fri                                   | Sat        |
|                    | 1                            | 2 Groundhog Day                                                               | 3                                                                        | 4   | 5 HALF DAY FOR STUDENTS STAFF MEETING | 6          |
| 7 Super Bowl       | 8                            | 9                                                                             | 10                                                                       | 11  | 12 LINCOLN'S BIRTHDAY NO SCHOOL       | 13         |
| 14 Valentine's Day | 15 Presidents' Day NO SCHOOL | 16                                                                            | 17 PROGRESS REPORT HALF DAY FOR STUDENTS STAFF CONFERENCE 2:15PM- 4:14PM | 18  | 19                                    | 20         |
| 21                 | 22                           | 23                                                                            | 24                                                                       | 25  | 26                                    | 27         |
| 28                 | 29                           | <b>Notes: (18) INSTRUCTIONAL DAYS</b><br><b>STEM FOCUS: Digital Animation</b> |                                                                          |     |                                       |            |

| ~ March 2016 ~                 |              |                             |                                                                                     |              |                                                                                                                                                                            |            |
|--------------------------------|--------------|-----------------------------|-------------------------------------------------------------------------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| ◀ Feb 2016                     |              |                             |                                                                                     |              |                                                                                                                                                                            | Apr 2016 ▶ |
| Sun                            | Mon          | Tue                         | Wed                                                                                 | Thu          | Fri                                                                                                                                                                        | Sat        |
|                                |              | 1                           | 2                                                                                   | 3            | 4 HALF DAY FOR STUDENTS STAFF MEETING                                                                                                                                      | 5          |
| 6                              | 7            | 8 International Women's Day | 9                                                                                   | 10           | 11                                                                                                                                                                         | 12         |
| 13 Daylight Saving Time Begins | 14           | 15                          | 16 Technology Expo/ Open House Early Dismissal for students Staff Meeting 2:15-4:15 | 17           | 18                                                                                                                                                                         | 19         |
| 20 Spring Begins               | 21           | 22                          | 23                                                                                  | 24 NO SCHOOL | 25 Good Friday NO SCHOOL                                                                                                                                                   | 26         |
| 27 Easter                      | 28 NO SCHOOL | 29                          | 30 Early Dismissal Parent Teacher Conference                                        | 31           | <b>Notes: (18)</b><br><b>INSTRUCTIONAL DAYS</b><br><b>STEM FOCUS:</b><br><b>Agriculture</b><br><b>SNOW MAKE UP DAYS;</b><br><b>MARCH 24, 2015</b><br><b>MARCH 28, 2015</b> |            |

| ~ April 2016 ~ |     |     |                                                         |                                                  |                                       |     |
|----------------|-----|-----|---------------------------------------------------------|--------------------------------------------------|---------------------------------------|-----|
| Sun            | Mon | Tue | Wed                                                     | Thu                                              | Fri                                   | Sat |
|                |     |     |                                                         |                                                  | 1 HALF DAY FOR STUDENTS STAFF MEETING | 2   |
| 3              | 4   | 5   | 6                                                       | 7 World Health Day                               | 8                                     | 9   |
| 10             | 11  | 12  | 13 Early Dismissal for students Staff Meeting-2:15-4:15 | 14                                               | 15 Tax Day (Taxes Due)                | 16  |
| 17             | 18  | 19  | 20 Vocabulary Bee Parent Meeting                        | 21                                               | 22 Earth Day                          | 23  |
| 24             | 25  | 26  | 27 Administrative Professionals Day                     | 28                                               | 29 Arbor Day                          | 30  |
|                |     |     |                                                         | (21) Instructional Days<br>STEM Focus: Recycling |                                       |     |

| ~ May 2016 ~   |                           |     |                                                                                                  |     |                                       |                     |
|----------------|---------------------------|-----|--------------------------------------------------------------------------------------------------|-----|---------------------------------------|---------------------|
| ◀ Apr 2016     |                           |     |                                                                                                  |     |                                       | Jun 2016 ▶          |
| Sun            | Mon                       | Tue | Wed                                                                                              | Thu | Fri                                   | Sat                 |
| 1              | 2                         | 3   | 4                                                                                                | 5   | 6 HALF DAY FOR STUDENTS STAFF MEETING | 7                   |
| 8 Mother's Day | 9                         | 10  | 11                                                                                               | 12  | 13                                    | 14                  |
| 15             | 16                        | 17  | 18 Early Dismissal for students Progress Reports # 3 distributed Staff Meeting 2:15-4:15         | 19  | 20                                    | 21 Armed Forces Day |
| 22             | 23 Quality Circle         | 24  | 25                                                                                               | 26  | 27                                    | 28                  |
| 29             | 30 Memorial Day No school | 31  | <b>Notes: (21) instructional Days</b><br><b>STEM Focus: Engineering/ Construction and Design</b> |     |                                       |                     |

| ~ June 2016 ~   |                                       |             |                                                         |     |                                                                                                                                                             |                             |
|-----------------|---------------------------------------|-------------|---------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| ◀ May 2016      |                                       |             |                                                         |     |                                                                                                                                                             | Jul 2016 ▶                  |
| Sun             | Mon                                   | Tue         | Wed                                                     | Thu | Fri                                                                                                                                                         | Sat                         |
|                 |                                       |             | 1                                                       | 2   | 3 HALF DAY FOR STUDENTS STAFF MEETING                                                                                                                       | 4                           |
| 5               | 6                                     | 7           | 8                                                       | 9   | 10                                                                                                                                                          | 11                          |
| 12              | 13                                    | 14 Flag Day | 15 Early Dismissal for students Staff Meeting 2:15-4:15 | 16  | 17                                                                                                                                                          | 18 International Picnic Day |
| 19 Father's Day | 20 Summer Solstice                    | 21          | 22                                                      | 23  | 24                                                                                                                                                          | 25                          |
| 26              | 27 RERORT CARDS MAILED HOME THIS WEEK | 28          | 29 LAST FULL DAY OF SCHOOL                              | 30  | <b>Notes:(21)</b><br><b>INSTRUCTIONAL DAYS</b><br><b>TOTAL INSTRUCTIONAL DAYS FOR THE YEAR 2015-2016 190 DAYS</b><br><b>SNOW MAKE UP DAY: JUNE 30, 2015</b> |                             |

| ~ July 2016 ~ |                                         |     |     |     |                                                          |            |
|---------------|-----------------------------------------|-----|-----|-----|----------------------------------------------------------|------------|
| ◀ Jun 2016    |                                         |     |     |     |                                                          | Aug 2016 ▶ |
| Sun           | Mon                                     | Tue | Wed | Thu | Fri                                                      | Sat        |
|               |                                         |     |     |     | 1 LAST FULL DAY<br>IF SCHOOL FOR<br>FACULTY AND<br>STAFF | 2          |
| 3             | 4 Independence Day                      | 5   | 6   | 7   | 8                                                        | 9          |
| 10            | 11<br>SUMMER SCHOOL<br>BEGINS<br>WEEK 1 | 12  | 13  | 14  | 15                                                       | 16         |
| 17            | 18<br>SUMMER SCHOOL<br>BEGINS<br>WEEK 2 | 19  | 20  | 21  | 22                                                       | 23         |
| 24            | 25<br>SUMMER<br>SCHOOL BEGINS<br>WEEK 3 | 26  | 27  | 28  | 29                                                       | 30         |
| 31            | <b>Notes:</b>                           |     |     |     |                                                          |            |

| ~ August 2016 ~                |                               |     |     |        |                             |                                   |
|--------------------------------|-------------------------------|-----|-----|--------|-----------------------------|-----------------------------------|
| ◀ Jul 2016                     |                               |     |     |        |                             | Sep 2016 ▶                        |
| Sun                            | Mon                           | Tue | Wed | Thu    | Fri                         | Sat                               |
|                                | 1 SUMMER SCHOOL BEGINS WEEK 4 | 2   | 3   | 4      | 5 LAST DAY OF SUMMER SCHOOL | 6                                 |
| 7 International Friendship Day | 8                             | 9   | 10  | 11     | 12                          | 13 International Left-Handers Day |
| 14                             | 15                            | 16  | 17  | 18     | 19                          | 20                                |
| 21                             | 22                            | 23  | 24  | 25     | 26                          | 27                                |
| 28                             | 29                            | 30  | 31  | Notes: |                             |                                   |

#### **Attachment 4: Student Discipline Policy (Student Code of Conduct)**

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

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

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

#### **General Student Conduct Standards**

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

#### **Student Responsibilities**

Each FTCSE student is expected to:

- Follow all classroom expectations and school rules
- Respect other students and their personal space
- Respect faculty, staff, administrators, and guests
- Work to the best of your abilities
- Act in a way that is safe and non-threatening
- Use language that is appropriate and does not offend others
- Keep the classroom and school clean by respecting the school environment
- Come to school regularly, on time, and ready to learn
- Dress appropriately according to the dress code

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<sup>1</sup>New York General Municipal Law, Section 806, Code of Ethics, accessed June 6, 2014, [http://www.Regents.nysed.gov/about/statement\\_governance.html](http://www.Regents.nysed.gov/about/statement_governance.html).

<sup>2</sup>Becky Bailey, "Conscience Discipline," accessed November 2012, [http://consciousdiscipline.com/about/dr\\_becky\\_bailey.asp](http://consciousdiscipline.com/about/dr_becky_bailey.asp).

- Honor the code of conduct in school and when participating in fieldwork, community service projects, and attending performances
- Cultivate and support the “spirit of inquiry” in the classroom

### **Parent Responsibilities**

Each FTCSE family is expected to:

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

### **Displaying Conduct Standards**

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

### **Copies of Conduct Standards**

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

### **Covenant and Agreement Forms**

After the first six weeks of school, when classroom teachers and the children establish the conduct standards for classroom management, parents will sign a Covenant and Agreement Form from their child’s teacher. The Covenant and Agreement Form will outline Classroom Expectations, and the School Conduct Standards, so parents are aware of the behavioral norms, morals, and values expected of each child. The purpose of the Covenant and Agreement Form is for parents and students to have written documentation of the expectations and consequences to use as a reference throughout the whole year.

### **Responding to Misbehavior**

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

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<sup>3</sup>Responsive Classrooms: Educators Creating Safe, Challenging and Joyful Elementary Schools, “About Responsive Classroom,” accessed June 6, 2014, <https://www.responsiveclassroom.org/about-responsive-classroom>.

<sup>4</sup>Responsive Classrooms: Educators Creating Safe, Challenging and Joyful Elementary Schools, “Positive Time Out,” accessed June 6, 2014, <https://www.responsiveclassroom.org/article/positive-time-out>.

### **Team Meeting**

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

### **Habitual Problems**

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

### **Short-Term Suspensions**

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

#### **Disciplinary Infractions that May Result in a Short-Term Suspension**

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

- Inappropriate or unauthorized use of technology.
- Committing any other act that school officials reasonably conclude warrants a disciplinary response.

### **Long-Term Suspensions**

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

#### **Disciplinary Infractions that May Result in a Long-Term Suspension**

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

#### **Procedures for Long-Term Suspension.**

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

#### **Alternative Instruction**

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

#### **Special Education Discipline Policy**

FTCSE discipline policy aligns with the Individuals with Disabilities Education Act (IDEA) and all applicable laws, including the Dignity for All Students Act to keep children free discrimination or harassment. When a student with a disability violates the FTCSE Code of Conduct, the staff will work with the Academic Counselor to determine whether or not the disability is a contributing factor. If the child's behavior relates to his or her disability, FTCSE will not remove the child from class or suspend the child. If, however, the behavior is not related to the child's disability, the child will be disciplined according to the tenets in the school's Student Discipline Policy, or if

applicable, to the student's Behavior Intervention Plan (BIP).<sup>5</sup> In the event that a student with disabilities is suspended, FTCSE will assure that the alternative instruction plan complies with provisions of the student's IEP.<sup>6</sup> If the student does not have a BIP and is removed from their placement or suspended for more than 10 days, FTCSE will convene an IEP meeting to create a Functional Behavior Assessment plan within 10 days of the removal. FTCSE's Academic Counselor will consult with the Committee on Special Education to create a BIP to define appropriate interventions. Likewise, if the student has a BIP that is not proving effective, the FTCSE Student Support Team will be convened within 10 days of the disciplinary action to evaluate the plan and make the necessary modifications that includes positive behavioral supports and services to address the child's behavior. As with any suspension at FTCSE, the school will provide alternative education instruction for students with disabilities so that they can keep up with the curriculum, assignments/homework, and tests. Any suspension of a student with disabilities will be in accordance with §14.143 (disciplinary placements) and 34 CFR 300.519-300.529 (discipline procedures). Parents will be provided a copy of their procedural and complaint rights.

### **Appeals.**

The Executive Director's decision after the formal hearing to impose a long-term suspension may be appealed first to the FTCSE Board of Trustees within 10 days of the suspension, next to the chartering entity, and finally to the State Commission on Charter Schools. A parent/guardian can challenge the interim alternative education offered and/or the disciplinary action. If the infraction was related to drugs or firearms/weapons, there must be an official deliberation on the case before any alternative educational arrangements are to be changed. Parents can appeal suspension or expulsion decisions. The appeal should be addressed to the Board of Trustees within 10 days from the notice of suspension with an expected resolution within 48 hours. If the Board of Trustees' resolution does not grant the removal of suspension, the parent can further appeal the decision at the Commissioner of Education according to Education law §310. A notice must be sent by the parent/guardian to the SUNY Board of Trustees.<sup>7</sup> An appeal must be made within 10 days of the suspension or expulsion determination, and the Board must reply within 48 hours. If the Board of Trustees upholds the suspension or expulsion determination, an appeal may be initiated to the NYS Commissioner of Education within 30 days from the decision or action complained of, according to Education law §310.<sup>8</sup> Notice by the individual appealing must be provided to the SUNY Board of Trustees, our chartering entity.

### **Violations of the School Law**

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

### **Evaluation of School Environment.**

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

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<sup>5</sup>NYSED.gov Special Education, Behavior Intervention Plans, accessed June 6, 2014, <http://www.p12.nysed.gov/specialed/publications/topicalbriefs/BIP.htm>.

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

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

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

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

## School Trustee Background Information

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

**Name:** Collie Nathan Edwers

**Charter School Name:** Friendship Tech Charter School of Excellence

**Charter School Address:** 261 E. Lincoln Avenue Mount Vernon, 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.  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.

I was interested in the quality of education afforded to the students of Mount Vernon. I decided that an opportunity of choice needed to happen in our city and I began exploring ways to make it happen. I decided to establish a fact-finding committee that I led as the group leader.

5. Please explain why you wish to serve on the board.  
To help chart the future of education in our community with creating educational choice that can be innovative in educating our students. Building a school that will improving the lives of children.

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):

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:

My daughter serves on the educational committee of the founding group. She a special education Teacher PreK-3 in Brooklyn, New York

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:
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.

Friendship Tech Charter School of excellence has developed a policy that speaks to conflict of interest. At anytime where conflict of interest exists or have the appear I will inform the entire board and the procedures outlined in the school policies will be followed.

### **Educational Philosophy**

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

The mission of charter is to provide educational choice to parents of potential students. The school is accountable to the board of Regent's, which select authorizers to monitor the school performance. Charter Schools are given the right to be innovative in the creation of curriculum. Select teachers and administrators that objectives conform to the mission of the school with a strong performance evaluation process.

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

**Friendship Tech Charter School of Excellence is to ensure that every child achieves their potential through a rigorous academic program which integrates STEM into the core disciplines of reading, writing and math while developing critical and creative thinking through digital and real life experiences.**

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 school must have a strong educational leader that will implement the vision of the school. The educational leader will be empowered to hire his or her staff to assist in the launching of the academic program. The board will monitor the performance of the educational leader with an internal and external evaluation processes. The board will solicit funding from other sources outside of the major funding source to support the mission of FTCSE.

A success charter school must be built on the core values of education which include but not limited to reading, writing, speaking and listening skills.

Selecting the right team is always the key to building a strong school. Parental involvement ensures that the lesson in the classroom is reinforce at home. Creating an atmosphere for learning. Providing the resources needed to ensure students success.

1. Parental coaching
2. Community partnership
3. Funding
4. Activities related to growth of the child, the fine arts and extra- curriculum-spots
5. Field trips

#### **Other**

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

Our role is to govern the school by setting policies and procedures, hire the school leader and provide support in the fulfillment of school mission.

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 clearly understand the charter by-law and policies.

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

Mount Vernon has a need for a charter school that will assist the public school standards of lifting the quality education for all students in our district.

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

## STATEMENT OF ASSURANCE

I Collie Nathan Edwers 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.



8-4-14

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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.*

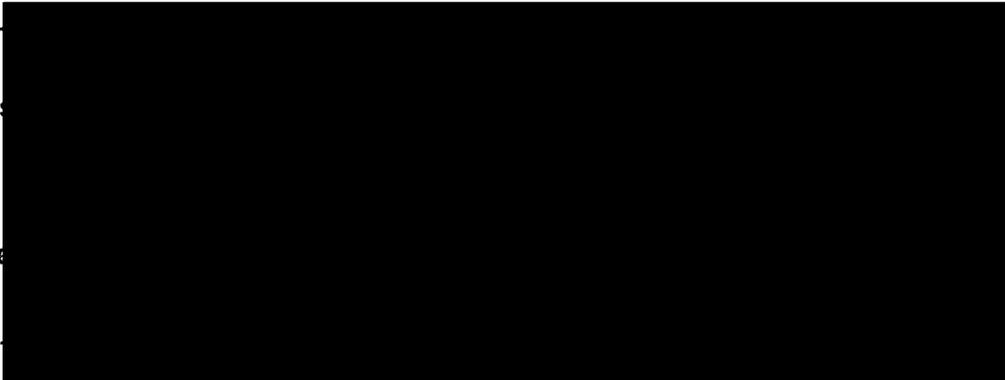
**Business Telephone:**

**Business Address:**

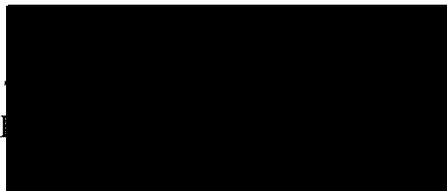
**E-Mail Address:**

**Home Telephone:**

**Home Address:**



# Dr. Collie Nathan Edwers



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## *Career Accomplishments:*

- Elected as the pastor of Friendship U.F.W Church in Mt. Vernon, NY in 1989.
- Elected Democratic District Leader Mt. Vernon DCC N.Y. & former City Council Democratic nominate 2009.
- Serves as the pastor providing spiritual and administrative leadership of two ministries Friendship Worship Center Mt. Vernon, New York for the past 25 years and Mount Zion Freewill Baptist Church Edison, New Jersey for the past 12 years.
- Appointed as the presiding Bishop of the Middle Atlantic Conference consisting of eight churches in the Tri-State area.
- Established and serves as the President of the Agape Community Development Corporation which generates approximately \$500,000 additional revenue for the local ministry annually.
- Negotiated the contracts to bring BOCES School and Amani Public Charter School at FWC site and sponsored one of many sites of Westchester County Warming Center.
- Manage the facility operations; supervise staff (including volunteers) and conduct budget analysis for Friendship Worship Center
- Organize and plan various activities i.e. fundraising events, conferences and ministry development seminars
- Created and supervise all aspects (including editing the weekly production) of the television ministry for Friendship Worship Center airing 6:30 a.m. every Saturday morning on WRNN Channel 23.
- Negotiated and supervised the transition of Friendship Worship Center from its former facility to its current location and increasing its property value by \$5,000,000.00
- Serves as a member of the City of Mt. Vernon planning board for 12 years.
- Sponsor an Annual Community Summer Barbecue
- Assist in the formulation of public relations and services between Mount Vernon Hospital and Mount Vernon Neighborhood Health Center.
- Organized and Sponsor Community forum that address social issues.
- Appointed as a member of Mayor- elect Clinton I. Young Transition Team.
- Serves on various community committees and organizations.
- Author of "Living on the Edge" Operation Faith published in 2003 CCN Publishing House.
- Author of "Power of Determination, Wow you can do it" published in 2008 CCN Publishing House.
- Appointed as a Commissioner of Mount Vernon Civil Service Commission, Elected as President December 2008
- Founder of Friendship for Tots, Inc. Educational oriented Daycare Center 2.5 years through 5 years January 2010.
- Founder and Program Director of Friendship Visitation Center. Supervised mandated court visitation of foster children with their biological parents
- Visiting Teacher, Preacher, and Lecturer at various churches and conference throughout USA and overseas China, Brazil.

***Professional Experience:***

January 1989 – present: **Friendship Unified Freewill Baptist Church** Mount Vernon, New York  
*Senior Pastor*

- Provide spiritual leadership for a congregation of 350 persons
- Responsible for the religious rites of the church
- Supervise staff of volunteers of the church and conduct staff development workshops
- Responsible for direct oversight of all church business affairs assisted by church staff and boards including financial, legal and administrative management, marketing and research development
- Function as the liaison to interface with government agencies

June 1989 – present: CEO/ **Director Afterschool/Summer Enrichment Camp**

- Supervise children enrolled
- Supervision of staff
- Coordination of programs
- Coordination of activities
- Manage payroll of all employees
- Implementation of personnel policies
- Coordination of curriculum

September 1998 – present: **Friendship Worship Center Agape Community Development Corp.** Mount Vernon, New York  
*Founder & President*

- Responsible for the creation of community based projects.
- Responsible for the implementation of policies created by the board of directors
- Contract negotiation of all facility rentals
- Responsible for the creation of annual budgets and fundraising initiatives
- Function as the liaison to interface with government agencies

August 2001 – present: **Middle Atlantic Unified Freewill Baptist Churches Annual Conference (NJ & NY). Consecrated in the 4<sup>th</sup> Episcopacy line of succession March 1999**  
*Elected Presiding Bishop August 2001*  
**Re- elected Presiding Bishop, Second term August 2004, Third term August 2007, Fourth term 2010**

- Chief/ Pastor of the Conference.
- Presiding over the churches within the conference.
- Assist or appoint Pastor to local churches.
- CEO of conference affairs.

May 2002 – present: **Mount Zion Unified Freewill Baptist Church Edison, New Jersey**

*Pastor*

- Provide spiritual leadership for a congregation of 50 persons
- Responsible for the religious rites of the church
- Direct and supervise ministerial staff in administration of the church affairs

April 1993 – 1996 **Alliance Theological Seminary Nyack, New York**

*Assistant Director of Admission*

- Recruitment of Students
- Responsible for building a network in the African American Community
- Orientation of students
- Counselor for career assessment

January 1983 – 1989 **Calvary Unified Freewill Baptist Church Brooklyn, New York**

*Pastor*

- Responsible for the religious rites of the church.
- Supervise professional and volunteer staff of the church.
- Responsible for the oversight of care ministry of the church.
- Chief Executive Officer, having the direct oversight of the church business affairs assisted by church staff and boards.
- Function as the liaison to interface with government agencies.

March 1996 – 2007 Appointed **City of Mount Vernon Planning**

**Board Member**

- Review and approve various proposed projects.
- Review and approve site plans.
- Make recommendations to various governmental boards & agencies.
- Interface and engage with the community through public hearing.

May 2008 – present: **Appointed City of Mount Vernon Civil Service Commissioner and elected President.**

- Preside over commission meetings
- Supervise staff personal
- Oversee testing of Civil Commission positions
- Conducted hearings
- Adopt policy and procedures

May 2010- present: **Founder/CEO Friendship for Tots, Inc.**

- Conduct board meetings
- Interface with all FFT administrators
- Hirer and dismiss all employees
- Prepare budget
- Community Liaison

August 2010 – present: **Founder and Program Director of Friendship Visitation Center**

Supervised mandated court visitations. The Friendship Visitation Center serves a minimum of 35 and a maximum of 60 families (unduplicated) for the contract period. 3 family visits per day (Tues-Thursday) ,9 families will be visit per week. The average time devoted to each family court ordered visit is between 1 and 3 hours per week.

March 2011- present **Westchester County Transportation Board**

*Appointed Board member by County Executive*

Members of the board are responsible for the overseeing and adoption of policies and procedures. Provide recommendations to the County Executive for his considerations.

**Bee-Line Buses**

The Bee-Line Bus System is a private/public partnership. The county owns the buses and sets fares and routes; private bus companies operate the routes.

**Smart Commute Program**

Westchester’s Smart Commute Program informs employers and their employees and building owners and managers of various strategies to increase the use of transit and other alternatives to reduce drive-alone commuting. The service is available free of charge.

**Westchester County Airport**

Westchester County Airport (HPN) is presently served by seven scheduled commercial passenger airlines. The airport now has nonstop service to many destinations and convenient connections to cities worldwide. It is now more convenient than ever to fly out of or into Westchester.

**ParaTransit**

Westchester County’s Bee-Line ParaTransit system is a curb-to-curb alternative service for people who are unable to use regular Bee-Line buses because of a disability. To use the ParaTransit service, you must be a registered user. The program is run by the Office for the Disabled and the DOT. ParaTransit Reservations

***Education:***

May 1991            **Nyack College, Nyack New York**  
*Bachelors of Science*  
*Major: Christian Education*

May 1993            **Alliance Theological Seminary Nyack, New York**  
*Masters of Professional Studies Degree*  
*Concentration: Urban Ministries*

December 2011    **United Theological Seminary Dayton, Ohio**  
*Doctor of Ministry Degree Gardner Calvin Taylor Fellow*  
*Concentration: Church Administration*

*Fraternal organization involvement:*

- February 1989 - Current member & served as Vice President United Black Clergy of Westchester. Currently served as Elected President since October 2012
- November 1992 - Former member of Mount Vernon Hospital Advisory Board
- July 1993 - Founding member of Save Our Seed, Gospel in the Park
- January 1993 - member of Mount Vernon Kiwanis Club
- 1993 - Former police Chaplain City of Mount Vernon (Mayor Blackwood Administration)
- November 2008 – Member of Prince Hall Grand Lodge State of New York St. Joseph Lodge #117 Mount Vernon, New York
- January 2008- District Leader of Mount Vernon Democratic City Committee
- November 2011- Omega Psi Phi Fraternity, Inc. Omicron Iota Chapter Westchester County New Rochelle, New York

*Skills:*

- Public speaker
- Computer skills (Microsoft & Excel software)
- Film editor (Final cut Pro software)

*Reference upon request*

### School Trustee Background Information

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

**Name:** Dorothea Muccigrosso

**Charter School Name:** Friendship Tech Charter School for Excellence

**Charter School Address:** 261 East Lincoln Avenue, Mount Vernon, New York 10552

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.  
 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 became aware of the charter school and the opportunity to serve through Dr. C. Nathan Edwers and my position as education consultant for Friendship for Tots.

5. Please explain why you wish to serve on the board.  
 I wish to serve on the board because I believe in the goals and philosophy of the charter school. I believe that the children of Mount Vernon need a quality school where all children will succeed. As a life long educator. I am excited about bringing to life a dynamic and meaningful school learning environment based upon 21st century goals and positive learning outcomes.

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):

7. During my 45+ years as a teacher, elementary school principal, assistant superintendent, consultant, adjunct professor, and educational program manager, I have guided the education of students, mentored teachers and administrators, developed school curriculum and organized school boards. The opportunity to support the creation of a new charter school is a thrilling and responsible endeavor. I happily and gratefully look forward to being a active collegial participant in this very needed and wonderfully dynamic school.

8. 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:

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

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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.  
x 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.  
x 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.  
x 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

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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 one or more members of the charter school's board are involved in working for their own benefit, I would bring the situation to the board of trustees, investigate and remove the member if it is found that he/she is working for his/her own benefit.

#### Educational Philosophy

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

I believe that charter school's mission and philosophy is grounded in the creation of the best learning environment and experiences for the successful development of educated, enthusiast students. It will be a school where children's learning styles and individual needs and strengths will be the guide for student's academic growth and character development. The curriculum will be delivered by qualified passionate educators who study, plan, execute and facilitate learning with skill and joy. Children in this caring, hands on environment will learn at their own pace and go beyond the basic requirements of the New York State Common Core Learning Standards.

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

Friendship Tech Charter School for excellence has created an educational program that has a STEM based integrated curriculum. The program will strengthen literacy skills and create a habit of reading and writing .

Hands on inquiry based learning through a blended learning approached will allow students to learn in a manner that will encourage creativity , innovation, the acquisition of knowledge and the development of essential and higher level thinking skills in mathematics, science, social studies. The incorporation of real life experiences in the area of science,technology, engineering and mathematics will make meaningful learning and support career and college readiness.

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 characteristics of a successful charter school begins with a dedicated knowledgeable school board. The school administration and staff are the heart and mind of a quality school. All faculty and staff must be committed to the philosophy and goals of the school. Together all must must strive for the success of each child knowing that every child can learn. Teachers are to work together to enhance the curriculum with their special talents, interests and wisdom.

#### Other

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

The appropriate role of a public charter school member is to ensure that the philosophy and goals of the charter school are faithfully carried out. The charter school member must encourage and support best practices in the school and enlist support from the community.

22. Please affirm that you 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.

Mount Vernon families are searching for schools that are innovative, excellence driven, respectful to students learning ability and style, and will prepare their children to be successful in school and careers. They want a school that is safe where students can learn in a respectful values driven environment.

I believe that Friendship Tech Charter School of Excellence will offer the best in 21st century education and destroy the poverty and education gap that exists in Mt. Vernon. A Statement of Assurance must be signed by and submitted for each proposed Board Member.

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### STATEMENT OF ASSURANCE

I, Dorothea Muccigrosso(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 *Dorothea Muccigrosso* Date *8/8/14*

*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]  
[REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]  
[REDACTED]

2014

Dorothea Muccigrosso, BA, MS, PD

Educator, Instructional Leader, Administrator,  
Director for Early Childhood Literacy, Assistant  
Superintendent, Coach, Mentor, Consultant



# Professional Experience

Adjunct Professor: July 2013 to present

Professor of early childhood education teaching graduate and undergraduate students “Fundamentals of Early Childhood Education” and “The Integration of Social Studies, Physical Education and Art in the Early Childhood Classroom”

Sylvan Learning Program Manager: December 2010 to present

Interview, hire, train and supervise NYS certified teachers as tutors for the Sylvan Learning Ace it! tutoring program

Collaborate with Mr. Steven Huff, owner and executive director Sylvan Learning Center, Bronxville, NY, to plan and execute literacy and mathematics extended day tutoring programs with elementary school principals and district superintendents in Yonkers, Mount Vernon, Port Chester, Tuckahoe, Pelham Manor and Harrison, N.Y. public and non public schools.

Coordinate literacy and mathematics Ace it! tutoring program to the common core state standards.

Consultant: September, 2010 to present

## Accomplishments:

- Successfully guided teachers and administrators in Manhattan, Bronx, Rockville Center, and Westchester County schools through conference day, workshops and classroom mentoring
- Planning Committee Member and Presenter for Manhattanville College, Purchase, New York, Early Childhood Conference Day, “Fostering Literacy Through the Arts.” (2010)
- Planning Committee Director for Early Childhood Staff Development Conference Days, Manhattanville College, Purchase, New York. “Using Technology in the Early Childhood Classroom “ (2011), “Supporting all Children in the Early Childhood Classroom” (2012) , “Healthy Children/Healthy Future: Physical Fitness and Safety in the Early Childhood Classroom” (2013)

## Director for Early Childhood Literacy: 7 years

Assistant Superintendent, Archdiocese of New York, 1011 First Avenue,  
New York, 10022

### Accomplishments:

- As Essential Learnings Curriculum Committee member participated in the creation of curriculum in science, mathematics, English language arts, and social studies based on New York State Standards
- Wrote literacy and center based curriculum in science, mathematics, social studies and religion for four year old students
- Created a guide for early childhood assessment
- Implemented technology in New York City Schools and created a Technology Literacy Day
- Supported training for schools of the Archdiocese of New York in the development of curriculum mapping strategies
- Evaluated, supported and distributed grants to the early childhood programs of the Inner city Scholarship Fund
- Conducted site visit workshops, video conference , coaching and mentoring for administrators and early childhood educators insuring the use an integrated curriculum and developmentally appropriate early childhood practices
- Non public school representative to the office of nonpublic school funding of the City of New York, Department of Education
- Introduced and supported UPK programs
- Created an early Childhood Literacy Advisory Board, Teacher Committee and Early Childhood Teaching and Learning Resource Center
- Conducted district wide new teacher and experienced teacher workshops and conference days

- Created model classrooms and instruction in conjunction with Manhattanville College that serve as training sites for early childhood teachers-grades prekindergarten through grade two

**Principal, Pre kindergarten through Grade Eight: 22 years**

Saint Ann Parish School, 16 Elizabeth Street, Ossining, New York 10562

**Accomplishments:**

- Created cooperation, interaction and motivation within a multi-cultural community where respect and appreciation for many cultures and creeds were shared and enjoyed
- Increased enrollment from 116 students to 396 students
- Created half and full day sessions of prekindergarten
- Created a transitional learning center, resource room and technology program
- Developed Summer School, Day Camp, Before and After School Programs
- Implemented after school extracurricular activities including school newspaper, volleyball, basketball, cheerleading, computer, art and Japanese culture and language
- Implemented an Alumni Association, "A Quality Circle" Parent Association, an ESL program and "Science 21" inquiry based science program
- Expanded school facilities adding a lunch program, portable classroom, "Peas and Karrots" Early Childhood program, junior high school wing and a library media center
- Student achievement and test scores improved
- Student participated and won IBM, ITV and District Competitions

**Teacher: 12 years**

St. Clare of Assisi School, 1911 Hone Avenue, Bronx, New York

**Accomplishments:**

- Specialized in the teaching of literacy to 200 grade 3 and grade 4 students daily
- Strong reading scores achieved by students on standardized test
- Children showed enthusiasm for reading literature, increasing vocabulary and developing communication skills
- Directed Student “News and Views “ Instructional Television Programs that received “Eddy Awards”
- Worked with United Nations during the International Year of the Child
- Educational article published in “Instructor” magazine

Public School 17, Fordham Street, Bronx, New York

Accomplishments:

- Grade one and grade two teacher
- Taught an integrated literacy curriculum in a self contained classroom

Education:

- Fordham University Graduate School of Education, New York, New York, 10023, Professional Diploma in Administration
- Hunter College, Park Avenue, New York, Masters of Science in Education
- Fordham University School of Continuing Education, Bronx, New York
- College of New Rochelle, New Rochelle, New York, Bachelor of Arts: English literature/elementary education
- Academy of Mount Saint Ursula, 200<sup>th</sup> Street, Marion Avenue, Bronx, New York, Regents Diploma

Certifications:

- School Administrator/Supervisor

University of the State of New York

Permanent

- Teacher in the Elementary Schools of the Archdiocese of New York  
#65616734
- Teacher of Common Branch Subjects  
University of the State of New York  
Permanent Certificate #65E16734
- Teacher of Common Branch Subjects  
New York City Public School System  
Permanent Certificate File #305 547

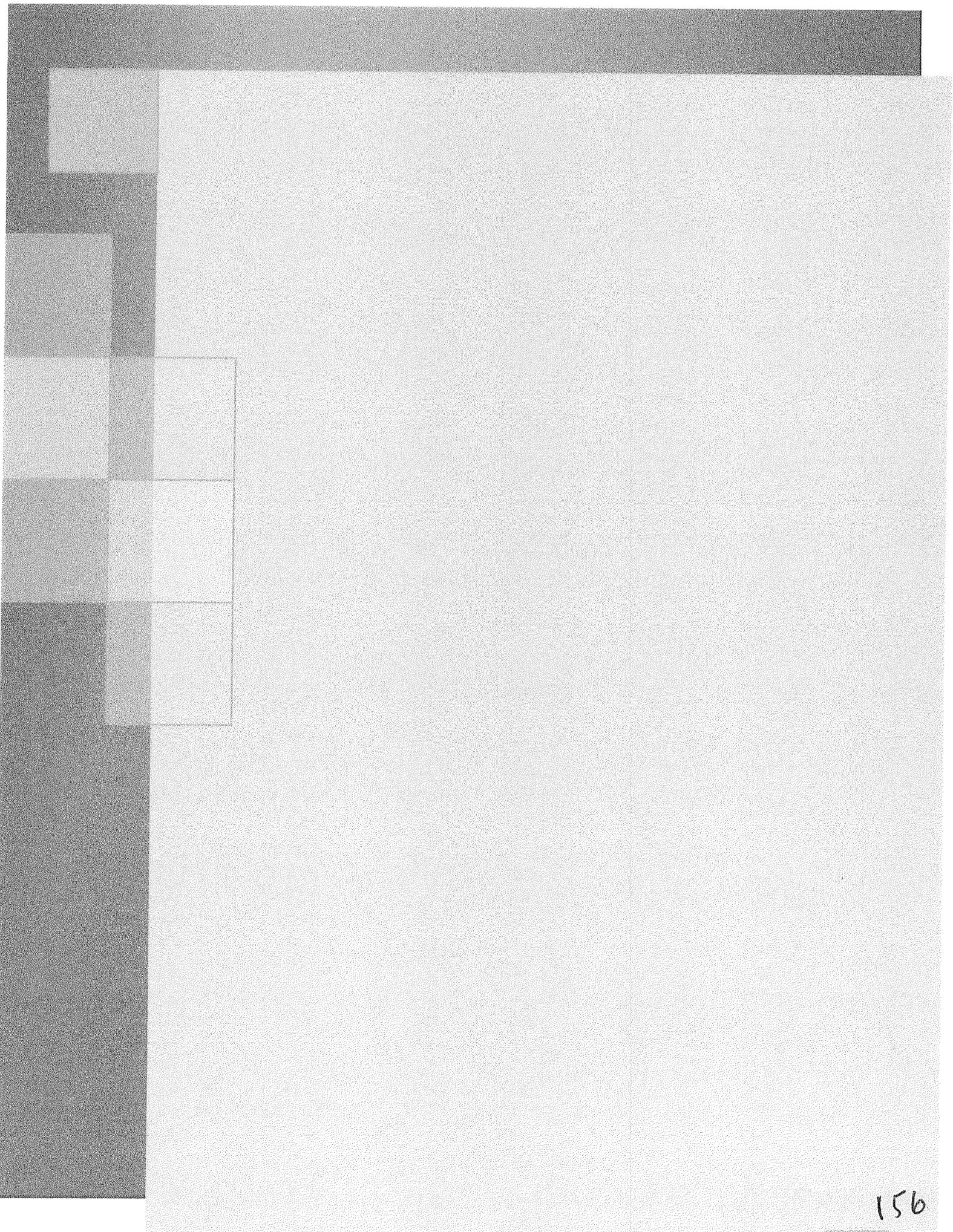
#### Awards:

- Instructional Television Coordinator of the Year
- United Nations "International Year of the Child" medal
- NCEA Elizabeth Ann Seton Award for Early childhood and Transitional Learning Center
- College of New Rochelle Ursula Laurus Award
- Archdiocese Curriculum Award for "Peas and Karrots"
- Westchester/Putnam County Principal of the Month
- NCEA Distinguished Principals Award
- Village of Ossining "Proclamation" Dorothea Muccigrosso Day in Ossining

#### References:

- Dr. Patricia Vardin, Chair of the Early Childhood Education Department,  
Manhattanville College 2900 Purchase ,New York  
Office phone: 914 798 2714  
Email: [pvv27@aol.com](mailto:pvv27@aol.com)

- Mrs. Emily Eng Trans, Principal, The Transfiguration Kindergarten School,  
10 Confucius Plaza, New York, New York  
School phone: 212 431 8769  
Email: transkind@adnyeducation.org
  
- Mr. Steve Huff, Executive Director, Sylvan Learning Center  
850 Bronx River Rd, Bronxville, NY 10708  
Office phone: 914-237-4396  
Email: sylvan4243@msn.com



**School Trustee Background Information**

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

Name: Sherri Edwers

Charter School Name: Friendship Tech Charter School of Excellence

Charter School Address: 261 E. Lincoln Avenue, Mt. Vernon, NY 10550

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 (on file)
- 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.

When Bishop Collie Edwers presented the opportunity to work on creating a Charter school for elementary students.

5. Please explain why you wish to serve on the board. I am currently a public school teacher who sees personally the disparities in public education. I would like to impact the lives of children.
  
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):
  
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:
  - Bishop C. Nathan Edwers- Father
  
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.

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

X 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.

X 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.

X 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.

- Having a What monitoring mechanism was implanted; could that monitoring process have helped to avoid this type situation?
- How did this matter come to light?
- Determine What is purpose of individual/persons for
- Approach situation with a sit down discussion to establish determine all facts associated with situation. .

### **Educational Philosophy**

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

- To impart to the community residents (parents/guardians) of the possibility of hope for their children to have opportunity to receive a well rounded education for their children with the necessary tools to compete on a global scale, attain the necessary skill set in whatever course of study they so choose to pursue their educational heights.

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

- Everyday of schooling the educational program (curriculum) must challenge the children/youth are learning according to their individuals levels and are on pace to reach their highest educational potential – aspiring to their identified educational goals
- That Charter School has laid the ground work for other entities and individuals to be an example and implore that other institutions of learning be willing to offer quality ...
- Willingness to remain steadfast in its commitment to partnership with church, family and community to engage in this important work...

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.

- Team of focused and structured educational leaders

- Commitment of parents to be involved in their children's education
- Strong partnership and collaboration with youth, families and community residents
- Have diversified group members from various backgrounds of the different industries who can relate to and support the task
- Implement a reflective and engaging learning curriculum
- Establish strong educational foundation; require commitment to children's well-being

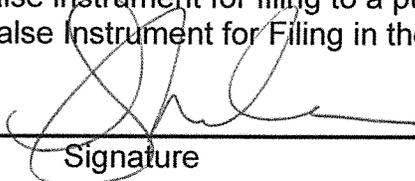
### **Other**

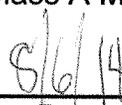
21. Please explain your understanding of the appropriate role of a public charter school board member.
  - Role of public charter board member is to be involved, engaging, aware and responsible, knowledgeable of all of aspects of the decision making process of the board. Be a willing team player, committed, up to speed on current local and global social issues as they related to educational dichotomy of learning awareness for young people; how to keep pace with the...
22. Please affirm that you 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.

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

## STATEMENT OF ASSURANCE

I, Sherri Edwers \_\_\_\_\_ (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:** \_\_\_\_\_

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

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

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

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

**Sherri Edwers**

**OBJECTIVE**

To pursue a career in Childhood and Special Education that will allow me to use my artistic and creative skills to enhance learning.

**PROFILE**

Dedicated, resourceful and goal driven professional educator with a solid commitment to the social and academic growth and development of every student. Looking for a challenging position to utilize my skills and proficiency in a renowned organization.

**CERTIFICATION**

Childhood Education (grades 1-6) and Special Education (Grades 1-6)  
New York State Internship Certificate, expected August 2012

**EDUCATION**

Manhattanville College, Purchase, NY  
Master of Professional Studies  
Major: Childhood Special Education Grades 1-6

Certification: Childhood Education (1-6)  
Students With Disabilities

Cheyney University of Pennsylvania, Cheyney PA  
Bachelor of Science, July 2010  
Major: Fashion Merchandising and Management

**RELATED EXPERIENCE**

*Patrolman Robert Bolden Elementary School* 9/12-Present

**Classroom Special Education Teacher Grades Kindergarten and First**

- Delivers instruction in a 12:1:1 in an inclusion classroom setting.
- Actively implements modifications and accommodations to instruction to suit the diverse needs of students.
- Collaborate with administration, service providers, and colleagues, to create and implement Individualized Education Plans.
- Delivers instruction in core subjects.

*Friendship For Tots Daycare, Mount Vernon, NY* 8/11-8/12

**Assistant Teacher, Preschool Age**

- Collaborates with head teacher to plan and prepare lesson plans and weekly activities.
- Communicates regularly with parents and coworkers to build a professional rapport.
- Teaches Preschool math, reading and science-based curriculum.
- Manages classroom behavior.

## School Trustee Background Information

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

**Name:** Cheryl Corn

**Charter School Name:** Friendship Tech Public Charter School

**Charter School Address:** 261 E Lincoln Ave, Mt Vernon, NY 10552

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. **I was informed of this opportunity by the applicant, Rt. Rev. Dr. Edwers**
5. Please explain why you wish to serve on the board. **I am a parent, community member and education administrator who is very concerned**

about quality education being provided to the children in my city. I was once educationally and economically disadvantaged. As the 1<sup>st</sup> and only college graduate in my family, I see the impact a quality education can have on your life. I want to afford that opportunity to the children of my community. Education is a great equalizer. For these reasons, I desire to invest in the children of Mount Vernon by serving on this board.

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):

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: **I know Rt. Rev. Dr. Edwers. My children attend Friendship For Tots Daycare, one of the programs that he is responsible for. I met**

**Sherri Edwers, Karen Senior and Dorothea Muccigrosso while assisting with the preparation of the Letter of Intent for the proposed charter school.**

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:
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. **My first step would be to check our by-laws and Article 56 of the Charter School Laws. If I feel I have grounds, I would address the individual(s) in question bringing those governing guidelines to their attention. If I am not satisfied with the exchange, I would bring the issue to the attention of the board of trustees for further investigation. If still not satisfied, I would contact the board of regents.**

### Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **My understanding of our mission is to provide awareness and experiential learning in the core academic subjects building a strong foundation in ELA with a particular emphasis in science, technology, engineering and mathematics education for Mount Vernon children.**
19. Please explain your understanding of the educational program of the charter school. **My understanding of the educational program is that it will include Technology Enhanced Learning which allows students to learn using digital software; Small Group Instruction lead by an instructor; Inquiry Based Curriculum for application of knowledge through simulated projects; and, Social and Digital Consciousness for community and global service experiences.**
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 believe the characteristics of a successful charter school are: 1) High quality education 2) Strong**

parent involvement 3) Hands on learning experiences 4) successful students who exceed the education standards of the state 5) Financially stable 6) Dynamic 7) Holistic in its pedagogical approach. I think the steps the board needs to take in order to ensure the success of the charter school are as follows: 1) vigilant fiscal and administrative oversight 2) fundraising 3) program assessment 4) public relations.

#### 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 governance, including fiscal and administrative oversight, assessment and fundraising.**
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 understood all of the above.**
23. Please provide any other information that you feel is pertinent to the Department's review. **Not applicable.**



## CHERYL CORN

### HEALTHCARE DIRECTOR

Entrepreneurial health learning specialist and former executive director with expertise in public health and social services, health professions education, program development, and fundraising (grant writing / events planning). More than 15 years of experience managing business operations, defining organizational strategies, administering budgets, leading teams, and promoting the mental, physical, and emotional wellbeing of underserved communities.

- **Business Leader:** Defined the vision and direction for several community, healthcare, and educational programs. Founded and operated two successful businesses.
- **Enterprise Impact:** Fundraising track record that has yielded \$7M+ in funding for social service, health care and education institutions.
- **Additional expertise includes:** Medical Education, Program Management, Continuing Education, Fiscal Management, Strategic Planning, Recruitment, Curriculum Development, Administration, Academic Counseling, Policy Making.

### EXPERIENCE

#### **Learning Specialist, NYIT College of Osteopathic Medicine, Oldwestbury, NY (2009-Present)**

**Scope:** Recruited to provide diversity, recruitment, and medical education training expertise as NYIT sought to implement \$1M Health Careers Opportunity program grant.

Provide academic counseling and enrichment services to 600+ students (including 80 disadvantaged students each academic year). Assist with planning and implementing 46-week Academic Enrichment Program, develop and implement program curriculum, analyze and assess existing programs, present 10 annual workshops, and provide academic direction to Health Careers Opportunity Program leadership team. Conduct education research to explore effective test-taking strategies and study skills development.

- Exceeded 85% retention goal for disadvantaged students, delivering 91% retention for the Class of 2016 and 89% retention rate for all classes | Three disadvantaged students (2 Class of 2015, one 2016) moved into the top-20% academically, one earned \$100K academic scholarship, and 60 received scholarships.
- Played key roles in developing and implementing Summer Enrichment Program, skills workshops, individual student enrichment sessions, and Licensing Exam Preparation courses | Programs currently being extended to the entire student body.

#### **Executive Director, HighBridge Voices, Bronx, NY (2003-2008)**

**Scope:** Provided vision and direction for community-based program supporting disadvantaged youth | **Budget:** \$760K operating /\$850K capital campaign | **Reports:** 18 employees.

Recruited to serve as the face of the organization and to lead it into a new stage of development. Orchestrated HighBridge's strategic vision and fundraising activities, spearheaded financial planning and daily operations, defined and implemented internal policies and procedures, evaluated programs, hired and developed staff, and fostered board and donor relations.

- Forged a visionary College Prep Program resulting in 100% college entry rate from 2006 to 2008 | Helped HighBridge win the 2007 Community Excellence Award.
- Raised \$2.25M+ in grants and donations for Youth Advancement Projects | Established Development Department increasing fundraising capacity 50%+ | Increased organization's operating budget 23% through fundraising initiatives.
- Negotiated contracts for appearances on major network shows (Saturday Night Live, The Today Show) and during the Macy's Thanksgiving Day Parade.

**Assistant Director, Associated Medical Schools of New York, NY (1998-2003)**

**Scope:** Program administration and grants management for 11 science programs | **Budget:** \$800K | **Reports:** 18.

Served as primary community liaison attending health fairs, recruiting community members for health care careers, providing venues for community members to receive free health screenings and dental services, and helping to plan and implement regional Health Professions Conferences. Recruited and trained over 600 students annually for health careers. Prepared all program and financial reports and developed new proposals for state, federal, and private funding.

- Secured \$3.75M+ in funding for 11 Science Programs & 10 Health Professions Recruitment Conferences | Secured 800+ annual MCAT preparation scholarships
- Played strategic role in acquiring \$1M New York State Department of Health grant to expand medical and health profession recruitment.
- Elected by peers to serve as Treasurer for the National Association of Minority Medical Educators.

**Assistant Director, University of Illinois at Chicago, School of Public Health (1996-1998)**

**Scope:** Strategic planning and implementation of public health education and recruitment programs for 120 students | **Budget:** \$250K+ | **Reports:** 12.

Served as program manager overseeing all daily operations, recruiting students, developing and providing academic support services, initiating fundraising activities, and generating and delivering stakeholder reports.

- Helped acquire \$500K+ in grant funding from the Health Resources and Services Administration.

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**ENTREPRENEURIAL LEADERSHIP****Vice President / CFO, CLLCC, LLC, New York, NY (2007-2012)**

Co-founded innovative real estate investment company | Purchased and sold tax-seized vacation properties in the Pocono Mountains through online Internet auctions (ebay, bid4assets.com). Defined company business plan, designed marketing materials, researched investment opportunities, performed cost/benefit analysis, and negotiated property transfers. Wrote grants to federal agencies for start up and expansion capital.

- Sold 7 properties more than doubling sales projections | Donated \$40,000 property to Habitat for Humanity to build affordable housing in PA.

**Vice President / CFO, A lot-4-Alittle, Inc., Mount Vernon, NY (2008-2012)**

Co-founded and operated specialty gift basket online store. Performed market research, established corporation, developed strategic partnerships, managed customer relations, operated ebay auctions, and prepared all financial reports.

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**EDUCATION**

**Master of Public Health (Health Administration),** University of Illinois at Chicago, School of Public Health

**Bachelor of Arts, Organizational Communications,** Eastern Illinois University, Charleston, IL

**Doctoral Candidate,** Organizational Development and Leadership Grand Canyon University

Certified in Fundraising, Capital Campaigning, and Health Research

**School Trustee Background Information**

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

Name: Felicia Leary

Charter School Name: Friendship Tech Public Charter School

Charter School Address: 261 E. Lincoln Avenue, Mt. Vernon, NY 10550

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 (on file)
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.

When Bishop presented the opportunity to the

5. Please explain why you wish to serve on the board. Having the opportunity to provide my insight
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):
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.  Yes.  
If your answer is yes, please indicate the precise nature of your relationship here:
- Bishop C. Nathan Edwers, Sr. Pastor, FWC
  - Sherri Edwers, daughter of Bishop Edwers
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.  
 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.
- Having a What monitoring mechanism was implanted; could that monitoring process have helped to avoid this type situation?
  - How did this matter come to light?
  - Determine What is purpose of individual/persons for
  - Approach situation with a sit down discussion to establish determine all facts associated with situation. .
  - associated with situation – determine its outright “conflict of interest”

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy.
- Has embraced the community regarding its intentions of establishing a charter school and what the overall benefits would be to the children, youth and families.
  - During community forums
  - To impart to the community residents (parents/guardians) of the possibility of hope for their children to have opportunity to receive a well rounded education for their children with the necessary tools to compete on a global scale, attain the necessary skill set in whatever course of study they so choose to pursue their educational heights.
19. Please explain your understanding of the educational program of the charter school.
- Everyday of schooling the educational program (curriculum) must challenge the children/youth are learning according to their individuals levels and are on pace to reach their highest educational potential – aspiring to their identified educational goals
  - That Charter School has laid the ground work for other entities and individuals to be an example and implore that other institutions of learning be willing to offer quality ...
  - Willingness to remain steadfast in its commitment to partnership with church, family and community to engage in this important work...
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.

- Team of focused and structured educational leaders
- Commitment of parents to be involved in their children's education
- Strong partnership and collaboration with youth, families and community residents
- Have diversified group members from various backgrounds of the different industries who can relate to and support the task
- Implement a reflective and engaging learning curriculum
- Establish strong educational foundation; require commitment to children's well-being

### Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
  - Role of public charter board member is to be involved, engaging, aware and responsible, knowledgeable of all of aspects of the decision making process of the board. Be a willing team player, committed, up to speed on current local and global social issues as they related to educational dichotomy of learning awareness for young people; how to keep pace with the...
22. Please affirm that you 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.



# FELICIA LEARY – [REDACTED]

## EDUCATION:

June 2012 MBA - Business Management, *summa cum laude*, Monroe College, New Rochelle, NY 10801  
August 2002 BA - Business Administration, *cum laude*, Monroe College, New Rochelle, NY 10801

## EXPERIENCE:

9/2007 to Present **Community Coordinator/Lead Facilitator/** - NYC Administration for Children's Services /Central Operations-Parent Support  
9/2003 to 9/2007 **Recruitment Specialist / Trainer** - Family Services of Westchester / Therapeutic Foster Boarding Program  
8/2000 to 4/2003 **Campaign Coordinator & Liaison** - United Way of NYC/Combined Federal Campaign (CFC)  
5/1991 to 8/2000 **Administrative Associate / Production Assistant** - UWNYP / Marketing-Communications Department  
8/1987 to 10/1989 **Stenographic Secretary Associate** - HHC - Metropolitan Hospital Center / Psychiatric Liaison Department  
8/1983 to 8/1987 **Assistant Office Manager** - HHC - Metropolitan Hospital Center / Medical Board Office

## EXPERIENCE SUMMARY:

I hold 20+ years of successive experience in project and events planning, as well as recruitment and training involving coordination, implementation and supervision of assigned projects (individual & group), and facilitates group presentations and workshops. Established, organized and monitored logistics for monthly projects, special events for corporate luncheons, board meetings; also annual NFL Gala and Celebrity Golf events and volunteer training meetings & group projects.

As **Community Coordinator/Lead Facilitator**, Informational Forum Project Lead executes and presents the monthly informational forums; also presents as Agency Workgroup Facilitator, I collaborate with service providers to implement effective group programs and specialty events. Executes and monitors recruitment/training initiatives, participates in Prepares and disseminates solid verbal and written communication correspondence; design layout, prepare and produce PowerPoint presentations. Proficiency in Microsoft: Word, Excel, Outlook, and PowerPoint; and development of databases.

Effecting and implementing managerial and administrative responsibilities that include planning and executing various community activities, group projects and major special events. I have successfully taken responsibility for lead projects: Informational Forums (monthly events with attendance from 50 to 100+), supervises recruitment and training initiatives; plans, executes and group presentations and facilitates workshops and group projects. My managerial and administrative experience also encompasses supervision, planning and executing major annual recognition ceremonies, community coordination & development and print-production trafficking.

While in position of **Recruitment Specialist/Trainer**, provided regular input on all new recruitment opportunities and activities, included weekly updated status reports for all new prospective foster & adoptive resource parents. Addressed recruitment challenges and concerns effectively and keep colleagues apprised. Established and deepened working relationships with our existing community partners. Identified and cultivated new opportunities by developing relationships with internal champions at current corporate partner companies. Prepared and delivered effective presentations to connect with and educate potential partners. Identified and managed new communication & recruitment strategies.

As **Combined Federal Campaign Coordinator**, organized and executed annual campaign leadership recognition events held @ such locations as the UN, American Museum, Mutual of America-Executive Tower and the Con Edison conference facilities and other locations throughout the city...Developed Excel databases to track and capture and monitor contact information of trainers/speakers. Designed and executed PowerPoint presentations. Collaborated, planned and executed volunteer work assignments. Organized and executed Federal Campaign's annual Coordinator's Breakfast & Training; annual Kickoff and Recognition event. Organized and executed logistics for campaign agency speaker's bureau fairs, recognition award programs and other special events for annual campaign. Provided assistance and execution of UW's annual special events held throughout the city. Such events included the annual NFL Dinner Recognition Gala at Waldorf Astoria Hotel, the annual Campaign Celebrity Charity Golf Event, and the annual Campaign Kickoff Recognition Awards ceremonies.

## COMMITTEES / WORKGROUP FACILITATION:

- Facilitator, MTFC: Multidimensional Treatment Foster Care – Engage Provider Agency staff; facilitate monthly recruitment meetings
- Community Partnership Projects – Recruitment/Retention Workgroup Committee and Group Facilitator
  1. Bronx: Mott Haven Link
  2. Bronx: Sound View Coalition
  3. Manhattan: Lower Eastside/Chinatown
- Presenter: 2011 MAPP Leader's Seminar – August 9, 10 & 11, 2011, Albany, NY

## HONORS, CERTIFICATIONS, MEMBERSHIPS, Etc.:

- Business Honor Society - Sigma Beta Delta, Monroe College Chapter
- National Black MBA Association – Westchester/Greater Connecticut Chapter
- Schomburg Center for Research in Black Studies - Membership
- President's Honors - Monroe College, New Rochelle, NY, 2000 and Dean's List - Monroe College, New Rochelle, NY, 2001
- Mentor – Big Brothers/Sisters of Family Services of Westchester
- Certified MAPP Leader - May 7, 2004, New York, NY GPSII/MAPP Trainer (Child Welfare Institute of Atlanta, Georgia)
- Certified Therapeutic Foster Care Parent- 8/97 (Family Services of Westchester, White Plains, NY)

## ADDITIONAL SKILLS & SOFTWARE KNOWLEDGE:

- Strong organizational, time management skills; and follow-through; ability to multi-task; excellent written and verbal communication skills
- Works well with all staff levels - Board members, Sr. & Managerial staff, Volunteers, Vendors and diverse community residents
- Proficiency in Microsoft Word, Excel, PowerPoint, Outlook; Designs and presents PowerPoint presentations for meetings/workshops; Willingness to travel

Professional References Available

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## School Trustee Background Information

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

**Name:** Nycolle Woodard

**Charter School Name:** \_\_\_Friendship Tech Public Charter School\_\_\_\_\_

**Charter School Address:** \_\_\_261 E. Lincoln Avenue, Mt. Vernon, NY 10550\_\_\_

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 (on file)
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.

Bishop C. Nathan Edwers presented the opportunity to me.

5. Please explain why you wish to serve on the board. It would provide me with the opportunity to assist in contributing my expertise toward building an educational organization that services an underprivileged community.
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):
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:
- Bishop C. Nathan Edwers, Sr. Pastor, FWC
  - Sherri Edwers, daughter of Bishop Edwers and Colleague
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:

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 suspected a potential conflict of interest, or that a board member was self-dealing or involved in working for the benefit of their friends and/or family I would bring this matter to the attention of the board. Then, the board will consult the by-laws regarding conflict of interest and act in accordance to the by-laws. I will do everything in my power to ensure the best interest of the school.

### **Educational Philosophy**

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

- Has embraced the community regarding its intentions of establishing a charter school and what the overall benefits would be to the children, youth and families during community forums.
- To impart to the community residents (parents/guardians) of the possibility of hope for their children to have opportunity to receive a well-rounded education for their children with the necessary tools to compete on a global scale, attain the necessary skill set in whatever course of study they so choose to pursue their educational heights.

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

- Every day of schooling, the educational program (curriculum) must challenge the children/youth that they are learning according to their individual levels and are on pace to reach their highest educational potential – aspiring to their identified educational goals.
- That Charter School has laid the ground work for other entities and individuals to be an example and implore that other institutions of learning be willing to offer a comparable quality of education.
- Willingness to remain steadfast in its commitment to partnership with church, family and community to engage in this important work to cultivate successful members of society.

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.

- Team of focused and structured educational leaders
- Commitment of parents to be involved in their children's education
- Strong partnership and collaboration with youth, families and community residents
- Have diversified group members from various backgrounds of the different industries who can relate to and support the task
- Implement a reflective and engaging learning curriculum
- Establish strong educational foundation; require commitment to children's well-being

**In addition**, to ensure a successful charter school, a board must:

- Define the mission
- Establish parameters for the school program
- Set policies and amend as necessary
- Establish measurable goals
- Ensure adequate resources
- Hold school leader accountable
- Advocate for the school
- Formulate long-term strategic plans

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

A public charter school board member has a fiduciary responsibility of governing the school. It is the board members role to:

- Attend meetings and enable quorum
- Participate in board decisions
- Lend expertise to board deliberations
- Contribute to the school
- Advocate for the school
- Self-evaluate participation
- Maintain confidentiality
- Identify conflict of interest

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 I 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 have been an advocate for children for many years. I believe that Friendship Tech Public Charter School is an innovative school and it is a much needed endeavor in this community of Mount Vernon. We have committed board members and strong believers in education who are prepared to work together to educate children.



# Nycolle E. Woodard

## Objective

To obtain a position as an educational leader that will allow me to utilize my personal and professional potential to further the achievement of students at large.

## Experience

**Computer Lab Teacher**                      **P.S. 345**                      **Brooklyn, NY**                      **Present Position**

Provide technology instruction to students in grades Pre-k through 5

**Math Cluster/Data Specialist**                      **P. S. 345**                      **Brooklyn, NY**                      **September 2012 – June 2013**

Responsible for instructing students in mathematical concepts by utilizing the Common Core State Standards. Responsible for collecting and analyzing data as well as providing training for staff in utilizing data to drive instruction.

**Math Coach/Data Specialist**                      **P.S. 345**                      **Brooklyn, NY**                      **September 2006 – June 2012**

Provided curriculum guidance to staff on utilizing effective mathematical techniques to raise student achievement. Responsible for collecting and analyzing data as well as providing training for staff in utilizing data to drive instruction.

**Public School Teacher**                      **PS/MS 15**                      **Bronx, NY**                      **September 2005 – June 2006**

Responsible for instructing students in Math and Science for Grades 5

**Public School Teacher**                      **PS/MS 15**                      **Bronx, NY**                      **September 2002 – June 2005**

Responsible for instructing grade 1-4 Special Education students in all subjects

## Education

**Advanced Certification in Math (15 Credits)**                      **Queens College**                      **May 2009**

\* GPA 3.9

**M.S. Elementary Education**                      **Mercy College**                      **May 2004**

\* GPA 3.9 (with Distinction)

**B.A. Psychology**                      **Medgar Evers College**                      **June 2002**

\* GPSA 3.3 (Cum Laude)

## Certification

**Pre-K, K and 1-6**                      **NYS Permanent**                      **September 2007**

**Pending School Building Leadership Certification**                      **CITE**                      **Pending Internship Approval**

**References**                      *Available upon request*

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

### STATEMENT OF ASSURANCE

I, Dr. Virginia Chiambalero, D.P. (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.

Dr. Virginia Chiambalero, D.P. 8-3-14  
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: retired

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

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

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

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

### School Trustee Background Information

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

Name: Dr. Virginia Chiambalero, D.Ed.

Charter School Name: Friendship Teach Charter School of Excellence

Charter School Address: 261 East Lincoln Ave, Mount Vernon, N.Y 10552

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

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):  
6 yrs on Aquinas H.S. Board 6 yrs on Albertus H.S. 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.  
 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:

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.

### **Educational Philosophy**

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

### **Other**

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

17. I would inform the other the other members of the board and ask that they investigate the situation.
18. I believe the charter schools mission or philosophy is to assist students so they can achieve their utmost and go on to do great things once they leave us.
19. The charter schools educational program is to present to its students much as they can grasp of all academic subjects with an emphasis on Math, Science and Technology.
20. A successful charter school is one that assists all its students to achieve all they can possibly learn in an atmosphere that is peaceful, a place where students enjoy coming.
21. A board member helps to keep the charter school focused on their mission.
22. I have read and understand the schools application, by laws and all proposed policies.
23. I have been involved in education for 54 years and feel that this charter school will be a blessing for the Mount Vernon community.

Sister Virginia Chiambalero, O.P.



**Education:**

PhD in Administration and Supervision, Fordham University, New York, New York  
MA in History, Fordham University, Bronx, New York  
BS in Education, St. Thomas Aquinas College, Sparkill, New York

**College:**

Mount Saint Mary College, Newburgh, New York (2003 to the present)

- Taught graduate and undergraduate literacy courses
- Taught undergraduate basic planning courses
- Supervised both graduate and undergraduate student teachers
- Interim department chairperson while chair was on sabbatical
- Member of the Standards committee

**Administration:**

- Principal in two inner city schools, St. Nicholas of Tolentine, Bronx and St Catherine of Siena, New York
- Planned and executed move of St. Nicholas School into parish High School building.
- Began after school athletic programs in both schools.
- Started after school computer program in St. Catherine's School
- Secured the Writing to Read Program from IBM for St. Nicholas School

**Assistant Superintendent:**

- Assistant Superintendent in Denver, CO. and St. Petersburg, FL.
- Responsible for ten elementary schools and five high schools in Denver, CO.
- Planned the diocesan Fifth Grade liturgy.
- Was in charge of all athletics for diocese.
- Work with the North Central Accrediting Agency to write a Catholic component
- Liaison to the state of Colorado for federal programs.
- Liaison to the state of Florida for certification
- Planned and executed a Development Week where teachers and Principals could earn credits toward certification.
- Notified Principals of all teachers needing to renew their certification.

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**Teaching:**

- Taught Social Studies for grades 9 to 12.
- Work unit of Study entitled THE RESPONSE OF THE DEVELOPED TO THE DEVELOPING COUNTRIES.
- Delivered a presentation at the National Catholic Education Association on this unit of study.
- Gave a workshop for teachers on this unit of study.
- Taught in elementary schools where I planned and organized a new school library.
- Taught English as a second language in the public school.
- Trained girls for all processions and First Communion.
- Was in charge of teachers for Religious Education Program.
- Liaison to lay Faculty.

**Certification:**

- District Superintendent New York
- Building Principal New York
- Grades 7 thru 12 Social Studies New York
- Grades N thru 6 New York

**Articles:**

- Developing Original Curriculum: What One Teacher Can Do Clearinghouse 1981.

**Membership:**

- Kappa Delta Gamma
- Kappa Delta Phi

# BYLAWS

## OF

### Friendship Tech Public Charter School

A Not for Profit Corporation

#### ARTICLE I

##### MEMBERSHIP

###### 1. Monthly Meeting

A meeting of the Trustee board shall be on the first Monday of each month to transact the business of FTPCS. The President and/or the Board of Trustees may reschedule or cancel a meeting, but in no event shall the scheduling occur earlier than 72 hours. Proper public notification must be followed.

###### 2. Special Meetings

The President of the Board or a majority of the members of the Board of Trustees may call special meetings of the Trustees. The Secretary of the corporation is only permitted to exercise this provision in the absence, death or disability of the President. Special Meetings shall be called upon by written request from the majority of the Trustees entitled to vote. Such request shall state the purpose or purposes of the proposed meeting. At such special meetings, the only business which may be transacted, is that business related to the purpose or purposes set forth in the notice thereof.

###### 3. Place of Meetings

Meetings of the Board of Trustee shall be held at such place within the State of New York as may be fixed by the Board of Trustee. If no place is so fixed, such meetings shall be held at the principal office of the Corporation.

###### 4. Public Notice of Meetings

Public notice of each monthly meeting of the Board of Trustees shall be given in writing and shall state the place, date and hour of the meeting and the purpose or purposes for which the meeting is called. Notice of a special meeting shall indicate that it is being issued by or at the direction of the person or persons calling or requesting the meeting.

The Public should be informed of all regular and special meetings by posting it in the school public display, Internet and school yearly published calendar.

When a meeting is adjourned to another time or place, it shall not be necessary to give any notice of the adjourned meeting if the time and place to which the meeting is adjourned is announced at the meeting of which the adjournment takes place. At the adjourned meeting any business may be transacted that might have been transacted on the original date of the meeting. However, if after the adjournment the Board of Trustees fixes a new record date for the adjourned meeting, a notice of the adjourned meeting shall be given to each member of record on the new record date entitled to notice under this Section 4.

#### **5. Waiver of Notice**

Notice of a meeting need not be given to any member who submits a signed waiver of notice, in person or by proxy, whether before or after the meeting. The attendance of any member at a meeting, in person or by proxy, without protesting prior to the conclusion of the meeting the lack of notice of such meeting, shall constitute a waiver of notice by him or her.

#### **6. Quorum to Conduct Trustee Business**

The number of Trustees present that constitutes a quorum shall be three. When a quorum is present, a meeting can be organized, it is not broken by the subsequent withdrawal of any Trustee.

### **ARTICLE II**

#### **BOARD OF TRUSTEES OF FRIENDSHIP TECH PUBLIC CHARTER SCHOOL**

##### **1. Power of the Board and Qualification of Trustees**

The business affairs of the school shall be managed by the Board of Trustees. Each Trustee shall be at least eighteen years of age.

##### **2. The Work of the Board of Trustee**

- Establishing the school's mission and school design.
- Ensuring adequate resources for implementation of the school program.
- Recruiting, hiring and evaluating the Executive Director.
- Approving of all hiring and firing of personnel as recommended
- Adopting the annual school budget
- Approving all line items adjustments
- Approving major policies and regularly reviewing and revising them as necessary
- Preparing for and attending board and committee meetings.
- Making informed decisions to support the success of the school.
- Monitoring program implementation and compliance with the charter agreement and relevant laws and regulations.
- Facilitating long term strategic planning

- Recruiting and orienting new board members and assessing board performance
- Participating as appropriate in the grievance process
- Enhancing the school's public standing
- The approval of all recommended successors

### **3. Number of Trustees**

The number of Trustee constituting the entire Trustee Board shall be the number, not less than Five nor more than seven.

### **4. Election and Term of Trustee**

The first Monday of May is designated for the election of Trustees. Trustee shall be elected to hold office until the there term is expired and until their successors have been elected and qualified or until their death, resignation or removal in the manner hereinafter provided. Board members will serve staggered three-year terms.

### **5. Quorum of Trustees and Action by the Board**

Three members of the entire Board of Trustee shall constitute a quorum for the transaction of business, and, except where otherwise provided herein, the vote of a majority of the Trustees present at a meeting at the time of such vote, if a quorum is then present, shall be the act of the Board.

### **6. Meetings of the Board**

Regular meetings of the Board shall be held on each First Monday of the said month as may be fixed by the Board. Special meetings of the Board may be held at any time upon the call of the President.

Meetings of the Board of Trustee shall be held at such places as may be fixed by the Board for regular meetings and in the notice of meeting for special meetings. If no place is so fixed, meetings of the Board shall be held at the principal office of the Corporation. Any one or more members of the Board of Trustees may participate in meetings by means of a conference telephone or similar communications equipment.

Notices should be publicized of regular meetings of the Board of Trustees. Notice of each special meeting of the Board shall be given to each Trustee either by mail not later than noon on the third day prior to the meeting or by email, written message or orally not later than noon, on the day prior to the meeting. Notices are properly rendered under the following conditions: by mail, when deposited in the United States mail; by email at the time of filing; or by messenger at the time of delivery. Notices by mail, email or messenger shall be sent to each Trustee at the address designated by him for that purpose, or, if none has been so designated, at his last known residence or business address.

Notice of a meeting of the Board of Trustees need not be given to any Trustee who submits a signed waiver of notice whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to any director.

A notice, or waiver of notice, need not specify the purpose of any meeting of the Board of Trustees.

A majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of any adjournment of a meeting to another time or place shall be given, in the manner described above, to the Trustees who were not present at the time of the adjournment and, unless such time and place are announced at the meeting, to the other Trustees.

### **7. Resignations**

Any Trustee of the Corporation may resign at any time by giving written notice to the Board of Trustees or to the President or to the Secretary of the Corporation. Such resignation shall take effect at the time specified therein; and unless otherwise specified therein the acceptance of such resignation shall not be necessary to make it effective.

### **8. Removal of Trustees**

Any one or more of the Trustees may be removed for cause by action of the Board of Trustees.

### **9. Executive and Other Committees of Trustees**

The Board of Trustees, by resolution adopted by a majority of the entire Board, may designate from among its members an executive committee and other committees each consisting of three or more Trustee and each of which, to the extent provided in the resolution, shall have all the authority of the Board, except that no such committee shall have authority as to the following matters: (a) the filling of vacancies on the Board; (b) the fixing of compensation (c) the amendment or repeal of the bylaws, or the adoption of new bylaws; (d) the amendment or repeal of any resolution of the Board which, by its term, shall not be so amendable or repealable; or (f) the removal or indemnification of a Board member.

The Board of Trustees may designate one or more Trustees as alternate members of any such committee, who may replace any absent member or members at any meeting of such committee.

Unless a greater proportion is required by the resolution designating a committee, a majority of the entire authorized number of members of such committee shall constitute a quorum for the transaction of business, and the vote of a majority of the members present at a meeting at the time of such vote, if a quorum is then present, shall be the act of such committee.

Each such committee shall serve at the pleasure of the Board of Trustees.

### Standard Committees

Budgeting & Finance  
Audit  
Building & Ground Operation  
Employment Screening  
Community Outreach  
Policy & Procedure  
Fundraising  
Grievance/Appeal  
Curriculum/Common Core Learning Standard  
Ways & Means  
Process and Governance Committee

### 10. Compensation of Trustees

The Board of Trustees shall serve without fix compensation. Expenses for educational board enhancement should be a line item in the annual budget.

## ARTICLE III

### OFFICERS

#### 1. Election of Officers

The Board of Trustees, as soon as may be practicable after the first annual organization meeting in May of each year, shall elect a President, a Secretary, and a Treasurer, and from time to time may elect or appoint such other officers as it may determine. Any two or more offices may be held by the same person except the President. The Board of Trustees may also elect one or more Vice Presidents, Assistant Secretaries and Assistant Treasurers.

#### 2. Other Officers

The Board of Trustees may appoint such other officers and agents as it shall deem necessary who shall hold their offices for such terms and shall exercise such powers and perform such duties as shall be determined from time to time by the Board.

#### 4. Term of Office and Removal

Each officer shall hold office for the term for which he is elected or appointed, and until his successor has been elected or appointed and qualified. Unless otherwise provided in the resolution of the Board of Trustees electing or appointing an officer, his/her term of office shall

extend to and expire at the meeting of the Board following the next annual organizational meeting. Any officer may be removed by the Board with or without cause, at any time. Removal of an officer without cause shall be without prejudice to his contract rights, if any, and the election or appointment of an officer shall not of itself create contract rights.

### **5. President**

The President shall be the chief executive officer of the Corporation, shall have general and active management of the business of the Corporation and shall see that all orders and resolutions of the Board of Trustees are carried into effect. The President shall also preside at all meetings of the membership and the Board of Trustees.

The President shall execute bonds, mortgages and other contracts requiring a seal, under the seal of the Corporation, except where required or permitted by law to be otherwise signed and executed and except where the signing and execution thereof shall be expressly delegated by the Board of Trustees to some other officer or agent of the Corporation.

### **6. Vice President(s)**

The Vice President(s), in the order designated by the Board of Trustees, or in the absence of any designation, then in the order of their election, during the absence or disability of or refusal to act by the President, shall perform the duties and exercise limited powers of the President and shall perform such other duties as the Board of Trustees shall prescribe.

### **7. Secretary and Assistant Secretaries**

The Secretary shall attend all meetings of the Board of Trustees and all meetings of the shareholders and record all the proceedings of the meetings of the Corporation and of the Board of Trustees in a book to be kept for that purpose, and shall perform like duties for the standing committees when required. The Secretary shall give or cause to be given, notice of all meetings of the membership and special meetings of the Board of Trustees, and shall perform such other duties as may be prescribed by the Board of Trustees or President, under whose supervision the Secretary shall be. The Secretary shall have custody of the corporate seal of the Corporation and the Secretary, or an Assistant Secretary, shall have authority to affix the same to any instrument requiring it and when so affixed, it may be attested by the Secretary's signature or by the signature of such Assistant Secretary. The Board of Trustees may give general authority to any other officer to affix the seal of the Corporation and to attest the affixing by his/her signature.

The Assistant Secretary, or if there be more than one, the Assistant Secretaries in the order designated by the Board of Trustees, or in the absence of such designation then in the order of their election, in the absence of the Secretary or in the event of the Secretary's inability or refusal to act, shall perform the duties and exercise the powers of the Secretary and shall perform such other duties and have such other powers as the Board of Trustees may from time to time prescribe.

## **8. Treasurer and Assistant Treasurers**

The Treasurer shall have the custody of the corporate funds and securities; shall keep full and accurate accounts of receipts and disbursements in books belonging to the Corporation; and shall deposit all moneys and other valuable effects in the name and to the credit of the Corporation in such depositories as may be designated by the Board of Trustees.

The Treasurer shall disburse the funds as may be ordered by the Board of Trustees, taking proper vouchers for such disbursements, and shall render to the President and the Board of Trustees, at its regular meetings, or when the Board of Trustees so requires, an account of all his/her transactions as Treasurer and of the financial condition of the Corporation.

If required by the Board of Trustees, the Treasurer shall give the Corporation a bond in such sum and with such surety or sureties as shall be satisfactory to the Board of Trustees for the faithful performance of the duties of the office of Treasurer, and for the restoration to the Corporation, in the case of the Treasurer's death, resignation, retirement or removal from office, of all books, papers, vouchers, money and other property of whatever kind in the possession or under the control of the Treasurer belonging to the Corporation.

The Assistant Treasurer, or if there shall be more than one, the Assistant Treasurers in the order designated by the Board of Trustees, or in the absence of such designation, then in the order of their election, in the absence of the Treasurer or in the event of the Treasurer's inability or refusal to act, shall perform the duties and exercise the powers of the Treasurer and shall perform such other duties and have such other powers as the Board of Trustees may from time to time prescribe.

## **9. Books and Records**

The Corporation shall keep: (a) correct and complete books and records of account; (b) minutes of the proceedings of the membership, Board of Trustees and any committees of Trustees; and (c) a current list of the Trustees and officers and their residence addresses. The Corporation shall also keep at its office in the State of New York or at the office of its transfer agent or registrar in the State of New York, if any, a record containing the names and addresses of all members.

The Board of Trustees may determine whether and to what extent and at what times and places and under what conditions and regulations any accounts, books, records or other documents of the Corporation shall be open to inspection, and no creditor, security holder or other person shall have any right to inspect any accounts, books, records or other documents of the Corporation except as conferred by statute or as so authorized by the Board.

## **10. Checks, Notes, etc.**

All checks and drafts on, and withdrawals from the Corporation's accounts with banks or other financial institutions, and all bills of exchange, notes and other instruments for the payment of money, drawn, made, endorsed, or accepted by the Corporation, shall be signed on its behalf by

the person or persons thereunto authorized by, or pursuant to resolution of, the Board of Trustees.

## **ARTICLE IV**

### **OTHER MATTERS**

#### **1. Corporate Seal**

The Board of Trustees may adopt a corporate seal, alter such seal at its pleasure, and authorize it to be used by causing it or a facsimile to be affixed or impressed or reproduced in any other manner.

#### **2. Fiscal Year**

The fiscal year of the Corporation shall be the twelve months ending December 31st, or such other period as may be fixed by the Board of Trustees.

#### **3. Amendments**

Bylaws of the Corporation may be adopted, amended or repealed by vote of the Trustees. Bylaws may also be adopted, amended or repealed by the Board of Trustees, but any bylaws adopted by the Board may be amended or repealed.

If any bylaw regulating an impending election of Trustees is adopted, amended or repealed by the Board of Trustees, there shall be set forth in the notice of the next meeting for the election of Trustees the bylaw so adopted, amended or repealed, together with a concise statement of the changes made.

**FRIENDSHIP TECH CHARTER SCHOOL of EXCELLENCE  
BOARD OF TRUSTEES**

**CODE OF ETHICS**

**GOVERNANCE RESPONSIBILITIES**

Public Trust. FRIENDSHIP TECH PUBLIC CHARTER SCHOOL constituted the Board of Trustees as a corporate entity responsible TO the governance of The BOARD OF REGENT University of NEW YORK. Trustees hold a position of public trust and are expected to carry out their governance responsibilities in an honest, ethical, and diligent manner.

Welfare of the Entire Trustees shall bring diverse backgrounds and expertise valuable to the governance of a comprehensive public charter school. In carrying out their duties, however, Trustees must keep the welfare of the entire school paramount over any parochial interest.

Duty of Care. Trustees must discharge their duties, including duties as a member of a committee, in good faith, with the care an ordinarily prudent person in a like position would exercise under similar circumstances, and in a manner the Trustee reasonably believes to be in the best interest of the FTCSE.

Time Commitment. In undertaking the duties of the position, a Trustee shall make the commitment of time necessary to carry out the Trustee's governance responsibilities. Failure of a Trustee to attend three regular meetings in succession of the Board or of a committee on which the Trustee serves shall be cause for the Board to consider the Trustee's removal.

Due Diligence. Trustees shall exercise prudent due diligence and critical analysis of the risks and benefits of any matter coming before the Board for action. Trustees shall promote a culture of constructive debate about major initiatives and transactions and shall require management to provide information necessary to carry out the Trustees' duty of care to act in the best interest of FTCSE.

Legal Authority. Except as otherwise provided by law or bylaw, Trustees shall have no legal authority to act outside of Board meetings. Trustees shall avoid acting as a spokesperson for the entire Board unless specifically authorized to do so.

**CONFLICT OF INTEREST**

Trustees shall abide by the Conflict of Interest Policy for Trustees, as amended from time to time. Upon election and annually thereafter, Trustees shall file a financial disclosure form as required by the Conflict of Interest Policy for Trustees. The Audit Committee of the Board shall monitor compliance with the Conflict of Interest Policy for Trustees.

Personal Benefit or Gain. Trustees shall not use the authority, title, prestige, or other attribute of the office for personal benefit or gain for themselves or for any relative.

Favored Treatment. Trustees shall not use the authority, title, prestige, or other attribute of the office to obtain consideration, treatment, or favor for any person beyond that which is generally available. This does not prohibit routine letters of recommendation or requests for information about the status of an individual's admission, employment, discipline, and similar matters.

.Gifts, Favors, and Gratuities.

(1) Trustees shall not knowingly accept any gift, favor, or gratuity from any person or entity under contract with the FTCSE or seeking a contract with the FTCSE.

(2) Trustees shall not knowingly accept any gift, favor, or gratuity from any person or entity, including another Trustee, that might affect or have the appearance of affecting a Trustee's judgment in the impartial performance of the duties of the office.

## COMPLIANCE

Reporting of Violations. Anyone who believes that he or she has information indicating that a Trustee has violated the Code of Ethics shall make a written disclosure of the facts and circumstances to the Chair of the Board Process and Governance Committee. If the alleged violation involves the Chair or any member of the Board Process and Governance Committee, the disclosure shall be made to the Vice Chair of the Board. The Chair of the Board Process and Governance Committee shall refer alleged violations of the Conflict of Interest Policy for Trustees to the Audit Committee unless the allegation is against a member of the Audit Committee.

Review of Allegations. The chair of the appropriate committee (or the Vice Chair of the Board) shall review the alleged violation with the President and Legal Counsel to determine whether removal proceedings should be initiated against the Trustee for a material violation of the Code of Ethics.

Hearing. An appointed Trustee accused of a material violation of the Code of Ethics shall be afforded due process contesting the case hearing.

Removal. If a contested case hearing results in a finding that an appointed Trustee materially violated the Code of Ethics, the Board may remove the Trustee from the Board by a two-thirds vote of the Board. Upon removal, the position shall be considered vacant, and the vacancy shall be filled as provided by FTPC Constitution and Bylaws.

Certification. Upon appointment and annually thereafter, Trustees shall be provided with the Code of Ethics and shall certify in writing that they have read the Code of Ethics and will comply with its provisions.

## **Attachment 8a. Hiring and Personnel Policies and Procedures**

### **Equal Opportunity Employer**

Friendship Tech Charter School of Excellence FTCSE is an equal opportunity employer and will hire the most qualified personnel without regard to sex, race, religion, color, creed, national origin, citizenship, sexual orientation, veteran status, age, marital status or disability. FTCSE will ensure equal treatment in all areas of personnel management, including hiring, promotion, training, layoff, or termination. We welcome applications from people with disabilities, and will fully comply with the Americans with Disability Act (ADA) of 1990. Consistent with this policy, FTCSE is committed to:

- Recruit, hire, and promote on the basis of an individual's qualifications and competence for the job.
- Make the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of their job.
- Protect the disabled individual's right to privacy and confidentiality to the extent possible.
- Full compliance with all requirements of applicable law, including those relating to employee benefits.

### **General Employment Practices**

FTCSE staff is hired *at will*, which means that either the employee or FTCSE can terminate the employment relationship with or without cause. In some cases, the Board of Trustees may enter into a contract with an employee, in which case the contract will prevail. All candidates will be required to get fingerprinted and undergo a background check before they are formally employed by FTCSE. Classroom teachers, special education teachers, and special teachers will be required to provide their teaching certifications and provide any other information required to prove that they meet qualifications for the job. Teachers will be hired in a configuration of one-third new teachers, one-third teachers with several years of teaching experience and one-third with significant teaching experience. FTCSE will recruit a diverse staff with a variety of backgrounds, experiences and interests, giving preference to teachers with experience in an urban setting. The overarching criteria for all staff hired by FTCSE are that they contribute to the kind of culture FTCSE intends to create:

- Firm belief in FTCSE's mission.
- Joyful creativity and inquisitiveness.
- Willingness to collaborate and work in teams that conspire for children's success. deep respect for all.
- Believe without reservation in seeing all students excel to their full potential.
- Understand the importance of engaging parents as full partners in their children's education.

## **Hiring Timeline and Process:**

Recruitment of staff will begin in January 2015 after all members of the FTCSE Board of Trustees are recruited and seated (except for the Parent and Faculty representatives who will be seated later), officers elected, bylaws ratified, and the first year budget is approved. The first position the FTCSE Trustees will recruit is the Executive Director. Trustees will conduct a national search for a dynamic person with experience in managing a school with positive outcomes, and who can fuel a creative and innovative environment that will resonate throughout the school.

### *Search Committee*

The Chair of the Board of Trustees will chair the Search Committee, which will be comprised of interested board members and educational experts it recommends to participate in the selection process. The Search Committee will meet to discuss the criteria for selection of the successful candidate, the recruitment process they will use and timeline for completing the process. The process outlined here is a draft that may be refined once the Search Committee is actually convened.

### *Recruitment*

As the instructional leader of FTCSE where the educational model is to develop inquiring minds and the school culture is one of collaboration, it is imperative that FTCSE Trustees establish a process that yields the right person to fill the Executive Director position. FTCSE will establish a rigorous recruitment, screening, and selection process, ensuring the appointment of a highly qualified Executive Director with outstanding professional and management experience. We will conduct a national search by posting the job description in Education Week, and on nonprofit websites such as Teach for America, the New York Charter Schools Association, EdJoin, educationamerica.net, schoolspring.com, and others. The Search Committee will also use their personal networks and the networks of Board members and FTCSE founders to identify applicants who may be interested in applying for the position.

### *Reviewing Resumes*

Once resumes are received by the stated deadline, the Search Committee will review the materials from applicants, and select the top candidates based on the established criteria and FTCSE's mission and key design elements, experience and recommendations.

### *Screening/ Virtual Interviews*

The Search Committee will develop a set of questions to ask potential candidates, which will serve as a guide for the specifics we want to know about the candidate. The Search Committee will conduct virtual interviews with the top candidates as a way to narrow the candidate pool. Candidates will be questioned regarding their philosophy and experience, in addition to their potential areas of strength and development, their reasons for interest in the position and other related questions.

### *Interviews*

Once a small pool of candidates is identified (approximately 2-4 candidates), the Search Committee will invite them for a second interview, this time in person. Prior to the interview, however, candidates will be asked to provide a writing sample, a statement of leadership philosophy and vision about FTCSE school environment, and student demographic and performance data from their current school. As with the virtual interviews, candidates will be questioned, but in more detail regarding their philosophy and experience, in addition to their potential areas of strength and development in the following areas: fit with FTCSE's mission, experience with an inquiry-based curriculum, STEM, knowledge of early literacy and how best to achieve positive outcomes, interdisciplinary curriculum, philosophy of education, data analysis and accountability, collaboration, and leadership. Ratings will be assigned to candidates in these areas and others that may be determined at the time. In addition to assessing strengths and weaknesses in the areas identified above, candidates will be asked to review a videotape of a teacher delivering a lesson and then role-play a coaching role. Candidates will also be asked to look at and analyze student performance data; they will be asked to discuss the data and present a plan for achieving breakthrough student achievement levels. Finally, the Search Committee may choose to ask finalists to meet with groups of parents, teachers, and other stakeholders whose opinions will be sought verbally and in a written survey. These results will be collated into a report for the Board to consider when they interview the final candidate(s).

### *Recommendation to the Board*

The Search Committee will develop recommendations following the panel interview and present the candidate(s) to the full Board. In the event that there is more than one strong candidate, the Search Committee will present all candidates to the Board for a final determination. Prior to making a final offer to a candidate, she or she will be asked to undergo fingerprinting and background check.

### *Teachers*

Recruiting effective teachers. Studies routinely point out that the single most important factor determining a child's education is the quality of his or her teacher. FTCSE teachers will demonstrate exemplary teaching skills, set high expectations and believe that their students, including students at risk for academic failure and student's with disabilities, can and will meet their full potential. FTCSE believes that recruiting, developing, supporting and retaining high-quality teachers are essential to the success of our school. School leaders will select teachers based on the criteria outlined in the Job Description section for Classroom Teachers (below). Teachers will have a Master's degree (or Bachelor's degree and sufficient proof of excellence), appropriate NYS credentials, and demonstrated subject matter competence. FTCSE will establish a Search Committee, including the Executive Director and one or two of the current teaching staff, to develop a rubric that clearly defines the requirements; qualifications and personal characteristics desired of its teachers. Then, FTCSE will advertise widely through postings on the FTCSE website, through professional networks, through postings on online websites that serve to recruit educational professionals, with local universities that have education credentialing programs, and through the professional networks of FTCSE founders and Trustees. All recruitment materials will ask candidates who are interested to submit their resumes, proof of their teacher certification, school transcripts, along with an explanation of why they want to teach at FTCSE. Resumes will be collected and vetted against the rubric established for selecting candidates. Candidates who meet the requirements for open positions will be contacted and

invited to participate in a telephone interview. During the phone interview, FTCSE staff members will ask questions such as:

- What position are you interested in and how do you qualify for the position?
- How does your own educational philosophy align with the mission and key design elements of FTCSE?
- Why are you interested in teaching at FTCSE?
- Talk about previous teaching experience and how it is similar or different from what you expect at FTCSE?
- What strengths or unique skills do you bring to the school?

#### *Candidates Will Be Scored Using The Rubric*

The FTCSE Search Committee will discuss each candidate's responses and determine who qualifies for a personal interview. Successful candidates will be scheduled for a personal interview; they will be asked to bring a video of their actual teaching to see how they interact with children and how they present lessons and/or their professional portfolio.

#### *Initial Personal Interviews*

Candidates will be given a tour of the school, an overview of the philosophy and design principles of the school, and time to observe in classrooms. They will participate in a session to develop curriculum with other grade-level teachers and the literacy and inquiry coaches to determine their knowledge of Common Core State Standards, how creative they are at aligning curriculum, and how well they collaborate with others. They will also meet with the FTCSE interview team for a formal interview. FTCSE's Search Committee will ask in-depth questions about their philosophy of education, their previous experience, their perspectives on the school, and what they think they can contribute to the school. The candidate will be given ample time to ask questions. Once the initial formal interview is over, the interview team will view the video of the candidate teaching, review the teacher's past performance data, will debrief about the interview, will review the selection rubric and make a decision about the suitability of the candidate for further consideration. Follow-up interviews will be scheduled for the teachers selected after the first interview. This time, they will be asked to prepare a sample lesson on a topic the Search Committee will choose and will be offered a chance to teach a demonstration lesson in a FTCSE classroom. The Search Committee will meet with each candidate after the demonstration lesson to ask additional questions and to field questions. There will also be an opportunity for the candidate to meet current faculty and staff in a meet-and-greet session.

Our thorough and rigorous selection process will ensure that the selected candidates are aligned with our mission and philosophy and bring a strong repertoire of skills, as well as a willingness and capacity for ongoing development. A third interview may be scheduled for the top-tier candidates.

#### *Offer of Employment.*

Candidates who complete the process, and are recommended by the Search Committee, will be offered a position by telephone and in a formal written letter with the title of the position, salary and benefits, a statement about the position being at-will and instructions for accepting or rejecting the offer. The candidate will have one week to sign the offer letter. Teachers who are

selected to work at FTCSE will be asked to undergo fingerprinting and a background check before they begin teaching.

### *Retaining effective teachers*

FTCSE recognizes that effective teachers are hard to find and harder to replace. Every effort will be made to retain teachers by providing the following:

- Effective and supportive leadership.
- High quality and authentic professional development. Teachers will have many opportunities to enhance their professional skills through dedicated common planning time, learning new skills, and by attending workshop or conferences.
- A collaborative professional learning community where each person is respected and each shares their knowledge and concerns to become the best teachers they can be.
- A small teacher to student ratio with a maximum class size of 25 students, a teaching assistant, and the assistance of literacy and inquiry coaches that allows teachers to invest fully in each student.
- Professional and collegial work environment: creating and maintaining a culture that is inclusive of all individuals. We will create a safe environment that values the input of all individuals.
- Competitive compensation and benefits (including health insurance and contributions to a retirement plan) are offered to all employees commensurate with their experience and job responsibilities.

FTCSE's Executive Director will have an open door policy and will work to resolve any issues prior to escalation. In addition, FTCSE will conduct an annual teacher survey to provide teachers with an opportunity to anonymously indicate their satisfaction with the school. FTCSE leadership will use the results to make adjustments as necessary.

### *Personnel Policies and Procedures*

The Executive Director, whom we expect to hire during the planning period, will draft a set of policies and procedures governing the recruitment, hiring, management, and termination of school staff during the charter term. The set of policies and procedures drafted by the Head of School, with help from the Human Resources Consultant FTCSE will hire, and FTCSE's legal counsel, will be reviewed by the FTCSE Board of Trustees. Once the Board ratifies the set of policies and procedures, they will constitute the FTCSE Employee Handbook, which will be distributed to all new employees. These policies will govern, but not be limited to, areas such as:

- Employment Matters Working Environment
- Employment At-will Building and Office Access
- School Hours / Work Schedules Smoking Policy
- Attendance and Punctuality Dress Code / Personal Appearance
- Paid Time-off Policy Telephone and Email Usage Policies
- Severe weather and emergency closings Computer Use Policy
- Jobs and Employment Classifications Use of Office Equipment and Supplies
- Professional Development and Other Personnel Files
- Professional Opportunities Changes in Personal Status

- Payroll and Payroll Periods Solicitation and Distribution of Material
- Performance Evaluations
- Financial Matters
- Employee Benefits Expense Reimbursement
- Health Insurance Travel – Mileage rates, Per Diems
- Dental Insurance
- Change in Family Status Employment Practices
- Life Insurance Equal Employment Opportunity Policy
- Short-Term Disability Non-harassment Policy
- Long-Term Disability ADA Policy
- Workers' Compensation Secondary Employment
- Retirement Plan Employee Protection/Whistle-Blower Policy
- Jury Duty Confidentiality
- Bereavement Leave Telecommunications Usage Policy
- Military Leave

#### *Personnel Job Descriptions*

The following is a list of the personnel that FTCSE intends to hire, along with their major job responsibilities and expected minimum qualifications:

Executive Director. The Executive Director is the educational leader of the school and, as such, is responsible for aligning all school activities with the school's mission. The successful candidate will create a culture of shared responsibility that ensures all school stakeholders collaborate in the best interests of children, set high expectations for children and staff, establish a fiscally viable school with resources directly aligned to support student achievement, and include teachers and parents as partners in decision-making and student outcomes.

#### Responsibilities:

- Serve as staff to the Board of Trustees and provide leadership and direction to staff (including contractors, consultants, faculty and staff).
- Recruit, evaluate, and terminate staff with approval of the Board of Trustees.
- Implement and follow policies and procedures as ratified by the Board of Trustees.
- Ensure proper fiscal administration, including budgeting, accounting, auditing, and financial planning in compliance with Charter School Law.
- Participate in planning and recommend changes in policies and procedures as required.
- Coordinate the collection of data required for the preparation of reports.
- Make formal reports to the Board of Trustees and the Board of Regents.
- Administer scheduling, enrollment and curriculum.
- Create a welcoming and collaborative environment for the faculty and staff, parents, children, and guests of the school.
- Serve as staff to Parent Association and Faculty Association
- Facilitate parent engagement and participation in the school.
- Serve as liaison between parents and teachers, the staff and the Board.
- Provide a safe environment for learning.

- Develop relationships with community stakeholders and agencies to support the school.
- Coordinate all administrative transactions, including the provisions of personnel services, record keeping, reporting, inventory, purchasing, etc.

*Minimum qualifications*

Master's degree

NYS certification as a school administrator

Five years of successful work in a school setting Director of Operations. The Operations Manager assists the Executive Director with administrative, financial, personnel, building and maintenance, record-keeping, student registration, purchasing, safety and security, vendor relations, computer/technology and associated school operations; works closely with and supervises Administrative Assistant:

Responsibilities:

- Ensure proper fiscal administration, including budgeting, accounting, auditing, and financial planning in compliance with Charter School Law.
- Oversee construction projects, including working with contractors, architects, and inspectors.
- Oversee the maintenance and operations of the physical plant.
- Coordinate transportation scheduling and food service operations with BPS and resolve any issues that may arise.
- Coordinate and oversee all student data management and reporting, including tracking student enrollment and attendance, Title I eligibility and special education and ELL enrollment as it relates to state and federal entitlements and other grants.
- Order all computer equipment and software, including servers, laptops, projectors, service contracts, maintenance and upgrades.
- Compile required reports for external agencies and the chartering entity.
- Oversee and coordinate the charter renewal process.
- Ensure that the school is in compliance with state and local regulations on all matters of health and safety.
- Work with the Executive Director to develop and revise safety/security plans.
- Provide oversight to ensure compliance of non-instructional programs.
- Work with the Executive Director to coordinate the collection of data required for the preparation of reports to the chartering entity and other regulatory bodies.
- Enter and manage student and staff data in the FTCSE computer system.
- Oversee compliance with RttT (Race to the Top) and the School's approved APPR (Annual Professional Performance Review) plan.
- Maintain a record of employee certifications and/or licenses.
- Maintain staff attendance records.
- Maintain a record of staff evaluations.
- Complete and manage grant applications, budgets, and expenditure reports.
- Oversee the procurement of goods and services.

- Ensure that the school is in full legal compliance in all areas, including recruitment and retention of students, hiring and termination of staff, background checks and certifications, the annual financial audit, and reporting to the chartering entity and other external bodies
- Ensure that FTCSE is in full compliance with the oversight plan developed by the chartering

entity.

Ensure that the FTCSE is operating in compliance with the Charter. Report discrepancies to Executive Director. Other related duties as required by the Executive Director. Minimum Qualifications:

- Bachelor's Degree or Associates Degree
- Five years of experience in operations management
- Excellent verbal and written communication skills
- Proficiency with computer applications such as word processing, database management, electronic spreadsheets and Power Point.

Classroom Teachers.

Teachers will demonstrate mastery in the areas of children's development of cognitive and social skills. They will know the Common Core Standards and how to align curriculum to them. They will be creative and excited about teaching and learning.

Responsibilities:

- Plan and implement instructional units which adhere to the New York State standards and the curriculum of the FTCSE.
- Attend and participate in all professional development for instructional personnel including but not limited to professional development in Responsive Classroom, literacy and inquiry-based instruction.
- Assess and evaluate student progress.
- Utilize formal and informal assessments to plan instructional program
- Work with Literacy and Inquiry coaches to review student assessment data and create differentiated individual instruction plans for each student.
- Collaborate with other faculty to meet program requirements of the FTCSE.
- Create an inviting, exciting, and innovative learning environment.
- Maintain open communication with parents, including monthly phone calls to each student's parents or guardian.
- Maintain a classroom environment conducive to learning.
- Perform other instructional duties, as deemed appropriate by the Executive Director AND THE DIRECTOR OF curriculum .

Minimum Qualifications:

- Bachelor's degree from an accredited college or university
- Valid New York State Teaching Certificate and/or NCLB "highly qualified" status

- Teachers who are not certified must meet one or more of the criteria listed in section 2854(3) (a-1) of Education Law.

#### Teaching Assistant.

Provides instructional support to students under the direct supervision of a teacher.

#### Responsibilities:

- Works with teachers to address individual needs of students
- Works with students individually or in small groups, under supervision
- Delivers instruction planned by lead classroom teacher
- Assists in classroom management
- Keeps students on task
- Prepares class materials
- Completes documentation for Response to Intervention
- Implements Behavior Intervention Plans
- Leads guided reading groups
- Provides RTI under direction of lead teacher
- Other duties may be determined

#### Minimum qualifications

- Valid NYS Teaching Assistant Certification
- Workshop on identifying and reporting child abuse
- Workshop on violence prevention in schools
- Previous experience in an instructional setting with elementary school children

#### Special Education Teacher.

The special education teacher identifies students with special education needs in relation to grade level objectives, applies a program of instruction consistent with student learning needs and curriculum objectives as outlined in the Individual Education Plan (IEP), uses appropriate teaching strategies and instructional materials, and assesses student progress. Furthermore, the special education teacher creates and manages a classroom environment consistent with student learning, following the Responsive Classroom and

\*\*\*\*\*ADD IN JOB DESCRIPTION FROM DOCUMENTS AS WELL ESL TEACHERS

#### School Nurse.

This is a part-time position. The School Nurse will work two hours per day, five days week, and will be on-call during the remaining school hours if needed. FTCSE recognizes that a student's health status is directly related to his or her ability to learn as children with unmet health needs have a difficult time engaging in the educational process. FTCSE's school nurse supports student success by providing health care through assessment, screenings, intervention, and follow-up for all children within the school setting. The school nurse addresses the physical, mental,

emotional, and social health needs of students and supports their achievement in the learning process. The school nurse not only provides for the safety and care of students and staff but also addresses the need for integrating health solutions into the education setting.

#### Responsibilities:

- Promote and protect the optimal health status of FTCSE's children
- Store and dispense medication with doctor's prescription and parent's consent.
- Conduct health assessments on all FTCSE children:
- Obtain a health history, including required immunizations
- Screen and evaluate children's vision, hearing, scoliosis, dental, growth, etc.
- Observe the child for development and health patterns in making nursing assessment.
- Identify abnormal health findings to FTCSE Social Worker.
- Develop and implement a student health plan
- Interpret the health status to parents and school personnel
- Initiate referral to parents, school personnel or community health resources for
- intervention, remediation and follow-through
- Provide ongoing health counseling with students, parents, school personnel or health
- agencies.
- Identify existing health resources to recommend to parents for appropriate care of students.
- Maintain, evaluate and interpret cumulative health data to accommodate individual needs of students.
- Develop and implement school health management protocols.
- Participate in home visits to assess the family needs as related to the child's health as needed.
- Develop procedures and provide for emergency nursing management for injuries/illnesses.
- Promote and assist in the control of communicable diseases.
- Provide health education and anticipatory guidance:
- Provide direct health education, and health counseling to assist students and families in making decisions on health and lifestyles that affect health.
- Participate in health education directly and indirectly for the improvement of health by teaching children and their families to become more assertive health consumers and to assume greater responsibility for their own health.
- Serve as a resource person to the school staff members in health instruction.
- Coordinate school and community health activities and serves as a liaison health professional between the home, school and community.
- Engage in research and evaluation of school health services to act as a change agent for the school's health programs and school nursing practices.
- Provide consultation in the formation of health policies, goals and objectives for FTCSE.
- Where applicable, participates in the IEP plan development.

## Minimum Requirements

Bachelor of Science in Nursing or RN with a bachelor's degree in a related discipline. Minimum of one (1) year experience in public health nursing, community health nursing, school health nursing or pediatric nursing.

Qualified to practice as a Registered Nurse in the State of New York. Certified in CPR or Basic Life Support (or obtain in the first 6 months). Administrative Assistant/Receptionist. Will be FTCSE's first point of contact for callers and visitors, assists Director of Operations with her/his duties and supports faculty and staff with general office work, record keeping, data management, personnel time sheets, invoices, accounts payable/receivable, completing and filing personnel paperwork and reports.

## Responsibilities:

- "First Impressions Manager" greet parents and visitors, answer phones.
- Manage communication with parents, particularly helping to resolve issues or concerns raised, and ensuring that parents know about school events, parent conference days, etc.
- Coordinate parent volunteer activities with faculty and staff.
- Work with Executive Director and Director of Operations to ensure smooth and efficient operations.
- Assist in developing operational policies and procedures.
- Create an organized filing system and maintain office files.
- Liaison with FTCSE's contracted accounting service to manage accounts payable/receivables.
- Develop and maintain vendor relationships and contracts.
- Inventory office and instructional supplies and keep in stock items necessary for daily use.
- Manage and distribute mail.
- Receive checks and cash for recording to daily cash receipts journal.
- Maintain student attendance records.
- Assist with maintenance of individual classroom budgets and records.
- Work with the Executive Director to coordinate the collection of data required for the preparation of reports to the chartering entity and other appropriate bodies.
- Enrolls students in school database.
- Maintains student folders.
- Other related duties as required.

## Minimum qualifications:

- Associates or Bachelor's Degree

- Three to five years of successful experience in an administrative position
- Computer literacy, particularly with word processing, database management, electronic spreadsheets and accounting software
- Excellent writing and verbal skills
- Demonstrated organizational skills
- Demonstrated effective people skills; maintaining open communication and relating sensitively to others – especially parents and student