

**APPLICATION SUMMARY**

Charter School Name	Newburgh Preparatory Charter High School
Applicant Name	Thomas J. Fitzgerald
Media Contact Name	Ramon Vega
Media Contact Email Address	Rvegarealtor07@aol.com
Media Contact Telephone Number	845-496-9773
District Location	Newburgh Enlarged City School District
Opening Date	September 2013
Proposed Charter Term	5 Years (September 2013-June 2018)
Proposed Management Company or Partners	None
Projected Enrollment and Grade Span During Charter Term	From 105 to 305 Students Grades 9-12
Projected Maximum Enrollment and Grade Span	305 Students Grades 9-12
Mission Statement	Newburgh Preparatory Charter High School will provide over-aged and under-credited students 16-21 years of age living in the Greater Newburgh, NY, Area—including students living in poverty, students who are English language learners, and students with special needs—the opportunity to return to school and, with intensive social-emotional support, to obtain a high school diploma through a rigorous NYSED standards-based education program that prepares them for college and career.

To accomplish its mission, Newburgh Preparatory Charter High School (Newburgh Prep) will offer four programs: 1) an Intensive Intervention Program for those with fewer than 11 credits; for those with 11 credits or more, 2) an Internship Program, 3) a College/Career-Readiness Program, and 4) a Program in the Visual and Performing Arts.

Key design elements of Newburgh Prep’s program include: 1) a school year of approximately 215 days; 2) a school building open from 8 a.m. to 6 p.m. each school day; 3) classes in session from 9 a.m. to 5 p.m.; 3) an advisory each day for all students and daily additional contact with advisors at breakfast and lunch; 4) online computer access; 5) a professional learning community of staff members that meets daily from 3:30 to 5 p.m. for the purpose of common planning and professional development; 6) intensive training for staff during July 2013 in data culture, classroom management, differentiated instruction, the Workshop Model, balanced instruction, and blended learning; 7) a six-week Summer Session each year beginning in 2014 that ends with the August Regents exams; 8) a week-long Staff Institute in August each year; and 9) Team Week, a week-long team-building activity for students and staff in August each year.

Newburgh Prep has targeted its outreach to enroll students who have not graduated (39%), including 48% of African-American students, 38% of Latino students, and 24% of European-American students. In addition, 42% of these students have an IEP and 26% are ELL. Newburgh Prep will be open to any student who has dropped out of school or who has no hope of reaching graduation with first priority given to community students.

Recruiting, selecting, and hiring effective staff is core to the success of any school since student performance is directly related to level of instruction. For this reason Newburgh Prep will establish an aggressive recruiting campaign that includes a strategy to ensure that the most effective teachers are identified and hired. Embedded incentives in staffing and human capital management practices will retain the most effective teachers.

Newburgh Prep's staffing plan mirrors the needs of the students targeted for enrollment. We are expecting numbers of students with special needs and/or English-language deficiencies to be greater than that of the NECSD (20% and 50% respectively). Most of the students attending Newburgh Prep will more than likely enter the school below proficiency. The level of remedial and data support will need to be high. Many of the teachers may be younger with less experience. To counter this we will provide intensive initial training and embedded staff development. Newburgh Prep will hire only teachers who are NYSED certified in their content areas.

Newburgh Prep will institute a system of facilitative, distributive, and collaborative leadership which is reflected in the teacher growth plan. We want teachers to be involved in every aspect of the school including governance. This leads to more committed teachers, better prepared teachers, and teachers who feel that they have a stake in school outcomes.

While the Board of Trustees delegates day-to-day management to the Executive Director, the Principal, and the Director of Finance, the Board retains absolute authority, oversight, and responsibility for managing the affairs of the school. Among the Board's responsibilities are: 1) establishing, reviewing, and overseeing overall institutional, educational, and operational policies and activities consistent with the mission and charter of Newburgh Prep; 2) reviewing all data necessary for the viability of the school including, but not limited to, lottery procedures, fiscal information, and student outcomes; 3) hiring and reviewing the performance of the Executive Director; 4) ensuring that Newburgh Prep meets all relevant local, state, and federal guidelines, regulations, and laws as well as all requirements of its charter authorizer; and 5) acting as liaison to the charter authorizer.

**CERTIFICATION AND ASSURANCES STATEMENT**

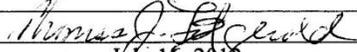
Proposed Charter School Name: Newburgh Preparatory Charter High School  
 Proposed School Location (District): Newburgh Enlarged City School District

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

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."<sup>7</sup>

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

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application<sup>8</sup>
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;<sup>9</sup> and,
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.<sup>10</sup>

Signature of Applicant:	
Date:	July 16, 2013
Print/Type Name:	Thomas J. Fitzgerald

<sup>7</sup> N.Y. Education Law § 2854(2)(a)

<sup>8</sup> ESEA § 5203(b)(3)(J)

<sup>9</sup> ESEA § 5203(b)(3)(K)

<sup>10</sup> ESEA § 5203(b)(3)(N)

**Newburgh Preparatory Charter High School  
Full Application Narrative, July 2012**

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## **Newburgh Preparatory Charter High School Full Application Narrative**

New York State has ranked the City of Newburgh the fifth highest stressed city in the state based on the number of single mothers, poverty, drug culture, gang affiliation, abandoned buildings, unemployment, and level of education. One-third of adults over 25 years of age lack a high school diploma. In the year 2010-2011, 207 high school students (15%) did not graduate. In 2009-2010, 240 (23%) did not graduate (NYS School Report Card). Persistent generational poverty and lack of education contribute to the desperate need in Newburgh, NY, for a charter school like the Newburgh Preparatory Charter High School.

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

#### **A. Mission Statement and Objectives**

**Mission:** The Newburgh Preparatory Charter High School (Newburgh Prep) will provide over-aged and under-credited students 16-21 years of age living in the Greater Newburgh, NY, Area—including students living in poverty, students who are English language learners, and students with special needs—the opportunity to return to school and, with intensive social-emotional support, to obtain a high school diploma through a rigorous NYSED standards-based education program that prepares them for college and career.

**Objective:** Newburgh Prep’s primary objective is to provide students who have not completed high school with an opportunity to graduate from high school and to prepare them for college and career.

**NYS Education Law 2850(2):** Newburgh Prep will achieve its objective by specifically addressing each of the following objectives referenced by NYS Education Law 2850(2): 1) improving student learning and achievement for students who have been unsuccessful in high school; 2) increasing learning opportunities for these students, especially for those at risk; 3) using innovative teaching methods; 4) creating new professional opportunities for all school personnel; 5) providing parents and students with expanded educational opportunities; (6) creating a positive learning environment where educators can teach and students can learn; and 7) meeting measureable student-achievement goals. The entire Newburgh Prep program, as detailed in this application, was designed with these objectives in mind.

#### **B. Key Design Elements**

The key design of Newburgh Prep’s educational program is based on a school improvement model in use by the consortium schools involved in a project funded by the U.S. DOE’s Teacher Incentive Fund called the Partnership for Innovation in Compensation for Charter Schools (PICCS). The PICCS Model is characterized by facilitative and distributed leadership, collaborative inquiry, and self-initiated learning. Core components of the PICCS Model include diagnosing, prescribing, monitoring, and remedying. Best practices include 1) data-driven decision making, 2) professional learning communities, 3) teacher and administrator growth and

professional development, 4) teacher and administrator assessment to improve effectiveness, and 5) performance-based evaluation and compensation that include student outcomes and other multiple measures.

The PICCS School Improvement Model includes all curricular, assessment, student-tracking tools and procedures necessary for the implementation of a data-driven culture, allowing teachers to use real-time data to inform instructional decisions. The benefits of the PICCS School Improvement Model are research-based strategies that lead to student growth and proficiency.

Key design elements of Newburgh Prep’s educational program also include: 1) a school year of approximately 215 days; 2) a school building open from 8 a.m. to 6 p.m. each school day; 3) classes in session from 9 a.m. to 5 p.m.; 3) online computer access; 4) for students with fewer than 11 credits, an Intensive Intervention Program of academic and social-emotional growth supplemented through collaboration with Gateway of Orange County, a clearinghouse of local social services programs called TEAM Newburgh; 5) for students with 11 credits or more, an Internship Program in the community; a College/Career-Readiness Program developed in part through a collaboration with the Newburgh Campus of Orange County Community College; and a Visual and Performing Arts Program developed in collaboration with the Newburgh Performing Arts Academy and Safe Harbors through its Ann Street Art Gallery and Ritz Theater Project; 6) a professional learning community of staff members that meets daily from 3:30 to 5 p.m. for the purpose of common planning and professional development; 7) intensive training of staff during July 2013 in data culture, classroom management, differentiated instruction, the Workshop Model, balanced instruction, and blended learning; 8) a six-week Summer Session in July-August each year that ends with the August Regents exams; 9) a week-long Staff Institute in August each year; and 10) Team Week, a week-long, team-building activity for students and staff in August each year.

**Alignment with the Mission:** To graduate from high school, students at Newburgh Prep, through a rigorous NYSED Learning and Common Core Standards-based education program with intensive social-emotional support, will take and pass all the appropriate Regents exams as well as complete all high school credits as specified under the NYSED Part 100 Regulations with particular attention to Part 100.2q—High School Program Offerings.

To meet the needs of over-aged high school students with fewer than 11 credits, a group most difficult to serve, Newburgh Prep will require students to take four core credits per semester; an advisory during which counseling services, tutoring and homework help will be available, including development and ongoing review of each student’s individual learning plan (ILP) with an advisor; physical education, health, and family and consumer science; and art embedded in community projects. Medical services will be provided as necessary through collaboration with Newburgh’s St. Luke’s Cornwall Hospital. Mental health services will be provided on an ongoing basis through collaboration with TEAM Newburgh. Psychological services will be provided as necessary through collaboration with the Kaplan Career Academy (managed by St.

Christopher's of Dobbs Ferry, NY) in New Windsor, NY, which is within the Newburgh Enlarged City School District (NECSD). The advisory experience is designed to get to the root of each individual student's needs and will provide a differentiated level of counseling and an opportunity for academic and social-emotional growth. The advisory—as well as PE, health, family and consumer science, and the community project— will be focused on developing a sense of self and community and good decisions around health and life style, including participation in the arts.

Students with 11 or more credits, 10 of which are in the core subjects, will have the opportunity to participate in a half-time Internship Program that will provide them with a 9 a.m. to 5 p.m. work experience that alternates week by week with the academic program. When at school, internship students will participate in a semi-independent and blended-learning study program that includes work in needed core-subject courses, an advisory, an elective, and participation in the Visual and Performing Arts and the College/Career-Readiness programs. Internships, a proven cornerstone of many alternative programs, offer a strong incentive for students to return to school. At Newburgh Prep, internships will offer students the soft skills necessary to succeed in the world of work (i.e. timeliness, dress, social behavior, work norms, etc.). Evidence indicates that students involved in internships develop a skill set that makes their transition to college and career much easier.

**Individual Learning Plan:** All of these programs will be integrated into each student's Individual Learning Plan (ILP). The ILP will allow each student, with the help of a teacher advisor, to develop his/her own learning plan with short- and long-term goals that map back to the curriculum and assessment programs. Students will drive this goal-setting activity and will thus be enabled to take control of their own education.

**Enrollment Preference:** Newburgh Prep will serve at-risk students who are over-aged and under-credited, particularly those who are English language learners and those with special needs who have already dropped out of high school. There is a rigorous recruitment plan to reach the African-American and Latino communities in the City of Newburgh for which the Founding Group and proposed Board of Trustees have already recruited key helpers in each community. Newburgh Prep expects to have a large proportion of students eligible for free and reduced-price lunch (90%), English language learners (50%), and students with disabilities (20%). The Accountability Officer of the NECSD has verified these percentages.

**A Successful School Model:** Newburgh Prep will build on the successful educational programs currently in use at John V. Lindsay Wildcat Academy (Wildcat) in Manhattan and planned at New Dawn Charter High School (New Dawn) in Brooklyn, when it opens in September 2012. These programs have been effective in fostering academic achievement and positive social-emotional development for over-aged and under-credited students. Newburgh Prep's model has been developed with the guidance and advice of key educators from those schools as a separate 501(c)3 with an independent Board of Trustees. It is not an expansion of either program.

Newburgh Prep’s Founding Group has studied Wildcat’s and New Dawn’s history and experience. Wildcat and New Dawn will support Newburgh Prep by providing all the procedural materials needed for the school to maintain viability. Newburgh Prep’s curriculum will reflect Wildcat’s and New Dawn’s curricula to some extent including implementation of the developing Common Core Standards. Significant program features will include: 1) professional development embedded in the classroom; 2) a 90-minute common planning and professional development period daily; 3) implementation of a teacher growth plan based on the Danielson Framework for Teaching and an administrator growth plan based on the Vanderbilt Assessment of Leadership in Education which not only address instruction and leadership but also allow for the differentiation of teacher and administrator development; and 4) implementation of the Workshop Model, balanced instruction, and blended learning.

**C. Enrollment, Recruitment, and Retention**

**Public Lottery:** While Newburgh Prep will adhere to the April lottery deadline, the Wildcat experience shows that a majority of the students who apply and are successfully accepted, for many reasons, do not submit applications until the August prior to September enrollment. Even students, in fact, who submit applications by the April 1 deadline often have either found other options or have lost interest in attending school once orientation begins five months later. If not enough applicants to Newburgh Prep qualify for one of the four “grade levels” by the April 1 date to require a lottery, students who qualify will be admitted on a first-come, first-enrolled basis until census is reached.

Due to the needs of students who are over-aged and under-credited, especially for those who have accumulated fewer than 11 credits, the number of students at each “grade level” in Year 1 will be capped at the number presented below. Newburgh Prep will accept applications beginning in the spring of 2013. The number of credits earned by each applicant will be certified by the Newburgh Enlarged City School District (NECSD). If there are not enough applicants in each group by the April 1 date to require a lottery, those who have applied within each group will be accepted, and a wait list for that group will be established and maintained.

The number of students below represents an estimate of the number of students in each “grade level.” Regardless of the number of students who earn 11 credits and above, the total census will not exceed the total of each year (i.e. Yr1 = 105 total students; Yr2 = 155 total students, etc.).

Projected Enrollment Table Over the Charter Term						
Grades	Ages	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
K						
1 <sup>st</sup>						
2 <sup>nd</sup>						
3 <sup>rd</sup>						
4 <sup>th</sup>						
5 <sup>th</sup>						
6 <sup>th</sup>						

7 <sup>th</sup>						
8 <sup>th</sup>						
9 <sup>th</sup>	16-21	20	30	30	30	30
10 <sup>th</sup>	16-21	20	30	40	50	60
11 <sup>th</sup>	16-21	30	45	60	75	90
12 <sup>th</sup>	16-21	35	50	75	100	125
<b>Ungraded</b>						
<b>Totals</b>		<b>105</b>	<b>155</b>	<b>205</b>	<b>255</b>	<b>305</b>

**Enrollment Rationale:** Newburgh Prep students will be between the ages of 16 and 21, will be behind their four-year 9<sup>th</sup> grade cohort (peers with whom they started 9<sup>th</sup> grade), and will have already dropped out of high school, be in-school truants, or behind grade level and struggling to remain in school, i.e. students who are over-aged and under-credited. The majority of these students as well will be eligible for free and reduced-price lunch, will be English-language learners, and will have special learning needs. Conservative estimates put the number of 16-to-21-year-old high school dropouts on the city streets of Newburgh at between 1200 and 1800. There is no alternative or transfer high school in the Greater Newburgh Area.

The Newburgh Prep Founding Group determined that 105 students in Year 1, with a credit distribution as indicated, is the maximum number that will offer the best chance of success at the start. With each year’s success the school will grow in enrollment at a measured rate. After five years, when the enrollment is 305 students, the school will be addressing a sizeable percentage of the need and will impact the community by providing a way out of generational poverty through education.

Newburgh Prep will meet or exceed the enrollment and retention targets for at-risk students—students with disabilities, English-language learners, and students who are eligible applicants for the free and reduced-price lunch program—as detailed in the July 16, 2012, memo from Ken Slentz to the Board of Regents, Subject: Enrollment and Retention Targets for Charter Schools.

**Recruitment and Retention Plan:** The first step in the recruitment and retention plan is to build community support. This effort began with a series of articles written for and published in a local weekly newspaper called the *Mid Hudson Times* (circulation 1,800). In addition, three news stories with photos about the efforts to create Newburgh Prep were printed in the daily newspaper called the *Times Herald-Record* (circulation 399,900). There have been meetings with a number of prominent citizens and local organizations, including the Newburgh Enlarged City School District superintendent and Superintendent’s Cabinet; the Board of Education president and the Board which individually expressed 100% support for Newburgh Prep; the president of Orange County Community College; the leadership of the Newburgh Campus of Orange County Community College; the Mt. St. Mary College Education Department; the Newburgh Area Retired Teachers Association; the leadership of the Kaplan Career Academy (managed by St. Christopher’s of Dobbs Ferry, NY); the Newburgh Performing Arts Academy;

Safe Harbors; TEAM Newburgh; the Newburgh Branch of Orange County BOCES and students who attend the GED Program there; the Black Rock Forest Consortium, an alliance of colleges and universities, public and independent K-12 schools, and leading scientific and cultural institutions that operates [Black Rock Forest](#) as a field station for scientific research, education, and conservation; the Newburgh City Council and other local politicians, including the mayor, the local state senator, and the local U.S. congressman; the Armory Unity Center; the Liberty Partnership Program; the Gateway Program of Catholic Charities; the YMCA; Latinos Unidos; and the local chapter of the NAACP.

**Family and Community Support:** In addition, two community meetings were held, one in English and one in Spanish, to determine interest and support for such a school in the community. In connection with promoting these meetings, information about the meetings and the school was distributed to churches, beauty salons, barber shops, laundromats, retail stores, and people on the streets of the City of Newburgh. Information about the meetings was printed in the two local weekly newspapers, in the local daily newspaper, and in newspapers that serve the Latino community. Such meetings will continue. At each opportunity members of the community were asked to sign a petition showing support for the need for such a school. Through these efforts the Newburgh Prep Founding Group has been able not only to gain community support but also to spread the word about the proposed services of this school. All have agreed that there is a need for such a school in Newburgh.

**Publicizing Program to Prospective Students:** During the second step in the recruitment and retention process, once the school is chartered, Newburgh Prep will reach out to prospective students intensively in census tracts with the highest diversity and poverty in the City of Newburgh. This group is somewhat elusive because the majority will not be enrolled in any school. We will, however, be able to reach many of these future students through family members and friends who care about them. We will also be able to gain access to them at a number of places in the community where former students congregate, including at community-based and faith-based organizations and through referrals from such organizations and the NECSD. We will arrange for traditional recruitment advertising in the local newspapers both in English and Spanish, and we will distribute English and Spanish flyers in locations where people will see them. We will continue to obtain signatures from community members in support of the school, as well as letters of support from prominent community members. We have reached a level of recognition in the community, and we will continue to build on that. We feel confident that, with the continued help of our Wildcat and New Dawn advisors and the growing recognition of the need and support for a school of this kind, we will reach anticipated enrollment.

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

**Why Newburgh?:** The Newburgh Enlarged City School District (NECSD), which comprises the City of Newburgh, the Town of Newburgh, and the Town of New Windsor, is demographically diverse. The City of Newburgh, with a population of 28,866 (2010 U.S. Census), is a largely

ethnic, immigrant community of people from Mexico, Puerto Rico, Central and South America (49.6%) with an African-American community (30.2%) and a European-American community (20.4%). In 40.4% of households in the City of Newburgh a language other than English is spoken. A majority of City of Newburgh residents makes less than \$35,000 a year. Many adults lack not only a high school diploma but have less than a 9<sup>th</sup> grade education.

The student population of the school district is 41% Latino, 29% African-American, and 28% European-American. Half of the 11,600 students in the Newburgh Enlarged City School District live in the City of Newburgh. Officially, 63% are eligible for free- or reduced-price lunch with some resistance at the secondary level to completing the application. All NECSD schools qualify for Title I funding.

**Value to the Community:** The latest published NECSD graduation rate is 61%. Newburgh Prep has targeted and will continue to target its outreach to enroll students who have not graduated (39%), including 48% of African-American students, 38% of Latino students, and 24% of European-American students. In addition, 42% of these students have an IEP and 26% are ELL. Newburgh Prep will be open to any student who has dropped out of school or who has no hope of reaching graduation with first priority given to community students. No Newburgh Prep student will be attending high school for the first time, and students will not be recruited from the district's middle or K-8 schools. Newburgh Prep has a ready pool of targeted students since, as mentioned above, the City of Newburgh is identified as a high-needs community. The establishment of a charter high school of this kind is a win-win for the Greater Newburgh Area.

**Student Need:** Students who are eligible to attend Newburgh Prep are the most at-risk students in the NECSD. As outlined above, students from the City of Newburgh are even further at risk due to a variety of issues including poverty, language barrier, and special needs. Newburgh Prep will have a free and reduced-price lunch rate of at least 90%. Language is another issue that impacts student achievement. Because so many residents of the city are foreign born, many are not proficient in English. Since a large number of ELL students drop out (38%), Newburgh Prep will have a higher percentage of ELL students than NFA (50%). Finally, because the population of students with special needs is large (13.2%) and since many of those students drop out (42%), Newburgh Prep will have a higher students-with-disabilities enrollment (20%).

**A Different Approach:** Newburgh Prep will offer these students a non-traditional approach to education by surrounding them with adults who understand their needs and who are willing to do what it takes to help them satisfy their needs and achieve a high school diploma. These students have not done well in traditional classrooms. There will be no traditional classrooms at Newburgh Prep. Students will be expected to take their education as seriously as they would a job. Their job is to learn. Their workday is 9 a.m. to 5 p.m. Teachers at Newburgh Prep will not teach in traditional ways. Each teacher will never be the "sage on the stage" but always the "guide on the side." The Workshop Method will challenge students to solve practical problems and learn by doing this. The notion that "We are problem solvers" will guide instruction.

Although the job of reaching the goal of a high school diploma will be preached and practiced continuously, each student will receive individual guidance about how to reach that goal through the development of an ILP. As students progress in the number of credits earned, their options will increase and they will be given opportunities to get involved in a number of enrichment activities that will impact their lives now and into the future.

The Newburgh Prep Founding Group believes that a number of these non-traditional ideas can have an impact on NECSD schools, and Newburgh Prep and the district have agreed to collaborate to share successes. The NECSD has shown its support for Newburgh Prep (see attached letter) and has expressed a willingness to collaborate for the good of the students of Newburgh.

**Community Support:** The Founding Group and the Board of Trustees are people who know and understand Newburgh. Most have lived and/or worked in the Greater Newburgh Area for many years. All are committed to helping this group of students and to turning the City of Newburgh around through education. Through community meetings and distribution of information, Newburgh Prep has received strong support from parents and from the community at large, including the Latino and African-American communities. Everyone acknowledges the need for Newburgh Prep. Everyone acknowledges that Newburgh Prep is a good idea.

#### **E. Public Outreach**

The Founding Group began in June 2011 with a core group of retired and current educators and influential members of the community who met at the Newburgh Campus of Orange County Community College. From that meeting they generated a list of others in the community who might want to be involved and reached out to those people through letters, emails, and phone calls. The core group grew over the next few months as did the list of community members reached.

**Informing the Community:** During this same time period, a series of articles written either about the proposed charter school or mentioning the proposed charter school was printed in the *Mid Hudson Times*, a weekly newspaper distributed throughout the Greater Newburgh Area. As a result of these articles, the list of contacts grew larger.

In December the education reporter for the *Times Herald-Record*, the local daily newspaper, wrote a news story about the proposed charter school with a photo that appeared on p. 5. As a result of that news story, the list of contacts grew larger still.

Also during this time period, we began and continue to meet with a number of prominent local people including Mayor Judy Kennedy of Newburgh, U.S. Congressman Maurice Hinchey, State Senator William Larkin, NECSD Superintendent Ralph Pizzo and his Cabinet, Board of Education President Dawn Fuchek, President Dr. William Richards of Orange County Community College, Vice President Mindy Ross of the Newburgh Campus of Orange County Community College, the Mt. St. Mary College Education Department, Executive Director Dr.

Robert Maher of St. Christopher's in Dobbs Ferry and the Kaplan Career Academy in New Windsor, Executive Director Kevin White of the Newburgh Performing Arts Academy, Executive Director Tricia Haggerty-Wenz of Safe Harbors, TEAM Newburgh, the Newburgh Area Retired Teachers Association, the Newburgh Branch of Orange County BOCES, the YMCA, the Boys and Girls Club, Best Resources, the Liberty Partnership Program, the leadership of the Newburgh Armory Unity Center, Latinos Unidos, and the local chapter of the NAACP. All of these people and organizations are now on our list of contacts. All support the need for this school.

**Public Meetings:** In March we held two public meetings, one in English and one in Spanish, at the Ritz Theater, which, as part of Safe Harbors, is centrally located to the neighborhoods where the majority of our prospective students live. In preparation for these meetings we prepared a PowerPoint called "The Newburgh Dropout Dilemma" which outlines the problem and talks about the benefits of establishing such a charter school. In addition to using our contact list to publicize the meetings, we walked the city streets of Newburgh to distribute flyers about the school and the meeting to people on the street and for posting in shops, including restaurants, laundromats, beauty salons, barber shops, and other retail stores. A reporter from the *Times Herald-Record* accompanied us at the beginning of the first walk and wrote a news story with a photo that appeared on p. 3. Another article about our walks was printed in the *Mid Hudson Times* as well. The English meeting was very well attended with a nearly standing-room-only crowd that asked many questions, had many comments about the need for such a school and how it needed to be different from a traditional school, and was very supportive of our efforts. The Spanish meeting was less attended but equally as positive. Our contact list grew again.

**Continuing Public Comment:** From all of these contacts with people in the Greater Newburgh Community we received emails, telephone calls and letters asking for more information, making comments of support, and volunteering to help. We initially responded to all and continue to keep all of our contacts in the loop.

**Proposed Location:** The Founding Group wants Newburgh Prep to be as close to Broadway and as close to downtown as possible. The City of Newburgh is divided by a wide street that runs east-west called Broadway. For the most part, the African-American community is located on the north side of Broadway and the Latino community on the south side. By locating the school in the middle, we feel that we have a better chance of attracting students from both sides of the city. We are currently having discussions with the owner of a suitable building in this very location who is interested in having the charter school in his building, and with an architectural firm that has extensive experience in school design.

We also like this location for internships. Within walking distance is St. Luke's Cornwall Hospital, the Newburgh Free Library, the Newburgh Campus of Orange County Community College, the Police Department, the Fire Department, City Hall, the Orange County Courthouse, the City of Newburgh Courthouse, and other internship locations, including vocational.

**Community Input:** Among the many comments and suggestions we received from the community was a request for day care for the children of the many teenage mothers in the community. A new day-care center at the Newburgh Campus of Orange County Community College is scheduled to open in September 2012. Long-range plans at Safe Harbors include a children's museum and a day-care center. Newburgh Prep students will have access to these centers, one in the short term and the other as the school grows.

Most of the other comments and suggestions expressed concerns that, since these students were unsuccessful in a traditional public school, a traditional school experience will not work. For this school to be successful, it will have to approach and teach these students in a very different way. We explained some of the ways we would make this high school unlike the traditional high school, including ILPs, differentiation, the Workshop Model, and balanced instruction.

**Informing Students:** In general, we plan to reach potential students through their parents and people who care about them. That process has already begun. We will also reach potential students in their homes and neighborhoods, in their churches, in community organizations, in beauty salons and barber shops, and in the variety of community programs designed to attract these students.

#### **F. Programmatic and Fiscal Impact**

The NECSD's high school, Newburgh Free Academy (NFA), is a traditional, comprehensive public high school that offers a wide variety of programs to its more than 3,000 students. Many students participate in the many programs offered, from academic to sports to visual and performing arts to vocational. Many students achieve at high academic levels at NFA and go on to good colleges. Unfortunately, many students don't make it to graduation. We have interviewed a number of students who have dropped out. For many the story is strikingly similar: they get lost in the crowd, they get bullied, they are made fun of, they never learned to read or understand math, their grades were terrible, they weren't successful at any of the programs mentioned above, they didn't think the teachers liked them or cared about them, and they just couldn't stand being in that environment any more.

**Programmatic Impact:** Newburgh Prep will be a much smaller school staffed by professionals who care about these students and want to help them earn a high school diploma. The students coming to Newburgh Prep will know this from Day 1. In addition to the many differences between Newburgh Prep and NFA, the first will be that each student at Newburgh Prep will have an advisor and an ILP, a customized road map to graduation. Every student will be assessed coming in, and the progress of each student will be continuously assessed and tracked.

The classrooms at Newburgh Prep will not have the look of traditional classrooms. Through use of the Workshop Method of learning, students will work independently or in small groups with the teacher's assistance to solve problems through reading, writing, and computation with constant reinforcement of skills and a focus on critical thinking. Every student at Newburgh

Prep will be encouraged to participate in every program. Every student will have access to counseling, tutoring, homework help, and teachers and adults who want to help them. Attending school is the 9 a.m. to 5 p.m. job of these students, whether they are in an academic class or involved in the arts, working on a community project or at their internship jobs, or learning about what going to college will be like and career options. Everything they do will be an expectation of the job at hand. Everything they do will further their education.

Because this approach is so different from the approach at NFA, it will be noticed. We have already discussed collaboration with the school district. This collaboration will include opportunities to observe our programs in action and opportunities for us to help NFA implement similar programs. This impact extends also to elements of teacher and principal assessment, developing successful professional learning communities, professional development, and other professional programs. Newburgh Prep will also be an educational laboratory open to anyone who is interested, including education students at Mt. St. Mary College and SUNY New Paltz.

**Fiscal Impact:** One of the reasons that the Founding Group chose to apply for a charter to open a school like this in Newburgh is the limited fiscal impact that this school will have on the NECSD. Newburgh Prep will enroll only students who have dropped out of high school. Since those students are not attending school, the district is not receiving state aid for them. In addition, NFA will benefit from a decreased dropout rate and an increased graduation rate through students who would have been on the street and who would not have graduated if it were not for Newburgh Prep.

## **II. Educational Plan**

### **A. Achievement Goals**

Newburgh Prep's mission is to provide a structure for students who have dropped out of high school or who are at-risk of not obtaining a diploma which will help them to successfully graduate from high school and enroll in college or continue on their chosen career paths. There will be two achievement goals: 1) graduation with a high school diploma, and 2) continuation of a legitimate career path including college. Progress towards these two goals will be facilitated and monitored through the PICCS School Improvement Model and will be reflected in the school's accountability plan developed prior to final chartering. Benchmark and outcome data will be constantly analyzed to keep students on track with their goals.

**Evaluation Methods:** Two of the most important benchmarks of Newburgh Prep students will be: 1) the achievement of 11 credits and the exiting of the Intensive Intervention Program, and 2) high school graduation. In addition to the successful completion of the required Regents exams, students will be held to specific achievement criteria in the areas of comprehensive classroom assessments that include work samples and teacher assessments and assessments of work in the community, internships, college/career-readiness, and involvement in the arts. Any unmet school expectation will be flagged when parents/guardians are notified of progress in writing.

Requirements for exiting the Intensive Intervention Program include:

1. 65% or greater in overall classwork for a total of 11 credits
2. Successful completion of a community project
3. Completion of an ILP

Benchmark Testing for exiting the Intensive Intervention Program includes:

1. Achievement at or above Level 3 on the common assessments in ELA, math, science, Global Studies, and U.S. History
2. For ELL students, a passing score on the NYSESLAT or indication of approaching passing on NYSESLAT (1<sup>st</sup> year ELL student) or indication of growth on NYSESLAT (2<sup>nd</sup> year ELL students)
3. For special education students, a passing score on testing as required by the IEP

Requirements for high school graduation include:

1. 65% or greater in overall classwork for a total of at least 22 credits
2. Successful completion of an ILP that includes a college/career plan
3. Successful completion of the Internship Program, the College/Career-Readiness Program, and the Visual and Performing Arts Program

Benchmark Testing for high school graduation includes:

1. Achievement at or above Level 3 on the common assessments in math, ELA, social studies, and science
2. Successful completion of all mandated high school Regents exams
3. For special education students, a passing score on testing as required by the IEP and achievement of the requirement for an IEP diploma

## **B. School Schedule and Calendar**

**Student Schedule:** The Newburgh Prep building will be open for 10 hours each school day, from 8 a.m. to 6 p.m. Instruction will begin at 9 a.m. and continue until 5 p.m. The day will consist of five 55-minute instructional periods and one 90-minute instructional period, one 55-minute advisory period for remediation and interpersonal issues, and a 25-minute lunch period.

This results in an instructional day of seven hours which meets and exceeds the 5.5 hours of instruction per day as required by Education Law 2852(2)(n).

Students in each of the two programs—students with less than 11 credits and students with 11 credits or more—will have the same basic schedule. All students in the Intensive Intervention Program will be required to attend school every day. The schedule for students with 11 credits or more (10 of which are core credits) will include attendance at school year round, full time during the 1<sup>st</sup> marking period and the 5<sup>th</sup> marking period (Summer Session) and alternating one week in school with one week on an internship during marking periods 2, 3, and 4. Students will meet all requirements for graduation as specified under NYSED Part 100 Regulations.

**Length of Year:** Starting with the 2013-2014 school year, Newburgh Prep students will attend school year round for an extended school year of approximately 215 school days, which exceeds the 180 days required by Education Law section 3204(4). Teachers will report for work for 12 months and observe all school closings included on the NECSD calendar with the exception of the Summer Session, Staff Institute, and Team Week. The students will return to school for Team Week one week before the students of the school district return to school. In general, students will follow the NECSD's school-year calendar with the exception of the Summer Session and Team Week (see Year 1 Calendar in attachments).

Newburgh Prep's schedule and calendar align with the school's mission and the needs of the students and teachers by providing ample opportunities for students to resolve those issues that impact their school performance, by providing instruction in a manner which will increase proficiency for students who come to Newburgh Prep with varying levels of proficiency, by providing social-emotional as well as academic intervention on a daily basis, and by providing teachers with scheduled time for common work and professional development during the daily 90-minute 8<sup>th</sup> period at the end of the day.

**Student Groups:** During the recruitment and enrollment process, the number and type of credits that a student has, as certified by his/her high school record, along with an assessment of basic skills, will determine the level of instruction for that student. We plan to make every effort to balance the student body by the number of credits already earned into four groups of students: 1) those who have earned 0-5 credits, 2) those who have earned 6-10 credits, 3) those who have earned 11-15 credits, and 4) those who have earned 16-21 credits). Since the number of credits alone, however, is not an indication of specific subject area credits earned, each student's program will be differentiated by his/her ILP. Some students, for example, might have 12 credits but may be lacking any credits in math or science. For this reason, a student must complete or have completed three credits in English, three credits in social studies, two credits in science, and two credits in math for a total of 10 of the 11 credits required to participate in the Internship Program.

### **C. Curriculum and Instruction**

The mission, curriculum, teaching methods, and services of Newburgh Prep are all designed with this specific at-risk target population in mind. The mission statement identifies the specific over-aged, under-credited target population. The needs of the community, such as the high dropout rate, poverty, teenage pregnancy, single-parent homes, and lack of English proficiency have been noted. Newburgh Prep is designed as a social-emotional and academic intervention model predicated on the assumption that students enrolled have already failed at a traditional school. Specific strategies include the following:

- 1) The focus of the PICCS School Improvement Model is on student performance and teacher and administrator accountability. The model allows staff to focus on curriculum and instruction by assessing student performance as well as the performance of the school overall. It is designed for maximum collegiality, providing support to teachers as they differentiate their instruction based on data targeted to individual students in need of both remediation and enrichment. The amount of common planning and professional development time for teachers through this model (90 minutes per day) is critical when working with students in this target population, the large majority of whom will be significantly behind grade level.
- 2) The Workshop Model, balanced instruction, and blended learning are essential when teaching students at a wide range of proficiency levels. The expectations for all students are the same as exemplified through the mini-lesson where the teacher provides instruction and modeling for the daily lesson. Students then work individually or in small groups at their particular proficiency level, receiving either remediation or enrichment and learning basic skills in an embedded setting. This model of instruction not only sets equal expectations for all students but is an effective classroom management technique. Students who come to Newburgh Prep with a varying number of high school credits will not have a traditional classroom schedule. The student close to graduation who has yet to take or pass Global Studies, for example, must be allowed to take the classes necessary to fulfill both graduation requirements as well as pass the Global Studies Regents, which is normally taken in 10<sup>th</sup> grade. Newburgh Prep scheduling is designed specifically for students in need of this type of class schedule. Providing this level of monitoring and specifically targeting those difficulties that keep students in this group from achieving success will ensure that no student drops through the cracks.

The Internship Program, the College/Career-Readiness Program, and the Visual and Performing Arts Program will be a draw for the students who complete or have completed 11 or more credits. An important focus of the Intensive Intervention Program for students with less than 11 credits is preparing these students to participate in those programs. The advisories reinforce those programs by focusing on developing a sense of self-worth, which is almost always lacking in this group of students, and by assisting the students to move into community involvement and ultimately college and career.

Due to the tremendous difficulties of over-aged students with fewer than 11 credits, the Newburgh Prep curriculum will consist of two parts: academic and social-emotional. The academic curriculum includes all subjects and basic skills. The social-emotional curriculum will be integrated into the academic curriculum through the advisory.

Newburgh Prep has access to Wildcat's and New Dawn's completed and audited educational curriculum crosswalks for grades 9 through 12. The curriculum is aligned to the NYSED Learning Standards and in both ELA and math to the Common Core. Teachers at Newburgh Prep, working cooperatively and collaboratively, will create lesson plans. Using the PICCS Model and the services of PerformancePlus, teachers can diagnose the issues, prescribe best practices to impact these issues, monitor the progress and effectiveness of interventions, and introduce remedies or mid-course corrections when benchmarks are not met.

Instruction is predicated on the alignment of daily lessons to the core curriculum and the NYSED Learning and Common Core Standards. Using CurriculumCONNECTOR, teachers can tailor instruction to best address the needs of students. AssessmentBUILDER allows staff and administration to carefully plot assessments based on lesson plans in CurriculumCONNECTOR. These assessments enable teachers to obtain snapshots of student performance and to develop effective instructional practices. In addition to the staff's ability to drill down on proficiency, administration can also drill down to the trends of specific cohort groups based on attendance, race, lunch status, gender, among other pertinent variables. Teachers and administrators will develop common assessments across subject areas. After administering these assessments, Bubble READER immediately scores the student responses, which allows staff to use PerformanceTRACKER and to align all results back to the curriculum as well as to the NYSED Common Core and Learning Standards.

Not only does this system allow for school personnel to track the pathways of instruction to the curriculum but also the academic performance of students. The budget reflects the purchase of the technology and the necessary training. This system and the data derived from it will help to identify potential weaknesses in the curriculum and instruction so interventions can be developed before serious deficiencies develop.

**Social-Emotional Curriculum:** The advisory will be based on best practices and consist of smaller groups of students linked to a staff member who will act as their advisor throughout the year. The advisor will meet and do team building with his/her students during Team Week in August. Each day during the school year the advisor will meet with his/her students at breakfast from 8:30 to 8:40 a.m., through Morning Exercises from 8:45 to 8:55 a.m., at lunch from 12:00 to 12:25 p.m., and during the 7<sup>th</sup> Period Advisory from 2:30 to 3:25 p.m.

The advisory experience at Newburgh Prep is designed to get to the root of each individual student's needs and will be designed each year to provide a differentiated level of counseling and opportunities for social-emotional and academic growth.

**The Intensive Intervention Program:** To meet the educational and social-emotional needs of students with less than 11 credits, the Intensive Intervention Program will require a contractual agreement with each student and parent/guardian for the following: 1) Each student will attend classes in ELA, math, science, and social studies each day; 2) Each student will participate in an advisory which will provide opportunities for counseling and academic assistance and lead the student through the process of self-acceptance and responsibility to the community; 3) Each student will complete an ILP; 4) Each student will participate in physical education, health, and family and consumer science; 5) Each student will participate in a community project.

Students in the Intensive Intervention Program will be involved in developing a sense of self and community, good decisions around health and lifestyle, and participation in a community project through the arts. In the advisory students will work with their advisors and counselors to develop their ILPs which will serve as the path towards self-efficacy for each student. Students will be able to obtain necessary medical services through St. Luke's Cornwall Hospital, mental health services through TEAM Newburgh, and psychological services through the Kaplan Career Academy (St. Christopher's). Tutoring and homework help will be available for those in need of remediation or additional support.

During the 8<sup>th</sup> and last period of the day (3:30 to 5 p.m.), Intensive Intervention Program students—in addition to PE, health, and family and consumer science—will work on a project in the community. This is the group most susceptible to gang affiliation and feelings of alienation. Involvement in their community in a positive way, therefore, will foster feelings of inclusion rather than the feelings of isolation that so many of the students in this group experience.

**Internship Program:** Students with 11 credits or more, 10 of which are core credits, will participate in a semi-independent, blended-learning study program for their needed core course credits while at school. In addition, they will be required to attend an elective, the advisory, the Visual and Performing Arts Program, and the College/Career-Readiness Program. During the week that they are not in school, they will work at an internship in the community, except during the first marking period and the fifth marking period (Summer Session) of the school year when they will attend school full time. Internships will be aligned with the academic curriculum and the student's ILP.

**College/Career-Readiness Program:** Students who have completed at least 11 credits will be eligible for the College/Career-Readiness Program, developed in part with the help of Orange County Community College that will prepare them for college and career through on-site and off-site experiences in both college and career education.

**Visual and Performing Arts Program:** Students who have completed at least 11 credits will be eligible for the Visual and Performing Arts Program through a partnership with the Newburgh Performing Arts Academy and Safe Harbors.

The following descriptions detail the subject areas for all grades:

**Literacy:** Cross curricular literacy, which includes both reading and writing in the content areas, will be the focus of the Newburgh Prep curriculum. Following the NYS Common Core Standards (*New York State P-12 Common Core Learning Standards for English Language Arts and Literacy*), each teacher, regardless of subject area, is responsible for ensuring that students can read and write within each subject area while developing a strong content-knowledge base. As students progress, an increasing emphasis will be placed on reading informational texts throughout the curriculum (*Reading Framework for the 2009 National Assessment of Educational Progress*). Newburgh Prep’s research-based literacy program, based on balanced instruction and the Workshop Model, will provide students with 1) direct and explicit instruction, 2) effective instructional principles embedded in content, 3) motivation and opportunities for self-directed learning, 4) text-based collaborative learning, 5) strategic tutoring, 6) diverse texts, 7) intensive writing, 8) technology and blended learning; and 9) ongoing formative assessments.

**English Language Arts:** In order to meet NYS requirements, the ELA curriculum will follow the current NYS Standards and the Common Core Standards by offering students the opportunity to learn and internalize the reading, writing, speaking, language, and listening skills and understanding necessary for the *Assessment of Career and College Readiness*. The curriculum will be rich in fiction and nonfiction literature with complexity, quality, and range appropriateness for high school students. As noted above, responsibility for developing literacy across the curriculum will fall on every teacher, and these efforts will complement and be supported by the administration. For remediation, *Reading Apprenticeship* will be used. *Reading Apprenticeship* helps older students develop the skills and knowledge necessary to improve their engagement, fluency, and comprehension of content-area materials and texts. The intervention comes with a range of professional development activities. *Reading Apprenticeship* calls for the teacher to assume the role of expert reader during which time the teacher models and guides students in order to build comprehension strategies. By incorporating student-teacher discussions about the process of reading into the content-area classes, reading processes and knowledge about the process is visible to others in the classroom. This helps students to understand and regulate their own reading processes and improve their comprehension of texts from all of the core academic disciplines. Research shows that teachers who infuse these techniques into their classes are able to cover, and their students are able to learn, more content more successfully.

Students will be given a battery of assessments upon enrollment to ascertain proficiency levels. Upon successful completion of at least 2.5 units of ELA courses aligned to the NYS Performance Indicators and the Common Core Standards, students can progress to the next grade level of ELA courses which are geared for the *Assessment of Career and College Readiness*. Students fulfill their exit requirements for ELA upon completion of four credits of ELA and successful completion of NYS mandated assessments.

**Mathematics:** Upon enrollment students will be given an assessment to determine proficiency level in math skills. Newburgh Prep’s mathematics curriculum will provide students with a

technology-infused, inquiry-based, comprehensive approach to learning by incorporating basic and advanced skills and math applications and by developing students' literacy in the language of math. The math curriculum will consist of an Algebra I, Algebra II, Trigonometry and/or Introduction to Geometry pathway based on the Common Core Standards. In an effort to effectively close the math proficiency gap, students will be held to high expectations. Drawing on the Workshop Model, teachers will employ varied instructional practices which are constructed to build reasoning processes. Learning is enhanced by connecting math to the real world through technology, modeling processes, and communication of mathematical ideas through reading, writing, speaking and other forms of communication, such as computer-based media. Tutoring and other interventions will be integrated.

Because Newburgh Prep's curriculum is tied closely to the Common Core Standards, the students will be fully prepared to meet the challenges of the coming Common Core Assessments. Upon completion of three math credits and a minimum of one Regents exam or all required Common Core Assessments, students will have fulfilled their NYS-mandated exit requirements for mathematics.

**Science:** Newburgh Prep's science curriculum will meet NYS requirements by drawing on the Workshop Model and employing an array of hands-on and virtual lab work to engage in an inquiry-based approach. This inquiry-based approach will address issues in student motivation, the ability to raise complex and insightful questions, and the ability to apply learning to new and unfamiliar situations. Literacy instruction will be integrated into science inquiry through 1) an understanding of the learning process, 2) use of oral and written language while learning, 3) use of high-quality print materials, 4) modeling, and 5) providing time to integrate reading and writing into daily teaching.

The science curriculum will include courses in Living Environment, Environmental Science, and Chemistry. Much of the work in these courses will center on project-based learning activities. Students will progress by completing coursework and labs. After completing a minimum of three science credits and passing a minimum of one science Regents exam, students will have completed their mandated NYS science requirement.

**Technology:** Technology will be infused throughout all aspects of Newburgh Prep's culture and be integrated into classroom and advisory through blended-learning activities. Students will concentrate on developing 21<sup>st</sup> century communications skills by writing for the web, creating videos, preparing presentations, producing podcasts, and taking part in online discussions.

**Social Studies:** The social studies curriculum will meet all credit requirements for Global Studies, U.S. History and Government, and Civics and Economics by focusing on learning content while improving reading and writing skills. Research projects requiring the acquisition and use of 21<sup>st</sup> century skills will be required. When appropriate, project-based learning activities will be implemented. In addition to focusing on content required by NYS, the teachers

will work closely with students to develop civic- and community-minded projects, which enable students to take part in authentic community experiences, thus creating community- and civic-minded, college- and career-ready young adults. We are also fortunate to have easy access to the rich history of Newburgh and the surrounding area with resources such as Washington's Headquarters, the Purple Heart Hall of Honor, West Point, the Roosevelt Library, and many other sites.

**Physical Education and Health:** Physical education and health will be a significant focus of Newburgh Prep and will encourage students to be physically active and to make positive, healthy life choices. In alignment with NYS Learning Standards, the school's health instruction will focus on lifelong physical education, access to city recreational and athletic teams, opportunities to participate in health-related leadership and advocacy activities, injury prevention, mental and emotional health, nutrition and exercise, substance-abuse, family health and sexuality, and personal and consumer health.

**Career Development and Occupational Studies:** Newburgh Prep will create awareness and provide opportunities for exposure to careers in the health, math, science, technology and vocational industries that are particularly relevant to the Greater Newburgh Area. We will explore access and pathways to these targeted careers through internships and participation in the College/Career-Readiness Program. To facilitate the integration of these opportunities into daily action, ILPs will include career goals, and these goals will be part of the advisory and the Internship Program.

**Family and Consumer Sciences:** Newburgh Prep will integrate these skills as well into physical education and health and will align them with the NYSED Home and Career Skills and the Human and Public Services cluster for high school, which will include the pathways of Human Services & Family Studies and Food and Nutrition.

**The Arts:** The Newburgh Prep arts curriculum is aligned with the NYS Learning Standards for the arts. Students will learn to appreciate the visual and performing arts and draw connections between the arts world, humanities and the sciences. Community projects, in which Intensive Intervention students will be involved, will focus on the visual and performing arts, as will the arts experience for students with 11 or more credits.

**Spanish:** The Spanish curriculum will focus on reading, writing, and speaking. The curriculum will align with the NYS Learning Standards for Foreign Languages. We expect students to come to Newburgh Prep with a range of Spanish knowledge and fluency. Instruction, therefore, will be differentiated by student need. In general, Spanish will be taught using a full-immersion model of language learning.

Students at Newburgh Prep have not been successful in high school. A variety of instructional strategies, therefore, will be employed. Differentiation of instruction, classroom management,

and a rich and rigorous content are the most important aspects of instruction which will be managed through the use of balanced instruction, the Workshop Model, and blended learning.

**Balanced Instruction:** Based on the wide range of academic proficiencies and deficiencies that students will have, balanced instruction will be integrated into all subject areas. Balanced instruction involves teaching students the basics (phonics, numerical computations, strategies for comprehending meaning and developing memory) by embedding these concepts into real-world settings which will engage the student and support retention. Instruction that deals with the development of the basic skills needed to complete higher-order processes alone are not successful with older students, especially when these skills are based solely on memorization. Older students must learn the basic concepts in every area, but this must be accomplished in an environment that realizes that they are young adults. Learning must have immediate relevance to the real world. This will be provided through the Workshop Model of instruction.

**Workshop Model of Instruction:** The Workshop Model is consistent with the balanced approach outlined above and builds capacity in teachers to differentiate instruction and to manage classrooms effectively. Based on Howard Gardner's work and his theory of multiple intelligences and on Benjamin Bloom's work around levels of mind usage and challenging individuals to engage in the highest levels of thinking, analysis, synthesis, and evaluation, the Workshop Model facilitates individualized instruction and is highly effective with at-risk populations as well as with academically-gifted students. To achieve the highest levels of thinking, teachers will forgo standing in front of a classroom and lecturing and will move towards using more authentic involvement of students. By changing the paradigm of teacher-centered instruction to a model whereby students proactively participate in the instruction through discussion and collaboration, the Workshop Model allows students to engage more fully in higher-order skills. It also allows students who are struggling with proficiency to participate with at- and above-grade-level peers.

The Workshop Model generally consists of the following components: 1) The teacher leads a mini-lesson in which he/she models the skill or strategy that is being taught; 2) Students practice the skill or strategy together with the teacher; 3) Students work individually or break into groups which are formed based on similar needs as identified by teacher observation and assessment; 4) Students work independently or collaboratively on a project/assignment/problem ("We are problem solvers!") that allows them to employ and develop the particular skills or strategy; and 5) Students have an opportunity to share their work with the class and teacher and engage in class-wide discussion. The teacher works with each group as needed in guided instruction addressing specific needs. The key to the success of the Workshop Model is the use of assessment. Teachers will use data to inform both individual conferencing with students as well as group conferencing for guided instruction. This process promotes highly individualized instruction.

Newburgh Prep’s expectations for teachers are tied closely to the Workshop Model and include: 1) Help students to become proficient in reading, writing, and speaking the “language” of the content area in every content area; 2) Feel comfortable in the use of technology; 3) Provide connections to prior knowledge, other subject areas, careers, and student interests; 4) Develop an array of teaching strategies for students with different learning styles; 5) Continue to improve your knowledge of curriculum content; 6) Improve your questioning ability by asking higher-order questions, allowing for sufficient wait time, and encouraging students to give more than one answer; 7) Become positive about your ability to teach all students; and 8) Expect students to want to learn, to seek connections outside of school, to ask questions, and to seek assistance.

**Blended Learning:** Technology has the power to move education toward a student-centric model of learning, consistent with balanced learning and the Workshop Model, where students can move on their own path and at their own pace to boost learning outcomes. A blended-learning environment allows for seamless targeted interventions and flexible groups, as well as real collaboration among students. Students may have the option to take one or more online courses.

One such online service that the leadership of Newburgh Prep is evaluating is NovaNET. NovaNET provides: 1) each student with an online “personal instructor” for math, science, social studies and language arts courses aligned to state and national standards; 2) an initial assessment; 3) three different study models to enable the user to assign the plan that is right for each student; and 4) feedback on tests. It allows the user to change the mastery level for a student with special needs, personalize courses with different study-plan options for every course/student, create a discussion forum for students, and add an extra, customized assessment created by the user. We have observed NovaNET being used at Oracle Charter School in Buffalo to provide another option for students who need it to complete a course.

The curriculum and instructional model at Newburgh Prep addresses the needs and provides significant educational benefit for both at-risk students and students in need of enrichment. All students are “at-risk” by definition of the target group. Core to the philosophy is that all students can learn and should be given as many chances as needed to be successful. By implementing the Workshop Model along with various technologies, we are committed to providing all students with a rigorous curriculum in an environment that allows for differentiation without tracking. The entire educational model is predicated on an academic-intervention-services model of instruction providing small class size, well-prepared and trained teachers, significant out-of-classroom support for students and teachers, differentiated instruction, advisories for students to develop a sense of self, internships to support students in development of appropriate work behaviors, college/career readiness to ease students into the world of college and career, and involvement in the arts to develop self-expression.

Key to the success of students who are at-risk is the development of connections to the school community through meaningful relationships with adults they can trust. For students who are at-

risk, having these connections is central to their success. School culture itself, in fact, can be the single most important element in the achievement of all students. Schools instill in students not only skills but habits and behavior. Every adult in the building will believe that every student is capable of learning, and this will be communicated to students continuously.

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

**Alignment with Mission:** Newburgh Prep’s mission is to enroll students who have dropped out of high school or who are at-risk of not obtaining their diploma by providing a structure under which they can successfully graduate from high school and enroll in college or continue on their chosen career path. Determining progress towards these objectives will be based on the establishment of a data culture under the PICCS School Improvement Model and will be reflected in the school’s accountability plan developed prior to final chartering. Benchmark and outcome data must be constantly assessed to keep students on track with their goals. The following will be assessed as detailed below: outcomes of advisories, testing results, Regents pass rate, attendance, Internship Program outcomes, ILPs, college/career-readiness participation and outcomes, participation in the visual and performing arts, and results of the Intensive Intervention Program.

**Determining Progress:** Predicted benchmarks in all four organizational areas (pedagogy, support services, compliance, and fiscal) will be set prior to the beginning of school and will be reviewed weekly by school staff and presented at monthly board meetings. If the school falls short of any benchmark, interventions will be developed immediately to address the issue. Staff, teachers, students, parents/guardians, and members of the board will be involved in developing and applying interventions. During the daily common planning time, there will be at least one day a week set aside for teachers and administrators to review outcomes from the system to assess whether the school is still on target.

**Reporting Progress:** The leadership of Newburgh Prep fully understands its responsibility to participate in the statewide system of assessment. Newburgh Prep’s structure is based on the PICCS Model, which has been approved by the NYSED as exemplified by the approval of the PICCS Consortium of charter schools under Race to the Top (RTTT), and includes a rigorous teacher and administrator assessment. The PICCS Model is aligned to the NYSED’s RTTT proposal, and therefore data will be collected and organized in the same way in which the state will need the information. Newburgh Prep will also implement a compensation plan based on student performance and other multiple measures.

**Managing Assessment:** Newburgh Prep will map ongoing student outcomes on common assessments, Scantron, and teacher-developed measures directly back to the school’s core curriculum as well as to the NYSED Learning and Common Core Standards. Teachers and administrators can then assess not only individual student performance but overall trends in the school’s curriculum and instruction. This creates a constant feedback loop, assessing student

knowledge and understanding, aligning it to the curriculum, and assessing for areas of strength and weakness within instruction.

Newburgh Prep will not have promotion from grade to grade as does a traditional high school. A student may enroll in the school having completed all of his/her ELA requirements and passed the ELA Regents exam but not have a single math credit. The school's policy toward "promotion," therefore, is that students take the courses needed to meet graduation requirements regardless of the number of credits accumulated up until and including the school year of their 21<sup>st</sup> birthday.

A well-aligned curriculum and effective data on which to make instructional decisions is crucial to the success of the school, particularly with the disparate needs of the group of students expected at Newburgh Prep. Differentiating students and reporting outcomes will be extremely important to the effectiveness of our model of instruction and can only be achieved through the implementation of a robust data system that includes all aspects of the school and student process and outcome measures. The data system used to facilitate effective teaching available through the PICCS Model consists of robust data-analysis software from PerformancePLUS—including CurriculumCONNECTOR, PerformanceTRACKER, AssessmentBUILDER, BubbleREADER, and StudentILP—offered through one of the world's leading software companies, SunGard, which serves more than 25,000 customers in 70 countries. Using these tools, teachers and administrators will drive instruction by efficiently and effectively managing assessment and curriculum data.

CurriculumCONNECTOR enables staff to develop and share the school's core curriculum, which is aligned to the NYSED Learning and Common Core Standards, thus ensuring that the curriculum used by all educators is comprehensive and standards-based. Teachers can consistently design units of instruction based on the Core Curriculum through the use of professional lesson plan templates, aligning the lesson with both the Core Curriculum and embedded state standards. Because the curriculum will be digitalized, it is possible to analyze curriculum and instruction through the use of TRACKER.

Performance TRACKER offers unlimited options to analyze data by drilling down from general school-based outcomes to an individual student. Data can be sorted and analyzed by student, teacher, courses, or groupings based on an identified variable (i.e. ELL or disability status). Using TRACKER will allow us to align school performance results to state standards by looping back to the curriculum as well as tracking student proficiency over time using school-developed, standardized, and NYSED Regents exams.

AssessmentBUILDER allows teachers to create local assessments which are essential to measuring student performance. Using BUILDER and TRACKER together results in a system that can inform instruction by allowing users to create local benchmark assessments, access thousands of questions aligned to NYSED Standards, and view and analyze results immediately.

Results are aligned back to CONNECTOR for the purpose of assessing strengths and weaknesses with the curriculum.

BubbleREADER allows teachers to efficiently grade assessments by creating and scanning bubble sheets. The system easily handles open-ended questions as well as writing and speaking assessments. Bubble sheets are scanned and loaded into the data system, allowing results to be quickly analyzed and aligned back to the school's curriculum and the NYS Learning and Common Core Standards through TRACKER.

StudentILP is a key concept in the development of the student as a self-learner. Students can create their own goals based on their current status (credits, classes, Regents, attendance, etc.), allowing teachers, administrators, counselors, and parents/guardians to track student progress towards their goals. Each student at Newburgh Prep will create an ILP with the help of his/her advisor, counselors, and teachers. The staff will have access to student ILPs to make comments and conduct follow-up.

**Data-Based Decisions:** Newburgh Prep will use the PICCS data culture as the assessment model. At the beginning of the year all students will be tested on Scantron. We will also look at past NYSED test results including the 8<sup>th</sup> grade ELA and math results (diagnosis). This data, along with existing transcripts, will be used to schedule students into appropriate classes. Staff will use the data to create a baseline for the year, and the results will be reported to the Board based on NCLB categorizations. Data will be used for the creation of each student's ILP which will be completed during the advisory (prescription). Teacher assessments will be given and analyzed (monitoring). Staff will spend at least one day a week during common planning time to review outcomes of these assessments as well as other data, such as coursework, attendance, and timeliness. Data will be looped back to the curriculum for an assessment of instruction (remedying). Data will be reported to the board monthly as it aligns to NCLB and the school's final accountability plan. At the end of each semester the final outcomes will be reviewed: ILP completion rate, number of goals attained on ILPs, graduation rate, Regents pass rate, community-project performance, internship and college/career-readiness and involvement in the arts performance, and final course grades.

Prior to opening, there will be in place an accountability plan by which to assess outcomes. This plan will be approved by the NYSED and will include four sections: 1) student performance outcomes, 2) school viability outcomes, 3) school satisfaction outcomes, and 4) school specific outcomes. Student performance outcomes will include absolute outcomes (percentage of students passing the Regents and graduating), comparison outcomes (Newburgh Prep graduation and Regents outcomes compared to NFA), and growth outcomes (each student compared to him-/herself on pre- and post-tests and ILP). The school viability outcomes will include measures of Board success, ability to enroll to census, and financial soundness. The school satisfaction outcomes will include student attendance and the results of a survey for students, teachers, and parents/guardians. The school specific outcomes will include student performance in the

advisory, community projects, internships, college/career readiness, and performing and visual arts.

Based on a conceptual framework but using practical methods, Newburgh Prep staff will have the ability to increase student achievement through a data-driven school-improvement process. All work will be done in professional learning communities, an environment which supports collaborative work among all staff to identify potential problems, implement research-based solutions, and then to monitor the impact of these solutions. The overall goal is to develop a school culture around a collaborative inquiry model that supports a high-performing sustainable data culture, a culture where there is collective responsibility for student performance. By continually focusing on student performance and outcome measures as they relate to curriculum and instruction, student outcomes will improve.

**Measures of Students’ Outcomes:** Students at Newburgh Prep will fully participate in the assessments required by the NYS Board of Regents. The testing schedule is below:

<b>Assessment</b>	<b>Purpose</b>	<b>Grades</b>	<b>When</b>
Scantron Performance—ELA	Reading Fluency, Competency, Reading	9-12	September & June
Reading/Language Arts Series	Comprehension & Writing Development	9-12	As Needed
Scantron Performance—Math	Number Fluency/Math Skills on Grade	9-12	September & June
Teacher-Developed, including Common Assessments across Subjects, Grades & Teachers	Assessment of Learning in a Variety of Areas, including ELA, Math, Social Studies, Science & Health	9-12	As Needed; Common Assessments at Mid-Term & Final
Language Assessment Battery—Revised (LAB-R)	Assesses English Proficiency	9-12	September (within 10 Days of Student’s Enrollment)
NYS English as a Second Language Achievement Test	Assesses English Fluency for ELL Students	9-12	April & May
NYS Regents Exams (ELA, Math, Global, US History, Living Environment)	Assesses Mastery of NYS Learning Standards as a Requirement for High School Graduation	9-12	January, June & August
Preliminary SAT (PSAT)	Assesses Student Verbal & Math Skills as SAT Practice	10-11	February

SAT	Assesses Student Verbal & Math Skills for College Placement	12	As Needed
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Student performance and outcomes that result from this assessment program will be used as part of the compensation plan to be implemented at Newburgh Prep which supports the NYSED accountability program under Race to the Top.

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

**Standards Aligned to the Mission:** Since students at Newburgh Prep will be ungraded and grouped according to the number of high school credits towards graduation completed, “promotion” will consist of attaining the number of credits that will move a student into the next group. The four groups of students determined by credits include: 1) students with 0-5 credits, 2) students with 6-10 credits, 3) students with 11-15, credits, and 4) students with 16-21 credits. Since the students at Newburgh Prep will have dropped out of high school and since the mission of the school is to help its students to achieve a NYS Regents high school diploma, growth and attainment within the educational program, as tracked through the school’s assessment procedures, will be focused on completing credits.

**Exit Standards:** Exit standards for students in the Intensive Intervention Program (0-10 credits) include the following:

1. 65% or greater in overall classwork for a total of 11 credits
2. Successful completion of a community project
3. Completion of an individual learning plan (ILP)
4. Achievement at or above Level 3 on the common assessments in ELA, math, science, Global Studies, and U.S. History classroom-based test
5. For ELL students, a passing score on the NYSESLAT or indication of approaching passing on NYSESLAT (1<sup>st</sup> year ELL student) or indication of growth on NYSESLAT (2<sup>nd</sup> year ELL students)
6. For special education students, a passing score on testing as required by the IEP

High school graduation requirements include:

1. 65% or greater in overall classwork for a total of at least 22 credits
2. Successful completion of a community project
3. Successful completion of an ILP that includes a college/career plan
4. Successful completion of the Internship Program, the College/Career-Readiness Program, and the Visual and Performing Arts Program
5. Achievement at or above Level 3 on the common assessment classroom-based math, ELS, social studies, and science tests
6. Completion of all mandated high school Regents exams
7. For special education students, a passing score on testing as required by the IEP and achievement of the requirement for an IEP diploma

**Diploma Requirements:** When students graduate from Newburgh Prep, they will have successfully completed a minimum of 22 credits: 4 in English language arts, 4 in social studies, 3 in science, 3 in mathematics, 1 in Spanish, 2 in physical education, ½ in health, ½ family & consumer science, 2 in career development & occupational studies, 1 in art, and 1 in music. There is every expectation that many students will graduate with more than 22 credits.

**What Students Will Know and Be Able to Do:** Since the primary objective of Newburgh Prep is to help over-aged and under-credited students to earn a NYS Regents high school diploma and to be prepared for college and career, the staff will focus on the NYS *College and Career Readiness Anchor Standards* as measures of what students will know and be able to do when they graduate.

**Language:** Students who graduate from Newburgh Prep will be able to demonstrate command of the conventions of standard English—including grammar, usage, capitalization, punctuation, and spelling—when they are writing or speaking. Their knowledge of English will enable them to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Critical thinking skills will be stressed consistently.

Newburgh Prep students will be able to determine the meaning of a word using context clues, analyzing meaningful word parts (Latin and Greek roots), and consulting general and specialized reference materials. They will understand figurative language, word relationships, and nuances in word meanings. They will acquire and use a range of academic words and phrases at the college/career-readiness level. They will gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Reading:** Newburgh Prep students will read closely to determine what the text says, to be able to make logical inferences from it, and to cite specific textual evidence to support conclusions. They will be able to determine central ideas or themes, analyze their development, and summarize key supporting details. They will be able to analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Newburgh Prep students will interpret words and phrases as used—including technical, connotative, and figurative meanings— and they will be able to analyze the structure of texts, including how specific sentences and paragraphs relate to each other and the whole. They will be able to assess how point of view or purpose shapes the content and style.

Newburgh Prep students will be able to integrate and evaluate content presented in diverse formats and to evaluate the argument and specific claims. They will analyze how two or more texts address similar themes. They will be able to comprehend complex texts independently and proficiently.

**Writing:** Newburgh Prep students will be able to write arguments to support claims using valid reasoning and relevant and sufficient evidence. They will write informative and explanatory texts to examine and convey complex ideas and information clearly and accurately. They will write narratives to develop real or imagined experiences using effective techniques, well-chosen details and well-structured sequences.

Newburgh Prep students will be able to produce coherent writing with appropriate development, organization, and style. They will strengthen their writing through knowledge and use of the writing process—planning, revising, editing, and rewriting. They will be able to produce research projects that demonstrate an understanding of the subject. They will gather relevant information from multiple sources, assess the credibility of those sources, and integrate the information. They will draw evidence from literary and informational texts. Finally, they will write routinely for a range of tasks, purposes, and audiences.

**Social Studies/Science/Math:** Newburgh Prep students will apply all of the English language, reading, and writing skills outlined above to the study of social studies, science, and math as relevant and appropriate. No lesson in any subject area at Newburgh Prep will be complete without reading. No lesson will be complete without writing. No lesson will be complete without critical thinking used to solve a problem.

The Newburgh Prep Founding Group feels that everything we plan to do is critical to the school's mission. The success of the academic mission depends on the anchor standards outlined above. The success of the academic mission, however, is also dependent on the social-emotional work that takes place during the advisories as well as during the entire school day, on the life skills embedded in the physical education, health, and family and consumer science programs, and on the transformational power of the internship, college/career-readiness, and the arts programs. None of this will be done in isolation. The effectiveness of one depends on the effectiveness of the others. This entire program is critical to the school's mission. At Newburgh Prep, every teacher is a reading teacher; every teacher is a writing teacher; every teacher is a counselor.

#### **F. School Culture and Climate**

**Safe & Orderly Environment:** School climate and the manner in which discipline is handled are both extremely important at Newburgh Prep and will impact engagement, attendance, and the attrition rate. Students who have left school or are in-school truants many times have problems complying with rules and controlling their frustration and anger. They are already at-risk for leaving school and will do so if the school climate does not meet their needs. Neither school climate nor discipline at Newburgh Prep can be another barrier to school participation. The students must have enough freedom to feel like adults yet must have very clear and consistent rules about appropriate behavior. Respect is of the utmost importance when building a community, and this works in all directions and includes staff, students, and parents. Newburgh

Prep will be a learning community that integrates the importance and respect of self and community into the educational program.

Most of our students will come from an environment that reflects poverty. The building, therefore, must be clean, attractive, and welcoming with an atmosphere that telegraphs to students that they are important and worthy of rigorous education and respect. Many of our students will come from chaotic home environments, so rules that are applied equitably are extremely important. Rules will be distributed at the beginning of the year in the Student Handbook and the Parent Handbook. Rules will also be displayed throughout the school in appropriate places and communicated clearly and positively by all staff. We can predict that many of our students will suffer from low self-esteem. Student work, therefore, will be on display so students can take pride in their and their fellow students' work. Many of our students have little understanding about the importance of community in their lives. Posters will outline contributions to the community by a diverse range of people. Staff must be supportive of a positive environment that deals as much with students' isolation, alienation, and fear of failing again as it does with education. Staff will be trained to work with these issues.

**Discipline Policy:** Newburgh Prep's approach to discipline will be based on the knowledge that students must learn new behaviors and will require many different opportunities and chances to learn appropriate behaviors, just as in any learning environment. The discipline policy is based on this belief and is not, therefore, punitive. Disciplining will be viewed as a learning opportunity and will be treated as such. We know that the students we are targeting are going to have a variety of disciplinary issues. We want to keep them in school and not construct more barriers to keep them away from school. Students need help in understanding the rules. It is the school's responsibility to work with students and with their parents/guardians as they advance towards adulthood and productive citizenship. This will be done in a supportive environment with rules clearly stated, where the students will have the opportunity to improve their behavior without presenting barriers to success.

One way of proactively addressing discipline problems is to ensure that students are engaged in the classroom. With the numbers of students who will be below grade level, teachers must be competent to differentiate instruction. Curriculum mapping software (Curriculum CONNECTOR) will allow teachers to develop lesson plans on a variety of levels for use with the Workshop Model, ensuring engagement regardless of level. Another view that impacts students negatively is the teacher's inability to manage the classroom environment. Embedded professional development will be integrated into the classroom to ensure that teachers receive the support to impact discipline prior to it becoming a problem.

Safety and security are the major focus of all climate and discipline activities. Students who exhibit extremely negative and harmful behaviors toward themselves, the staff, or their peers, therefore, will be referred to the school's counselor/social worker or to the psychologist at the Kaplan Career Academy for a complete evaluation. These students already tend to be alienated

from others, so suspensions and expulsions will be used only as a last resort. The Newburgh Prep Discipline Policy outlines the suspension rules that will be used. From experience, Wildcat rarely suspends students but includes suspension in its discipline policy in case it's needed in the rare event of an extremely dangerous situation, such as bringing a weapon to school.

In addition, Newburgh Prep plans to use Positive Behavioral Intervention and Supports (PBIS), a school-wide positive behavior program based on principles of applied behavior analysis, the prevention approach, and values of positive behavior support. PBIS is a framework for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior for all students. PBIS supports the success of all students. Newburgh Prep staff will be trained in its use as well as in anti-harassment, anti-bullying, and anti-discrimination in compliance with the Dignity for All Students Act. Each year both staff and students will review the Code of Conduct.

**Due Process Procedures for All Students:** The Newburgh Prep Discipline Policy is in compliance with all aspects of Section 2851(2)(h) of NYS Education Law. Due process procedures are spelled out. In addition to the discipline procedures, special procedures are applicable to students with disabilities. There are also conditions under which a student, not specifically identified as having a disability but whose last school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists, may request to be disciplined in accordance with these provisions. Newburgh Prep will comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and procedures outlined in the Newburgh Prep Discipline Policy, but in the event that the procedures are inconsistent with federal law and regulations, federal law and regulations will govern.

**Policy Implementation:** Both the school climate and the discipline policy are geared towards building a community of learners who can take the social-emotional skills learned at the school and apply them to all aspects of life, allowing them to make good decisions about their schooling and careers. The Newburgh Prep Code of Conduct and Discipline Policy reflect this belief and are in compliance with the Dignity for All Students Act. Newburgh Prep defines discipline as helping students to develop self-control and self-motivation in a community that is safe for all members. Both the code of conduct and discipline policy outline the terms for unacceptable behavior along with the consequences of such behavior, as well as the policy for students with disabilities. Newburgh Prep's data culture will track student behavior, assess the effectiveness of the program, and help provide solutions to resolve conflict. One staff member will serve as the Dignity Act Coordinator.

**Parent Involvement Policy:** Families will be actively recruited to participate in school governance and culture building. Many of the parents of our students will show reluctance to be involved. We will use the more traditional means of interacting and involving parents, such as a parents' association (PA) and the School-Wide Committee. The president of the PA will act as

an advisor to the Board of Trustees. There is also a seat on the Board filled by a parent representative. Parents will be invited to Newburgh Prep on a regular basis for a variety of reasons. They will have opportunities to become involved with volunteering in the school as well as participating in the education of their children. Our plan is for Newburgh Prep to become a community school and a welcoming place to all parents.

Communication with parents will begin at orientation and be ongoing. Parents/guardians will be invited to attend an orientation session where parental responsibility will be discussed, including the invitation to serve on the PA and become active with the board and the governance of the school. As part of this orientation, lines of communication will be outlined and all parents will receive directories, calendars, and ways to be involved. Both parents/guardians and students will be asked to sign a contract that supports the goals and rules of the school. The purpose of the contract is to provide clear communication about what is expected and a focused structure for future discussions with students and parents/guardians. The contract will also provide an initial concrete opportunity for buy-in.

Parents/guardians will be able to communicate directly with their children's teachers, administrators and school-support personnel by scheduling an appointment as well as by email. A school community bulletin board placed prominently in the school will be readily available to parents as well as a parent page on the school's website to further facilitate communication. There will be regularly-scheduled times when parents/guardians will be invited to the school to participate in academic activities in the classroom. The school will have parent-teacher meetings that coincide with the distribution of student report cards at the end of each marking period. Mailings and notices about what is going on at the school will be sent home and posted on the website as appropriate. Written materials will be available in the native language of the parents/guardians as well.

Engaging parents/guardians in the governance of the school will begin during the summer of 2013. A core group of five parents/guardians (more if there is interest) will be identified and approached by the principal to develop a parents' advisory team. This group of individuals will receive training in engaging other parents to participate in the school and support their children. This core group of parents will advise the board in critical areas of school development and will be the group from which the PA develops. Developing a full parent involvement policy will be the responsibility of this group and the principal, and this will be completed during the start-up period and ready for implementation by the fall of 2013.

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

**Response to Need:** Due to the high percentage of students expected to be at-risk, Newburgh Prep has put in place a number of support strategies. Students who require additional academic support will receive targeted remediation, individualized instruction, and skills development during the Period 7 Advisory. Students will be targeted for additional academic support based on submitted work, assessments, and in-class performance. A Title I Program will be developed

that will be supplemental to the regular program. Students eligible for Title I services will be identified as academically at-risk by analyzing current assessments and the 8<sup>th</sup> grade NYSED tests.

**Students with Disabilities:** The percentage of students with disabilities who attend Newburgh Prep is expected to be greater than the percentage at NFA (20% vs. 13.2%). Newburgh Prep will educate students with disabilities in the least restrictive environment and with respect to 504 accommodations along with their peers who may not have an identified disability. All applicable federal laws, including the Individuals with Disabilities Education Act (IDEA), will be followed. The school shall not discriminate in admission and enrollment practices on the basis of a student having or being suspected of having a disability.

It is important to note that Newburgh Prep has collaborated and will continue to collaborate with the Kaplan Career Academy which is located within the NECSD in neighboring New Windsor, NY. The Kaplan Career Academy is operated by St. Christopher's of Dobbs Ferry, NY, a private, not-for-profit, non-sectarian organization that creates a safe and secure environment for troubled youth. Schooling at St. Christopher's is provided for IEP students by the Greenburgh-North Castle Union Free School District, a NYS Special Act public school district.

In accordance with NYS Education Law Section 2853(4) et al., Newburgh Prep will provide services required by an IEP either directly or will refer students whose IEPs require services not available at Newburgh Prep to first the NECSD and then to the Kaplan Career Academy. As Newburgh Prep recruits students who have dropped out of high school, the question of an IEP will be prominent. If, for example, a student's IEP requires a self-contained classroom and if that is determined by the school district CSE to be the appropriate placement for the student, Newburgh Prep will recommend that the student be placed at the Kaplan Career Academy if the district is not able to provide services.

Newburgh Prep, the district CSE, and the Kaplan Career Academy will work with the parents to develop an IEP and to design a program that implements the IEP, addresses the student's needs, and is integrated into the student's educational program. Newburgh Prep will not place a student into a learning environment that is inconsistent with the IEP nor will it limit its acceptance of students with disabilities to students with IEPs who require a full inclusion program. Newburgh Prep, the district CSE, and the Kaplan Career Academy will determine the best placement for each student. Removal of students from the Newburgh Prep regular educational environment will occur only if the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, in accordance with the IEP.

Special education students at Newburgh Prep, when appropriate to their IEPs and aligned with their ILPs, will receive adapted curriculum work within a regular education classroom. The special education teacher will be available daily to come to the regular education classroom to

provide services to individuals and groups of both special education and regular students. The special education teacher will meet with students and teachers to help implement IEP goals.

Students with disabilities will also be expected to participate in and receive credit for all programs and activities with all other students to the extent allowed by their IEPs. Students with disabilities and their parents/guardians will receive all notices concerning school-sponsored programs.

If Newburgh Prep is unable to directly provide services to the extent necessary, it will seek individuals from the school district or the Kaplan Career Academy to provide those services. The services to be provided may include, but are not limited to, speech language pathology and audiologist services, psychological services, physical and occupational therapy, therapeutic recreation, early rehabilitation counseling, orientation and mobility services, diagnostic and/or evaluative medical services, and student and/or parent/guardian counseling.

Newburgh Prep's special education teacher will provide consultation and support to classroom teachers, work in the general education classrooms with special education students individually and in small groups, provide resource room services, and serve as a special education consultant to the overall school community. Newburgh Prep will seek classroom teachers who are knowledgeable about the needs of students with disabilities through training and experience, informed of their responsibilities for particular students, receive the support they require to implement a student's program, and implement any modifications or accommodations in their classes in accordance with the student's IEP or 504 designation. Teachers will receive ongoing training regarding the education of special-needs students beginning with and including the pre-opening professional development phase and prior to the opening of school.

In the case of students suspected of having undiagnosed disabilities, Newburgh Prep will adopt a referral process that implements all procedures as outlined in the regulations of the NYS Commissioner of Education for initiating a referral in accordance with Part 200.4 of the Regulations. A referral may be made by a teacher, parent/guardian, a professional staff member of the school, a physician, a judicial officer, a representative of a public agency, or a student over 18 years of age. The regulation identifies specific requirements for referrals initiated by professional staff members which will be followed. All staff will receive training in these procedures.

Initial evaluation, re-evaluations, and revisions of IEPs and related procedures are the responsibility of the local educational agency, i.e. the NECSD (see 34 CFR 300.22, 300.312 and 300.340 et al.). If the district cannot provide the necessary services, Newburgh Prep or the Kaplan Career Academy will implement the IEP developed by the NECSD's CSE for each student with a disability and will cooperate with the district to ensure that all services as detailed in the IEP are provided to the student.

Newburgh Prep will provide substitute coverage for teachers to ensure that they are able to attend CSE meetings. As required by IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP. Newburgh Prep will ensure that the teacher is knowledgeable about the student's needs and will help implement any modifications or accommodation as determined by the CSE.

Every teacher of a student with a disability will be provided a copy of the student's IEP. Training for teachers will be provided by the special education teacher to ensure that teachers fully understand the IEP of each student and its instructional implications. With support from the special education teacher, regular classroom teachers will be able to establish modifications in their classrooms.

Regular progress reports and report cards regarding the progress of each student and his/her IEP will be provided to the parents as well as to the NECSD. The school's special education teacher will interact with the district in a number of ways, including seeing that referrals are made for students suspected of having a disability, fulfilling district reporting requirements, ensuring that all appropriate school staff participate in meetings of the CSE, and establishing a reporting structure in accordance with applicable law whereby the district is provided progress on the degree to which the services on the IEP are being provided.

**ELL Students:** Newburgh Prep will not discriminate against ELL students in its admissions policies or practices and will comply with all applicable laws including Title VI of the Federal Civil Rights Act of 1964 and the Federal Equal Educational Opportunities Act of 1974. In addition, Newburgh Prep will make proactive efforts to build awareness of the charter school and of the opportunity for parents to enroll their children by having a presence in neighborhoods where large numbers of students classified as ELLs reside.

Newburgh Prep assures that, once they are enrolled, ELL students will not be considered students with disabilities because of their lack of English skills. Parents/guardians whose English proficiency is limited will receive notices and other information in their native languages. The school will establish an ELL student enrollment target each year in consideration of the school's prior year ELL enrollment figures and the district's prior-year ELL enrollment figures. This figure will be at least the same as or higher than the figure determined by the Authorizer. The school will then adapt and document its student recruitment strategies to support achievement of the ELL student enrollment targets.

Newburgh Prep's process of identifying ELL students and the method for determining ELL status is as follows: 1) If English is the only language spoken in the home as indicated on the Home Language Questionnaire, then the screening process need not continue; 2) If the home language is other than English or the student's native language is other than English, the NECSD will be asked if the student has already taken the LAB-R and has been identified as an ELL student. If the answer is yes, then the student will receive ELL services; 3) If the student is not

identified by the district as an ELL student, then appropriate school staff will informally interview the student and the parent/guardian in English or, when necessary, in their native language; 4) If the student speaks a language other than English and speaks little or no English and the district has not administered the LAB-R, then the school will administer the LAB-R. A student who receives a score below the designated proficient level is limited English proficient (LEP) and eligible for services; 5) Following placement into ELL services, student progress in English is measured annually with the NYSESLAT. Scores on the NYSESLAT indicate the proficiency level that the student has achieved each year and whether or not the student's level of English proficiency is high enough to exit services. Any student classified and receiving educational services as an ELL student who subsequently tests above the established cut-off point will be deemed to be no longer in need of ESL services.

Newburgh Prep will implement a freestanding English as a Second Language (ESL) program to provide instruction in English using both push-in and pull-out. In a push-in model the ELL teacher works with students during content instruction in collaboration with the classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time. In the pull-out model, ELLs are brought together for English-acquisition-focused instruction by the ELL teacher outside of the general classroom. The topics being discussed in the content class will be the topics used in the pull-out.

Teachers also utilize special instructional strategies sometimes referred to nationally as "Sheltered English Techniques" or "Specially-Designed Academic Instruction in English" for delivering content to ELLs in English. At Newburgh Prep students will receive instruction from their classroom teacher and, as needed, discrete ESL instruction from the ELL teacher. Newburgh Prep will use the standards document entitled, *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language* as a guide to ensure that ELL students meet the same standards as the general student population. Professional development for teachers and administrators in instructional methodology appropriate for language learners will ensure that the materials and facilities available to ELL students are equal to those of the general student population. Appropriate materials will be available for ESL instruction.

Newburgh Prep ensures that ELL students will not be excluded from any activity based on an inability to speak and understand English. Parents/guardians whose English proficiency is limited will receive notices and information from the school in their native languages to encourage participation in the school. Newburgh Prep will undertake a training program for teachers to enhance staff appreciation for the ELL students' native languages and cultures and provide information on the techniques, methods, and strategies appropriate for instructional and support services for ELL students. Newburgh Prep will guarantee that materials and facilities for the implementation of the ELL instructional program will be of the same quality and quantity and not be inferior to those materials and facilities available to English-proficient students.

Ancillary and support services for all students and families and will be performed by the staff social workers/counselors and through collaboration with TEAM Newburgh.

### III. Organizational and Fiscal Plan

#### A. Applicant/Founding Group Capacity

##### Applicant/Founding Group

<b>Name</b>	<b>Current Employment</b>	<b>Relevant Experience/Skills and Role on Founding Group</b>	<b>Proposed Role</b>
Thomas J. Fitzgerald	Ed. Consultant (CEI-PEA)	Retired School & Central Office Administrator, Group Organizer and Facilitator, Community Outreach	Executive Director
Danette Shepard	Social Services Consultant	Social Services and Advisor to Group (PBIS)	Board Member*
Mindy Ross	VP, Orange Co. Community College	Alternative School and Advisor to Group	Board Member*
Neal Goldstein	Retired Math Teacher	Business Finance, Coordinator of Budget, and Community Outreach	Director of Finance
Ramon Vega	Real Estate Agent	At-Risk Students and Community Outreach	Board Member*
Beverly Woods	Middle School Teacher	Alternative School Principal and Curriculum Advisor	Board Member*
Jack Caldwell	Operations Manager of Black Rock Forest Consortium	Retired School Administrator, Curriculum Advisor	Volunteer Coordinator for Internship Program
Karen Mejia	Aide to Congressman,	Community Organizer, Community Outreach	Board Member*
Runston Lewis	NECSD Board Member for 22 Years	School District Liaison, Community Outreach	Volunteer Advisor
Maryann Fitzgerald	Retired Teacher	Reading & Math Basic Skills, Founding Group Secretary	Volunteer Tutor

\*These five Board Members are part of the nine-member Board.

Each member of the Founding Group has a specific area of expertise that has been central to the planning process and is critical to the successful implementation of Newburgh Prep's program.

**Founding Group History:** Tom Fitzgerald, the lead applicant, became a PICCS consultant for teacher and principal evaluation in December of 2010. In the spring of 2011, as part of his consultant responsibilities, he visited the John V. Lindsay Wildcat Academy. Following his preparation for that visit, the site visit itself, and his conversation with Principal Ron Tabano, and coupled with the years that he spent in the NECSD as a teacher, program specialist, assistant principal, board member, interim assistant to the superintendent, leadership coach, and consultant, Tom realized the need in Newburgh for a charter school like Wildcat and that he, as the result of his background and current work, was in a unique position to help make it happen.

In June of 2011 Tom contacted several people in the Newburgh area who understand and care about the high school dropout problem and who are qualified and willing to help develop such a charter school. The people who responded and became active members of the team included Danette Shepard, a consultant for Orange County social services programs who had formerly worked for the NECSD; Mindy Ross, vice president of the Newburgh Campus of Orange County Community College who has past experience with alternative education; Runston Lewis, a member of the NECSD School Board for 22 years and president of that board for many of those years; James Sanders, a retired high school social studies teacher; Karen Mejia, an aide to U.S. Congressman Maurice Hinchey and a local community organizer; Neal Goldstein, a retired high school math teacher with extensive experience in the business world; Jack Caldwell, a retired teacher and administrator who now manages the Black Rock Forest Consortium; Grace Bowles, a retired high school music teacher; Elaine Magwood, a retired teacher and administrator; Ramon Vega, a retired educator who worked with at-risk youth and who is now a local real estate agent; Elliot Welber, a retired school psychologist; Beverly Woods, a middle school teacher with prior experience as the principal of an alternative school; Bill Kostenblatt, a retired special education teacher; Desiree Kavanaugh, a social worker; Rosana Reyes-Rosello, an assistant vice president at the Newburgh Campus of Orange County Community College who is involved in part with a college program for high school students; and Maryann Fitzgerald, a retired elementary school teacher. This group first met in June 2011 and in each month following. Many were involved in developing the program. Many were involved in publicizing and supporting the community meetings and representing Newburgh Prep at a variety of meetings throughout the Greater Newburgh Area. Many were involved in discussing programs and procedures for Newburgh Prep, in making suggestions and recommendations, and in helping to craft the application in its final form.

**Primary Author:** Although the primary author of the final application is Tom Fitzgerald, it is important to note, in addition to the assistance outlined above, the guidance and assistance of his colleagues at the Center for Educational Innovation/Public Education Association (CEI-PEA): Sara Asmussen, former director of Compliance and Accountability at Wildcat and lead applicant for and Executive Director of New Dawn; Ron Tabano, Wildcat principal and board chairperson

of New Dawn; Frank San Felice, PICCS Co-Director, JPS Solutions LLC Partner, and New Dawn Board Member; Wayne D. Jones, JPS Solutions LLC Partner; Art Pritchard, JPS Solutions LLC Partner; Lisa DiGaudio, New Dawn Principal; Andy Verdon, PICCS consultant; and Pauline Frank, PICCS consultant and retired NYC DOE and charter school principal.

**Founding Group Roles:** As outlined on the chart above, we are proposing that the ten members of the Founding Group serve Newburgh Prep in various capacities:

Mindy Ross is a proposed Board Member. As the vice president of the Newburgh Campus of Orange County Community College, Mindy brings past experience in alternative education and an important collaboration to Newburgh Prep for the success of the College Readiness Program. In addition, Mindy also represents a critical link to the local education community, including to Mt. St. Mary College. (Resume in Attachments)

Ramon Vega is a proposed Board Member. As a former special education teacher and administrator/supervisor for at-risk students, supervisor for probation, family court and adult services, and a current local real estate agent, Ramon brings a deep understanding of the type of student Newburgh Prep will recruit. In addition, Ramon's real estate experience and involvement in the local Latino community have already proven to be valuable assets and will continue to be valuable as we begin the recruitment phase. (Resume in Attachments)

Tom Fitzgerald is the proposed Executive Director. As a teacher, administrator, board member, leadership coach, consultant for the NECSD, and current CEI-PEA consultant with experience in the PICCS School Improvement Model with particular expertise in teacher and principal evaluation, Tom brings extensive knowledge of the NECSD community and the PICCS vision and support for school improvement. (Resume in Attachments)

Beverly Woods is a proposed Board Member. As a middle school teacher and the former principal of the latest NECSD alternative school now closed, Beverly brings extensive knowledge of the type of student Newburgh Prep will recruit, knowledge of curriculum for and learning styles of at-risk students, and bilingual fluency that will enable her to deal directly and effectively with all segments of the community. (Resume in Attachments)

Karen Mejia is a proposed Board Member. As a community organizer in the City of Newburgh involved with a number of community groups and the parent of a school-age child in the NECSD, Karen will serve the Board as a liaison to the parents of the community, specifically the Latino community. (Resume in Attachments)

Danette Shepard is a proposed Board Member. With her consulting business that offers a wide array of assistance to community organizations, especially in the area of social services, and with her extensive experience with PBIS, Danette will be a valuable asset to Newburgh Prep's social-emotional program. (Resume in Attachments)

Neal Goldstein is the proposed Director of Finance. With experience as a high school math teacher, author of the *Student Quality Project*, and 25 years in the business world in corporate finance including as Manager of Cash and Banking at a major computer company, Neal brings a knowledge base of the power of motivation in learning and the ability to direct Newburgh Prep in the areas of accounting, purchasing, payroll, and human resources. (Resume in Attachments)

Jack Caldwell, retired NECSD teacher and administrator, will assist Newburgh Prep as a volunteer in the area of internships, particularly with internships at the Black Rock Forest Consortium in Cornwall, NY, of which he is the operations manager.

Runston Lewis, a NECSD Board member for 22 years, will be the volunteer liaison between Newburgh Prep and the NECSD Board of Education as well as an important link to the African-American community.

Maryann Fitzgerald, retired NECSD teacher, will assist Newburgh Prep as a volunteer in the areas of reading and math basic skills. She currently serves as Acting Secretary.

Each of these members of the Founding Group has been carefully chosen to fill a role at Newburgh Prep based on the experience each brings to the effort, to the success that each has had in his/her various roles in the past, on the interest each has demonstrated in making a difference in our students' lives and in the community, on the commitment of each to create this school and make it work, and on the willingness of each to work together to find a way to get the job done.

## **B. Board of Trustees and Governance**

**Board Responsibilities and Relationship to the Board of Regents:** The Newburgh Prep Board of Trustees will have overall responsibility for school governance. The Board will be responsible for overseeing the operation of Newburgh Prep subject to all applicable education and charter laws, the Newburgh Prep Charter, and the Charter Bylaws. While the Board may delegate day-to-day management and other activities to others, it is understood that the Board will at all times retain absolute authority, oversight, and responsibility for managing the affairs of the school. Among the Board's responsibilities are: 1) establishing, reviewing, and overseeing overall institutional, educational, and operational policies and activities consistent with the mission and charter of Newburgh Prep; 2) reviewing all data necessary for the viability of the school including, but not limited to, lottery procedures, fiscal information, and student outcomes; 3) hiring and reviewing the performance of the Executive Director; 4) ensuring that Newburgh Prep meets all relevant local, state, and federal guidelines, regulations, and laws as well as all requirements of its charter authorizer; and 5) acting as liaison to the charter authorizer. The specific powers and responsibilities of the Board are detailed in the bylaws.

**Board Structure:** The Board will consist of nine voting members and the non-voting Executive Director. The Founding Board is comprised of five of the ten members of the Founding Group with four additional trustees. A trustee may resign at any time and a new member elected by

majority vote of the remaining trustees. A trustee can be removed only for cause and in a manner consistent with the requirements of education law. Grounds for removal from the Board include anything that is in violation of the school’s Conflict-of-Interest Policy, Code of Ethics, or Bylaws, consistent failure to attend Board or committee meetings, or any illegal activity.

In addition to meeting all legal requirements, trustees will be expected to demonstrate commitment to: 1) the mission, goals, and programs of the school, 2) the principle that all students can learn and deserve numerous quality opportunities to be successful, and 3) that Newburgh Prep will become an active institution in the Newburgh community engaged in the well-being of all citizens. The qualifications for service on the Newburgh Prep Board of Trustees will include: 1) experience and expertise in a professional field that will benefit the Board and the school; 2) being at least 18 years of age; 3) commitment to community service; 4) an understanding of the struggles of people living in poverty, including those struggling with the English language; and 5) integrity. The Board of Trustees sets the tone for the culture of the school.

**Proposed Founding Board of Trustees**

<b>Trustee Name</b>	<b>Voting Y/N</b>	<b>Position on the Board</b>	<b>Length of Initial Term</b>
Ramon Vega	Yes	Chair, At-Risk Students	3 Years
Mindy Ross	Yes	Vice Chair, College Readiness	3 Years
James Kulisek	Yes	Member, Internships	3 Years
Phil Mehl	Yes	Member, Finance	3 Years
Karen Mejia	Yes	Member, Parents	3 Years
Joy Pittman	Yes	Member, Community	3 Years
Judge Harold Ramsey	Yes	Member, Legal	3 Years
Danette Shepard	Yes	Member, Social-Emotional	3 Years
Beverly Woods	Yes	Member, Curriculum	3 Years
Thomas J. Fitzgerald	No	Executive Director	3 Years

**Recruitment and Development:** All Board meetings will be held monthly at the school and open to the public. The date, time, and location of each meeting will be publicized on the school’s website, at the school, in local newspapers, and through other announcements in the community. Newburgh Prep will follow and uphold the Open Meetings Law.

A majority of voting Board members (5) will constitute a quorum. A vote by a majority of the trustees, if a quorum is present, will constitute a binding decision by the Board for purposes of doing business. Trustees may participate via conference call, video-conferencing, or similar communications equipment allowing all persons in the meeting to hear each other at the same

time. Participation by such means shall not constitute presence at the meeting for the purposes of quorum or vote except as permitted by the Open Meetings Law.

As defined by the Bylaws, the Board of Trustees will govern the school and have final authority for its policies and operations. The Board will have oversight over the academic progress and fiscal soundness of the school. The Board will delegate to the Executive Director the day-to-day decision-making, authority for instructional leadership and hiring, firing, professional development, and evaluation of staff. The Executive Director will be accountable to the Board.

Notwithstanding the delegation of authority to the Executive Director and/or other key personnel, the Board will retain absolute authority and responsibility for all activities and functions of the school. The day-to-day structure of Newburgh Prep will be based on a shared-leadership model. Even though there is a hierarchy with clearly-delineated roles and responsibilities, decisions will be discussed with the Leadership Team, which will consist of the Executive Director, Principal, and Director of Finance in Year 1, and with as many members of the staff as feasible and appropriate. This model is being used due to the extensive academic and social needs of this group of students and the professional development needs of the teachers. Responsibilities at the school will be shared among the following areas: pedagogy, support services, and fiscal.

### **C. Management and Staffing**

**Organizational Structure:** While the Board provides oversight, the **Executive Director's** responsibilities will include management and administration of all school activities, including management of day-to-day operations; resource allocation; oversight of budget preparation and implementation, including compliance with established financial controls and budgetary goals; facilities administration; pursuance of grants, strategic alliances, including business and community outreach; collaborating with education and human services programs and institutions; and connecting with cultural and civic organizations. The Executive Director, working closely with the Leadership Team, will provide the Board with monthly reports on the progress and achievement levels of students based on assessment and other data disaggregated by grade, ethnicity, poverty level, special student populations, and other factors, as well as a report on the support services and financial status of the school.

In addition, the Executive Director will be responsible for all areas of compliance and will ensure that all necessary Title requirements in terms of compliance are adhered to, including special education, ELL, parent involvement, safety plan, school security and policy, school-parent compact, school-wide plan, Comprehensive Education Plan, Title Program, among others. The Executive Director will modify the New Dawn Staff Manual, which outlines all areas of school compliance. He/she will also log and track lottery applications, communicate with parents/guardians interested in the school, schedule tours and meetings, report the status of the applications, and ensure connections to all systems necessary.

The **Principal** will report to the Executive Director and have sole responsibility for all pedagogy, including the curriculum, educational programming, instruction, student admissions and enrollment, parent relations, implementation of strategies and initiatives to promote and facilitate parent involvement, hiring and evaluation of teachers, class scheduling, assessments, implementation of software tools, professional development, common planning time, professional learning communities, data-driven instruction, and students. He/she will ensure that all curricula is mapped to the PerformancePlus system, that all teachers have lesson plans that are aligned to the curriculum, and that common assessments are developed.

In addition, the Principal will be responsible for oversight of all support services, including the social workers/counselors, the Internship Program, the College/Career-Readiness Program, the Visual and Performing Arts Program, and the advisory.

The **Director of Finance** will report to the Executive Director and be responsible for purchasing, accounting, payroll, and human resources. He/She will develop plans for diagnosing, prescribing, monitoring, and remedying financial matters. In addition, the Director of Finance will be responsible for facilities, health, safety, and data systems. He/She will work with the outside accounting agency responsible for bookkeeping, reporting, and fiscal compliance to implement existing, and to develop, policies and procedures around purchasing.

**Staffing Plan:** Recruiting, selecting, and hiring effective staff is core to the success of any school since student performance is directly related to level of instruction. For this reason Newburgh Prep will establish an aggressive recruiting campaign that ensures the most effective teachers are identified and hired. As part of the hiring process during the Start-Up Period, teacher candidates will be asked to teach a demonstration lesson at the Kaplan Career Academy. Strong professional development and a standardized assessment protocol (The PICCS Protocol for Teacher Assessment Using the Danielson Framework) will support teacher growth. Embedded practices in human capital management will retain the most effective teachers.

Teacher recruitment will begin upon chartering and be ongoing. Recruitment will include advertisements in regional and professional print media as well as Internet job search engines, participation at college fairs, and advertising throughout the charter school community. Working at Newburgh Prep will require not only the entrepreneurial spirit necessary to work at any charter school but also the willingness to work with this at-risk and struggling group of students. Newburgh Prep will work with the Mt. St. Mary College and SUNY New Paltz Departments of Education to identify prospective teachers, including student teachers, who have the training and commitment to work in such a school. Members of the Founding Group have extensive networks in local education. Newburgh Prep will develop a pool of promising talent.

The process for hiring is as follows: 1) The Principal will contact the individual to determine interest in working with this student population and to schedule an interview; 2) The Hiring Committee will check references and interview the candidate; 3) Once the candidate has received

a positive review from the committee, he/she will then be required to teach a sample lesson; and 4) Once the decision has been made to hire the candidate, a letter will be generated outlining position, responsibilities, work hours/days, benefits, salary, and a date by which to respond.

**Retaining Effective Teachers:** Professional growth opportunities are essential for retaining staff. All staff at Newburgh Prep will develop individual growth goals for the year. For teachers this includes: 1) becoming a master teacher, 2) becoming significantly involved in the governance of the school, and 3) continuing education towards becoming a professionally well-rounded and experienced educator. The PICCS Protocol for Teacher Assessment and Evaluation using the Danielson Framework for Teaching will be used to assess and evaluate teachers. An important component of the professional growth plan is the Professional Learning Community, which includes daily common planning time and professional development. Not only will this growth and development plan benefit Newburgh Prep by producing professionally-engaged teachers, but it will also help to retain the best teachers.

Since student outcomes are a reflection of effective teachers and NYS Education Law 3012c has recognized this, effective teachers should be compensated. Differentiated compensation based on performance has been shown to be a factor in recruiting and retaining effective teachers. Included in Newburgh Prep's budget is compensation based on performance of up to 5% each year. This Performance-Based Compensation Plans allows for each staff member to receive additional compensation based on student outcomes and other multiple measures. By integrating all of the above elements, Newburgh Prep will be able to recruit, train, and retain effective teachers.

**Staffing Needs Aligned with Mission:** Newburgh Prep's staffing plan mirrors the needs of the students targeted for enrollment. We are expecting numbers of students with special needs and/or English-language deficiencies to be greater than that of the NECSD (20% and 50% respectively). Most of the students attending Newburgh Prep will more than likely enter the school below proficiency. The level of remedial and data support will need to be high. Many of the teachers may be younger with less experience. To counter this we will provide embedded staff development. There are 90 minutes of daily common time in the schedule for teachers to work together in several areas, including professional development. Each year the school will grow. Additional teachers and support staff will be added as the student population grows. Newburgh Prep will hire only teachers who are NYSED certified in their content areas.

Using data to inform every aspect of Newburgh Prep's program is the underlying core principle. To this end, Newburgh Prep will implement the PICCS School Improvement Model which includes the tools and means to gather data and the strategies by which to use the data. This data is then aligned and used to inform instruction. The PICCS School Improvement Model also includes the development of student ILPs, curriculum mapping, the development of common assessments, tracking student performance, professional learning communities, and teacher and school leader observations and assessment. Newburgh Prep will implement all aspects of the

PICCS School Improvement Model, including a compensation plan that includes student outcomes and other multiple measures. The PICCS School Improvement Model aligns with NYSED’s Race to the Top initiative as well.

Newburgh Prep will institute a system of facilitative leadership, which is reflected in the teacher growth plan. We want teachers to be involved in every aspect of the school including governance. This leads to more committed teachers, better prepared teachers, and teachers who feel that they have a stake in school outcomes.

Below is the planned staffing for Newburgh Prep:

Position	Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	1	1	1	1	1	1
Principal	1	1	1	1	1	1
Assistant Principal				1	1	1
Director of Finance	1	1	1	1	1	1
Finance Associate				1	1	1
IT Manager	1	1	1	1	1	1
Technology Assistant					1	1
Office Manager	1	1	1	1	1	1
Office Assistant			1	1	1	1
Core Subject Teachers		4	6	8	10	12
Special Ed Teachers		1	2	2	3	3
Spanish/ELL Teachers		1	2	2	3	3
PE/Health Teachers		1	1	1	2	2
Fine Arts/Music		2-PT	3-PT	4-PT	6-PT	7-PT
Family/Cons. Science		1-PT	1-PT	1-PT	2-PT	2-PT
College/Career Read.		1-PT	2-PT	3-PT	4-PT	5-PT
Social Workers		1	1	2	2	3
Counselors		1	2	2	2	3
Aides		2	2	3	4	6
Custodians		1	1	1	2	2
Security Guards		1	1	2	2	2
Total	5-FTE	18-FTE 4-PTE	24-FTE 6-PTE	31-FTE 8-PTE	39-FTE 12-PTE	45-FTE 14-PTE
Number of Students	0	105	155	205	255	305

### C.1 Charter Management Organization

Newburgh Prep does not intend to contract with a charter management organization.

## C.2 Partner Organizations

“Partner organization” is defined in the charter school RFP as an organization with which a charter school has an affiliation for services that results in “a substantial benefit to the school and not one in which the organization provides the same services to the charter school that it provides to other public schools and/or the general public.” Newburgh Prep is collaborating and will collaborate with many community organizations but will not have a partner.

### D. Evaluation

**Data-Driven Culture:** The desired outcome of the PICCS School Improvement Model is to establish a culture which is characterized by facilitative and distributive leadership, collaborative inquiry, and self-initiated learning. Such a culture develops from the effective use of data-driven instruction resulting in students attaining or exceeding proficiency. A data-driven culture also develops the best governance and operational practices resulting in fiscal and compliance well-being.

The PICCS Model includes curricular, assessment, student tracking tools and procedures necessary for the implementation of a data-driven culture, allowing teachers to use data to inform instructional decisions. Within the PICCS Model, teachers will be able to map their lesson plans to the curriculum and to the NYS Core Learning Standards and to revise and refine the curriculum as the Core Learning Standards develop. Assessments align back to curriculum and learning standards for the purpose of tracking student proficiency and informing instruction.

**Data Leads to Student Growth:** The benefits of the PICCS School Improvement Model are research-based strategies that lead to student growth and proficiency. Diagnostic assessments, administered to students upon enrollment, provide a prescription for balanced instruction which is integrated into the Workshop Model to ensure effective differentiation among students. Throughout the year, student and staff performance is monitored through the use of in-class and benchmark assessments. Based on the outcomes of the assessments, remedies are implemented, such as modifications to instruction, reorganization of curriculum, tutoring, etc. After remedies are implemented, the PICCS improvement cycle begins again: diagnose, prescribe, monitor, and remedy.

The PICCS Professional Learning Community Protocol provides structure for discussions around identified areas of concern. From these discussions arise the remedies which include embedded professional development, support to teachers struggling with classroom issues such as instruction and management, and rigorous teacher assessment and growth plans.

The underlying philosophy that will support teacher and school leader assessment at Newburgh Prep is based on the Danielson Framework, the key elements of which include evidence collection from multiple measures, self-assessment, professional conversation, collaboration, personal growth, and continuous improvement. Teachers will begin the year with a self-assessment using the Danielson rubrics. They will be observed twice a year by a Danielson

certified observer for formative assessment purposes. At the end of the year teachers will again complete a self-assessment, which, combined with results of the two observations, student achievement, and other multiple measures, will result in a summative evaluation. Improvement plans will be developed from the summative evaluation.

School leaders will be assessed in much the same way through two observations of practice and the use of the Vanderbilt Assessment of Leadership in Education (VAL-ED). They will begin the year with a self-assessment based on VAL-ED rubrics. Those rubrics will again be used at the end of the year combined with the results of the VAL-ED assessment, the observations, student achievement, and other multiple measures to arrive at the summative evaluation. Improvement plans will be developed.

Since the VAL-ED assessment looks at school leadership in general, each year the Board of Trustees will conduct a self-assessment using VAL-ED rubrics and will use the results of the VAL-ED assessment to help analyze its role in school leadership effectiveness. Improvement plans will be developed.

Each year Newburgh Prep will provide the opportunity for parents to complete a School Parent Survey and for students to complete a School Student Survey. The results of these surveys will be distributed to parents, students, staff, and to the Board and will be published on the school's website. The results of these surveys will be discussed in meetings with parents, students, staff, and the Board. An improvement plan will be developed.

Although Newburgh Prep will not have a partner and will not enter into formal agreements for service, the various collaborations with community organizations will be assessed in terms of their effectiveness in addressing the needs of the students and improving the school. These collaborations will be part of the surveys mentioned above, part of the discussions that result from the evidence collected, and part of the improvement plan that is developed.

### **E. Professional Development**

**PD Plan:** Teachers applying to Newburgh Prep will need training and professional development. For this reason strategies are built into both the schedule and the budget to address these issues. Initial training in data culture, classroom management, differentiated instruction, the Workshop Model, balanced instruction, and blended learning will take place during July 2013. Thereafter, professional development will be embedded and ongoing through coaching and modeling and through the Professional Learning Community. Many schools that have implemented this PD model have achieved large gains in literacy scores. In-service provided to teachers results in improved reading achievement. Literacy coaching is a form of highly-targeted professional development for improving reading skills. Literacy coaching focuses on the essential features of effective professional development. Common components include training grounded in inquiry and reflection; participant-driven collaboration; the sharing of knowledge among teachers within communities of practice; sustained, ongoing, and intensive focus; and connections to the

teachers' ongoing work. Because PD is such a necessary and important part of the program, core teachers will have a common planning and professional development time every school day from 3:30 to 5 p.m. and a week-long summer institute each year.

Newburgh Prep plans a three-tiered track for professional growth which will keep teachers focused on improvement: 1) attaining master teacher status; 2) becoming actively involved in the governance and management of the school; and 3) continuing education and a possible eventual move into administration. These three tiers are not mutually exclusive, and teachers can work in several areas at one time. Providing a professional growth plan has been shown to be very effective in increasing teacher effectiveness and attracting the most qualified teachers. At the beginning of the year each teacher will meet with the principal to develop an individual professional growth plan with benchmarks and outcomes. The professional growth plan will be revisited during the year through the observation and assessment process.

Using the Danielson Framework for observation, assessment, and evaluation of teacher effectiveness will allow administrators to work with teachers in a collegial fashion, assessing classroom performance and developing support plans. Newburgh Prep's teacher assessment process will be transparent and will promote professional learning while assuring quality teaching. Overall, the curriculum and instructional strategies implemented at Newburgh Prep will fully support the mission of the school. Newburgh Prep students will enter the school at different levels of proficiency and with little prior school success. The Workshop Model, combined with balanced instruction and blended learning, will provide an opportunity for all students, regardless of proficiency level, to be actively engaged and to participate in all school activities at an age-appropriate level.

The cornerstone of the PICCS School Improvement Model includes facilitated and distributed leadership, evidence-based and shared decision making, self-assessment and assessment, collaboration, professional conversation, and implementation of the Common Core Standards. Among the benefits of implementing the PICCS Model with fidelity—including the data culture, teacher and principal observation and assessment, and professional learning communities—is the creation of a strong culture for learning, a culture of inquiry, and a professional culture in which all participants feel safe and valued and part of the team. Newburgh Prep will give committed and dedicated educators an opportunity to build and operate an effective school in which they play a central role. We believe there are educators waiting for such an opportunity, and we feel confident that once they are identified and hired and given this opportunity, they will embrace it and remain with us.

## **F. Facilities**

**Location:** As mentioned earlier, it is important for Newburgh Prep to draw students from both the predominantly African-American north side of the city and the predominantly Latino south side. For this reason a location as near as possible to Broadway, the main street and the community dividing line of the City of Newburgh, and as close to downtown as possible is

desirable. To this end we have been seriously considering a building in this very location that will provide the space necessary to carry out Newburgh Prep's mission.

The building is located at 121-123 Broadway, a building adjacent to Safe Harbors and situated one and a half blocks west of the Newburgh Campus of Orange County Community College and one and a half blocks southwest of the Newburgh Performing Arts Academy. Within the immediate area are Newburgh City Hall, the Police Department Headquarters, the Fire Department Headquarters, and the Orange County Courthouse. Within the general area are the Newburgh Free Library, St. Luke's Cornwall Hospital, and the Newburgh City Courthouse. All of these places and some of the businesses located in the general vicinity will serve as internship locations for Newburgh Prep students.

We have been in discussion about the use of this building as the site of Newburgh Prep with a number of people, including the owner of the building, who is very interested in having Newburgh Prep locate here; a design, management, and construction company located in the Town of Newburgh named Profex; and Sammel Architecture, an architectural firm that specializes in school construction and renovation. They have performed these services as voluntary advisors.

**The Facility:** The building is historically and architecturally significant as an example of art-deco design. It has three floors of roughly 7600 square feet each. The bottom floor, which is below level on Broadway but opens to street level in the back, would remain storage space for the owner's import/export business. We are interested in the top floor initially with the intention of expanding to the Broadway street-level floor as Newburgh Prep grows. The top floor is a completely-open space that is being designed specifically for the Newburgh Prep program, students, and staff. The owner supports this plan.

Although the building needs some renovation and remodeling to fit the needs of Newburgh Prep, Profex and Sammel Architecture have studied the building and have determined that it is in very good condition with excellent structural support. The support structure is such that another floor (or a gym) could be built on top of what is there without adding additional supports. The building is already equipped with an elevator, fire alarm, and sprinkler system.

Although we are at a preliminary stage in our discussions and have explained that we are unable to proceed further until we have received charter approval, the owner is willing to hold the building for us, Sammel Architecture has drawn up possible floor plans for consideration, and Profex has helped us with cost estimates for budget purposes.

Since all of the students at Newburgh Prep will have been unsuccessful in a traditional high school, we want Newburgh Prep to not only be different but to look different from a traditional high school. We have told our advisors this and they have incorporated this concept into a series of possible floor plan designs that include five "classrooms-type" spaces, one of which will be a science area; a library/computer area; a common area in the front with a large window

overlooking Broadway and another in the back of the building with a large window overlooking Ann Street; administrative areas for the Principal, teachers' work area, social workers, health, IT Manager, and Office Manager/reception; a kitchen area; and rest rooms. For recreational and multi-purpose space we have the option in the first year of using the downstairs floor space, a large open room in the neighboring Safe Harbors building, or a gym at the closed St. Patrick's School just a short block away. We held our community meetings in the Ritz Theater Lobby in the Safe Harbors building, and we will continue to hold community meetings there and in the various neighborhoods and Board meetings at the Newburgh Campus of Orange County Community College until school renovations are complete.

### **G. Insurance**

We have investigated rates for a variety of insurance coverage and found out that an insurance company will provide a bundled policy, but in order to get the insurance that best fits the needs of the school, separate applications must initially be completed in each of the areas listed in the charter application. Determining the excess liability or umbrella costs will require an extensive conversation based on the needs of the school, the community, and other variables such as the type of internships students will do, evening programs at the building, and possible sports programs. Also, the surety bond for the Director of Finance will be based on the school's final budget.

Insurance costs are included in the budget for the first year and growing as the school grows. Included in any insurance will be Directors' and Officers' Liability, Commercial General Comprehensive Liability, Educators' Legal Liability, Employment Practices Liability, Sexual Abuse Liability (a separate policy or a separate rider on general comprehensive insurance with independent limits), Automobile Liability, Excess Liability or Umbrella (i.e. bundled commercial general liability, directors' and officers' liability, legal liability, employment practices liability, automobile liability, and sexual abuse liability). Workers Compensation Liability and a Surety Bond for the school's Director of Finance in an amount to be determined based on the cash flow of the school. Once chartered, the trustees will begin the process of identifying insurance that provides full coverage to the school. The policy will be made available to the NYSED for review, and the school will not begin operation until all the appropriate insurance policies are effective. The Newburgh Prep Board of Trustees will ensure that appropriate insurance is in place for any building that houses the school, clearly spelling out the school's responsibility to obtain full insurance coverage needed to run a school.

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

**Health Services:** As referenced above, Newburgh Prep students will attend the 7<sup>th</sup> Period Advisory and the 8<sup>th</sup> Period Activity Period daily. The advisory, in addition to social-emotional and academic help, and the activity period will focus on developing a sense of self and community, good decisions around health including healthy habits and family and consumer science, and participation in the arts. In addition to the curriculum and support provided by the physical education/health teacher, serious health issues will be referred to St. Luke's Cornwall

Hospital for treatment at the hospital or for necessary nursing services on site. Necessary psychological and therapeutic services will be provided through collaboration with the NECSD or with the Kaplan Career Academy and St. Christopher's.

**Food Services:** Breakfast and lunch will be provided by the NECSD's School Meals Program. It is anticipated that most of Newburgh Prep's students will be eligible for free or reduced-priced lunch. All students will have access to both meals. During the start-up phase, the Executive Director will work with staff from the School Meals Program to ensure that there is a schedule for delivering the food to Newburgh Prep. At least two staff members will be trained to distribute the meals and snacks.

To determine free and reduced-cost meals status, parents/guardians will be asked to complete the School Meal Application as part of the Newburgh Prep Application process. From this data students will receive either a free lunch, half-cost lunch, or will be asked to pay the full price based on income requirements. No student will be denied lunch due to lack of funds regardless of their free and reduced-cost lunch status.

**Transportation Services:** The NECSD is responsible for providing transportation services for Newburgh Prep students who will receive the same transportation services as other Newburgh public school students. Special education students often have different eligibility for transportation as well, eligibility dictated by their IEPs. Transportation for special education students will be provided in accordance with all applicable state and federal laws. Newburgh Prep students will receive transportation services for which they are eligible under Education Law 2853(4)(b) and 3635. If a student is not eligible for transportation, transportation becomes the responsibility of the child's parent/guardian.

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

The success of Newburgh Prep will be partially based on the quality of the relationships with various stakeholders in the community. The board will have a Community Relations Committee to ensure this and parent involvement.

Parent involvement in the school will be facilitated by the arranging for the volunteer services of a Community/Parent Coordinator and the identification of five core parents. All traditional strategies will be used to involve parents, such as the development of a parents association, having a parent representative on the Board of Trustees, and holding parent nights, educational project nights, and entertainment performance nights at the school. We have heard from parents, students and many others about the need for such a school in Newburgh. We are working with parents and others to spread the word about Newburgh Prep. Two parents of NECSD students, Karen Mejia and Rosana Reyes-Rosello, have served as Founding Group members.

The Founding Group has collected and continues to collect signatures of support for the school. Also, the community will be involved in the development of internships. We have met and continue to meet with community groups, community-based organizations, faith-based

organizations, the Kaplan Career Academy, the NECSD, St. Luke's Cornwall Hospital, Safe Harbors, TEAM Newburgh, the Greater Newburgh Partnership, Latinos Unidos, the NAACP, the Newburgh Ministerial Association, the Newburgh Mayor's Office and City Council, business owners, local politicians and community leaders, and others to talk about Newburgh Prep and the important role it will play in the community. We have made ourselves available to any and all community collaborations, and we are confident that our close collaborations with the NECSD, Orange County Community College, the Kaplan Career Academy, and TEAM Newburgh will help us to achieve our objectives.

## **J. Financial Management**

**Annual Fiscal Audit:** Newburgh Prep fully understands its obligation for an annual, independent audit of its finances. An independent firm will be hired to audit the records each year according to general acceptable government accounting standards, and costs are included in the budget. Newburgh Prep understands the importance of transparency in terms of its financial obligations. For this reason the financial report will be presented to the Board of Trustees for approval, will then be submitted to the NYSED, and will be posted on the school's website for general public view.

**Financial Management:** Although the Director of Finance will oversee the fiscal and accounting functions of the school, the Board will have overall responsibility for fiscal oversight. Prior to August 2013, all back office bookkeeping, which will include setting up of all systems, finalization of fiscal policies, establishing purchasing and payroll systems, and all other fiscal matters will be completed. In addition, an accounting firm will be contracted to conduct an annual audit each year. Wildcat has developed an initial internal financial controls policy and procedure manual that dictates the policies and procedures related to the schools' financial transactions and activities, which the Newburgh Prep Board will review, modify, and approve. The manual addresses the following particular areas:

- 1) The school will maintain a payroll system approved by the Board. Documentation of authorized pay rates shall be maintained in the employee's personnel file. Personnel files will be secured with access limited to authorized individuals. The school will contract with a payroll service to provide payroll processing. Personnel will be paid bi-weekly by direct deposit and will receive a check stub. Employee time sheets will be maintained daily. Each pay period time sheets will be signed by the employee and approved by a supervisor. The Director of Finance will review them for accuracy before forwarding them for payroll processing. The Director of Finance will receive all completed payroll reports and paychecks from the payroll service and review the payroll reports and document approval. All payroll changes will be authorized by the Executive Director. Each payroll will be recorded to the accounting system, including any payroll accruals. All services performed by independent contractors will be processed as accounts payable. At the close of the fiscal year, 1099 forms will be issued to independent contractors in accordance with IRS regulations.

- 2) Guiding the purchase of all goods and services will be price, quality, and dependability. A particular vendor may be chosen for any one or any combination of these factors. The selection of particular goods, services, or vendors will always focus on the intention of maintaining a top-quality school. When a product or professional service contract is to be purchased at a cost of more than \$15,000, the Director of Finance will make every reasonable effort to secure quotes and product specifications from at least three providers. The reasons for selecting the chosen option must be documented. The Board Finance Committee will provide final approval of the selection and present this to the full board for a vote. In cases in which there are a very limited number of professionals who provide the needed service, the Director of Finance will make every reasonable attempt to secure more than one bid and will document these efforts. All contractual agreements will be in writing and signed and dated by the Executive Director and approved by the Board. For purchases greater than \$10,000, the Director of Finance will execute a purchase order for approval by the full Board.
- 3) Independent audits of financial statements will be conducted annually. Financial regulatory forms shall be completed as necessary by an accounting firm selected by the Board. Appropriate financial forms and reports will be filed with the charter entity, federal government, and appropriate state agencies. Upon completion, audits will be reviewed by the Director of Finance and submitted to the Board for review. All audits will include a management letter. The annual report will be submitted to the NYSED and posted to the Newburgh Prep website.
- 4) The school's funds will be invested in money market funds, certificates of deposits and/or other reasonable and conservative investment instruments. The Director of Finance, with approval of the Board, will identify excess funds available for investment and approve the transfer of such funds.
- 5) All borrowing of funds and the establishment or increase of all credit lines must be approved by the Board. Based on annual audits, financial statements, and cash-flow projections, the Director of Finance may establish credit lines and borrowing limits as directed by the Board. Borrowed funds will be repaid with appropriate, measurable, and identifiable revenues. The Director of Finance will alert the board if lines of credit or borrowing limits are not adequate to meet the needs of the organization. The Board may amend the borrowing policy and credit limits.
- 6) Newburgh Prep will maintain a petty cash fund to be used for reimbursements to employees for minimal, out-of-pocket, business-related expenses not to exceed \$250. The Director of Finance will reimburse employees upon submission of a petty cash reimbursement voucher, approved by the Executive Director, and substantiating receipts. The Director of Finance will verify all receipts as required for all reimbursements, make approved payments, and maintain petty cash. The petty cash fund will be reconciled to receipts weekly. Replenishment of the petty cash fund will be documented by the

reconciliation along with a check request signed by the Director of Finance. Under no circumstances will sales tax be reimbursed.

- 7) Newburgh Prep will maintain accounts receivable for scheduled receipts from the school district, grants, or any other amounts due but not yet received. All revenues will be recorded on an accrual basis. The school will maintain an aged schedule of accounts receivable which lists payer, date, description, and account, and will reconcile such schedule to the general ledger on a monthly basis.
- 8) Newburgh Prep, whenever practical, will pay bills within 60 days of issue. Bills of an amount which preclude payment within 60 days may be put on a payment plan allowing a monthly payment agreeable to both Newburgh Prep and the vendor. All accounts payable will be recorded on the accrual basis. Accounts payable will be maintained to ensure timely payment and the development of payment plans. A schedule reflecting an aging of accounts payable balances listing the payee, transaction date, amount, payable description, and account will be maintained. Payment of bills will be processed on or about the end of each week. All purchases in excess of \$10,000 will be approved by the Board. All bills will be approved by the Director of Finance prior to payment. No payment will be made without a properly-approved bill or other supporting documentation, including but not limited to signed and dated packing slips. The Board will approve all contracts and loans.

**Student Information System:** Education today is driven by accountability for results. This data has become the means by which schools secure public support, including funding. When one considers the legislatively-mandated oversight of a charter school by its own board of trustees, its authorizer, and the NYS Board of Regents, it becomes clear that accountability is more than a goal for charter schools. It is a non-negotiable requirement.

Accountability mandates that educators make decisions based on data. The tracking of student data at Newburgh Prep is a core component of the educational program. The Executive Director will be responsible for this data which will be reported at every board meeting.

The Newburgh Founding Group and Board of Trustees recognize the importance of data and are studying student information systems (SIS) which collect, manage, and report data. Data managed by an SIS include enrollment, registration, guardianship, attendance, eligibility for free and reduced-price lunch, health and immunizations, test results and grade reporting, special education, ELL status, high school cohort group, Regents scores, graduation status, and discipline referrals. The budget provides for an SIS for Newburgh Prep.

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

**Proposed Budget & Fiscal Plan:** Newburgh Prep's budget reflects conservative assumptions with regard to both revenue and expenses in order to operate with a balanced budget in each of the five years of its first charter period. The assumptions include: 1) the \$500,000 CSP Grant; 2) a flat \$14,796 per-pupil revenue from the NECSD over the life of the charter; 3) state funding for

textbooks, software, and library books; 4) Title I funding for the 90% of students eligible for free and reduced-price lunch; 5) other Title funding if qualified; and 6) additional funding for which Newburgh Prep is eligible once chartered.

**The Budget Supports the Mission:** Newburgh Prep is proposing competitive salaries for the Principal and instructional staff. Salaries will be compensated based on multiple measures of performance evaluation including student outcomes by up to 5% each year.

Although we have not yet negotiated a rent amount, the budget includes rent in the City of Newburgh calculated at approximately \$22.50 per square foot. The budget includes all costs of running the school including academic purchases, textbooks, assessment program, furniture for students and staff, computers, utilities, maintenance, and insurance, among other daily costs. The projected cash flow for Year 1 is balanced every month except for the cost of the annual audit which will not be paid out until the next fiscal year.

Newburgh Prep is showing a balanced budget each year of the charter, including the start-up phase. We will begin fund-raising efforts once chartered to ensure that the budget remains balanced. The budget includes no fund raising or grant monies that are not already assumed. The salaries are competitive with the surrounding area to attract the best teachers. The figures assume 0% turnover in staff and the assumption that all staff will get annual performance-based compensation of 5% and that the number of substitute teachers needed is based on every teacher taking every sick day. We hope to have a surplus by the final year of the charter without any additional fund raising or grants and with no increase in per-pupil funding.

The cost of insurance coverage is included in the budget. This insurance will include full liability insurance to indemnify the school, the Board, and the staff against claims.

**The Funding Environment:** The Newburgh Prep Founding Group has met with retired local business executive John R. Galanti on a number of occasions to discuss budgetary matters and fund-raising. Although the funding environment at present is difficult, Mr. Galanti believes that we will be able to raise funds, once chartered, by seeking the pro-bono services of a public relations firm to help us reach foundations (Community Foundation of Orange and Sullivan Counties, Time-Warner's "Connect a Million Minds," and others) and individuals who want to give back to the community. He also recommended that we develop a challenge grant program for matching funds. "In any new venture," he said, "it makes sense to have capital." We agree, and we will follow his advice.

**Authorizer's Role:** The charter school authorizer has ongoing responsibility for oversight and evaluation of the schools it authorizes, including review of each school's application for charter renewal. The Founding Group and Board of Trustees of Newburgh Prep welcome the authorizer's oversight and evaluation as invaluable direction and assistance that will help us to improve the school and make it the best school it can be. This is the nature of the partnership between the Newburgh Prep Board of Trustees and its authorizer.

## L. Pre-Opening Plan

**Start-Up Period:** Newburgh Prep's Start-Up Period will run from January 2013 through June 2013. Between January and June, the budget includes the salaries of the Principal, the IT Manager, and the Office Manager; purchase and delivery of computers and furniture; legal/accounting fees; insurance costs; paperwork costs; and costs related to recruitment of teachers and outreach to students and families; the April 1 lottery; collaboration with the NECSD for student data; and preparing and occupying the school building.

Training of staff will take place from July 1-31, 2013. The first Staff Institute will be held from August 19-23, and the first Team Week for students and staff will be held from August 26-30. A Parent Orientation will also be held in August.

### Pre-Opening Responsibilities

Categories	Responsibilities	When
A. Educational	1. Student & family outreach	January-June
	2. Develop curriculum for the Advisory, Community Projects, Visual & Performing Arts, and College/Career Readiness	January-June
	3. Develop parental involvement plan	January-June
	4. Finalize text choices & all aspects of the program	March-June
	5. Training for IT Manager	March-June
	6. Order all instructional materials	April-May
	7. Student Lottery	April
	8. Acceptance packages to families*	April-July
	9. Student data from NECSD	April-July
	10. Communicate with Office of School Lunch Program	April-July
	11. Accept delivery of all instructional materials	May-June
	12. Plan for staff training, Staff Institute, and Team Week	May-June
	13. Training for Staff	July
	14. Set up classrooms & educational space	July-August
	15. Staff Institute	August
	16. Team Week for staff & students	August
	17. 1 <sup>st</sup> Parent Association meeting & Parent Orientation	August
	18. Order NYSED tests	August
	19. Put performance-based compensation plan in place	August
B. Organizational	1. Begin Principal/IT Manager/Office Manager Search	January
	2. Hire Principal/IT Manager/Office Manager	January-March
	3. Development of fiscal policies & procedures**	January-March
	4. Recruitment of staff	January-April
	5. Develop & finalize accountability plan	January-April
	6. Hire staff	May-June

C. Financial	1. Building renovation	January-May
	2. Develop & implement fund-raising plan	January-August
	3. Apply for available grants	January-August
	4. Refine & adopt internal financial controls	February-March
	5. Purchase furniture and equipment***	March-April
	6. Delivery of furniture and equipment	May-June
	7. Phones installed and utilities operational	June
	8. Contract with bookkeeping & payroll services	June
	9. CPR training & purchase of defibrillators	July-August
	10. Contract with CPA for audits	August
	11. Submit unaudited revenue/expense statements to NYSED	August

\*Acceptance packages include information about Team Week and Parent Orientation and important school dates, as well as all the required paperwork necessary for enrollment, including Student Registration Form, Emergency Contact Form, Student and Parent/Guardian Contract, Home Language Survey, Free and Reduced-Price Lunch Form, Student Release Form for test data, Media Release Form, Records Release Form from previous school, School Calendar, etc.

\*\*Policies and procedures to be adopted by the Trustees include, but are not limited to, internal financial controls, discipline, human resources, grievance, medications, administration plan, health services plan, technology plan, school safety plan, FERPA, FOIL, Open Meetings Law, and Code of Ethics.

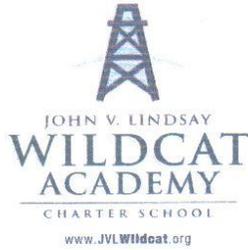
\*\*\*Furniture includes the fireproof safe for testing materials and the fireproof, locked cabinet for IEP records.

### **M. Dissolution Plan**

In the case of closure or dissolution of Newburgh Prep, students will be transferred and student records will be sent to the NECSD. Any assets remaining after all outstanding bills have been paid will be turned over to the NECSD.

All procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law 219 and 220 and any closing procedures specified by NYSED will be followed.

Newburgh Prep will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process.



**MANHATTAN**  
17 Battery Place, 1st Floor, New York, NY 10004  
212-209-6006 | 212-635-3874

**BRONX**  
1239 Lafayette Avenue, Bronx, NY 10474  
212-209-6119 | 212-918-0750

July 11, 2012

To Whom It May Concern,

As the CEO of the John V. Lindsay Wildcat Academy and Board Chair of New Dawn Charter High School, I authorize the sharing without cost of any pertinent and applicable documents with Newburgh Preparatory Charter High School.

I am also verifying that there will be no monetary exchanges or conflicts of interest between the two distinct charter schools. All business matters will be handled in accordance with the applicable policies and procedures that apply to any business transactions.

Respectfully,

Ronald Tabano  
CEO/Principal  
JVL Wildcat Academy Charter School  
Board Chair of New Dawn Charter School

# **NEWBURGH ENLARGED CITY SCHOOL DISTRICT**

Ralph A. Pizzo - Superintendent of Schools

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

David E. Noriega, Ed.D. Assistant Superintendent / Student Intervention and Support Services  
Ed Forgit Assistant Superintendent / Curriculum & Instruction  
Mary Ellen Leimer Assistant Superintendent / Human Resources  
Michael Pacella Assistant Superintendent / Finance

124 Grand Street  
Newburgh, NY 12550  
P: (845) 563-3500  
F: (845) 563-3501

June 20, 2012

Sally Bachofer Assistant Commissioner for School Innovation  
NYS Education Department  
89 Washington Avenue, Room 475 EBA  
Albany, NY 12234

Dear Ms. Bachofer:

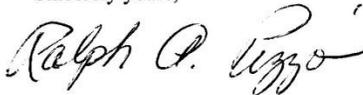
We are pleased to support the proposed Newburgh Charter School for students who have dropped out of high school. We support this charter school because this charter school, since it will accept students who are currently not in school, will only supplement and improve public education efforts in the Newburgh area as it improves the lives of students who have dropped out.

The Newburgh Enlarged City School District, along with urban school districts across the state and across the country, has been trying to address the high school dropout rate in many ways for a long time. Here is a proposal for a charter school that is focused on the needs of high school dropouts exclusively. This is a difficult population to serve, but we believe that serving it successfully will benefit the City of Newburgh in many ways and contribute to the city's revitalization.

We in the school district have already collaborated with the leadership of the charter school and we will continue that collaboration in an effort to help make the school successful. All these young people are our children, and when they succeed, we succeed. We will do whatever we can to help make this charter school work for our children.

For these reasons we ask you to join us in supporting the Newburgh Charter School. Thank you.

Sincerely yours,



Ralph A. Pizzo  
Superintendent of Schools



Dawn M. Fuchek  
Board of Education President

C: File



Office of the President

June 4, 2012

BOARD OF TRUSTEES

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Erica Cruz  
*Student Trustee*

Ms. Sally Bachofer  
Assistant Commissioner for School Innovation  
NYS Education Department  
89 Washington Avenue  
Room 475 EBA  
Albany, New York 12234

Dear Ms. Bachofer:

I strongly support the approval of our new Newburgh Charter High School.

As you know, the City of Newburgh is among the most economically depressed in New York and, not surprisingly, the Newburgh school district has a very high dropout and non-completion rates among high school students. The new Charter High School will target those dropouts and serve young men and women from 16 to 21 years of age who have obviously not succeeded in a traditional learning environment. The Charter High School will focus on individualized learning plans, community service, internships and college readiness so that students develop a clear sense of the relationship between their needs and those of the community in which they live. I believe that this is a powerful motivator for youth who have been unmotivated to the point of giving up on themselves and their community.

I also pledge the support of SUNY Orange to ensure that the Charter High School gets off to a good start and grows into a model school for inner city youth. The College will provide student interns, faculty and staff involvement, student mentors and a site for charter school students to co-mingle with our students. We will seek common grant opportunities to support both academic and social activities and we will assist the charter school leadership with projects that will advance the mission of the Charter High School and the College together.

Please feel free to contact me if I can add anything to these comments.

Sincerely,

  
William Richards  
President



## ST. CHRISTOPHER'S, INC.

Dr. Aran Ron  
*Chairman*  
Denis Barry  
*President*  
Dr. Robert Maher  
*Executive Director*

Sally Bachofer  
Assistant Commissioner for School Innovation  
NYSED Room 475 EBA  
Albany, New York 12234

Dear Ms. Bachofer:

I am writing this strong letter of support on behalf of Mr. Tom Fitzgerald and his quest to open the Newburgh Charter School. I am the Executive Director of St. Christopher's Home and School for Children – and the former principal of Briarcliff High School and Superintendent of the Greenburgh-North Castle Union Free School District. Throughout my thirty year educational career – I have been seen many promising programs to help students who have (for a variety of reasons) dropped out of high school. However, all pale in comparison to the incredible program Tom has developed. Because of Tom's burning desire to change the lives of so many of these children who are now "on the streets of Newburgh" – I am fully convinced he has the necessary skill set and leadership ability to turn this dream into a reality.

Although I have only known Tom for a short period of time, I am convinced that, if given the chance, he will be extremely successful. There is absolutely no doubt in my mind, that Tom will develop this exceptional program, hire outstanding staff and begin to turn these disaffected student's lives around.

Therefore, I am asking you to give Tom Fitzgerald and the Newburgh Charter School this opportunity to change the lives of these students in such profound and positive ways. Please feel free to contact me should you have any questions.

Sincerely,

Dr. Robert Maher/CEO St. Christopher's

PS I have enclosed a copy of our brochure outlining the students we serve

ADMINISTRATIVE OFFICE  
71 S. Broadway, Dobbs Ferry, NY 10522 Tel. (914) 693-3030 Fax (914) 693-8325

**Helping Families  
Help Themselves**

Attachment 1—Proposed Admissions Policies and Procedures

NEWBURGH PREPARATORY CHARTER HIGH SCHOOL

ADMISSIONS POLICIES AND PROCEDURES

**Introduction:** Newburgh Preparatory Charter High School (Newburgh Prep) is designed to re-engage students who have dropped out of high school. It will provide over-aged and under-credited students ages 16 to 21 years living in the Newburgh, NY, area, including those who are English language learners and those with special needs, the opportunity to return to school and, with intensive social-emotional support, to obtain a high school diploma through a rigorous NYSED standards-based education program. Newburgh Prep’s Proposed Admissions Policies and Procedures follow NYS Education Law Section 2851(2)(d) and Section 2852(2)(a)(b)(c)(d). All aspects of the school (academic, recreational, social-emotional, etc.) will be nonsectarian and no tuition or fees will be charged to students for admission. Admission to Newburgh Prep will be limited to those students who are at-risk as identified as being over-aged and under-credited, having attended another high school, having dropped out of another high school, or having been unsuccessful for any reason in order to expand learning opportunities for students at risk of academic failure.

**Grades for Admissions:** Newburgh Prep will serve grades 9 to 12 and will open in September 2013 with all four grades.

**Non-Discrimination Policy:** Newburgh Prep shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to the school.

**Eligibility Criteria for Admissions:**

**Residence Requirement:** Applicants for admission to Newburgh Prep must be residents of New York State at the time of their application.

**Proof of Residency:** Except for homeless students, applicants must meet the school’s proof of residency requirement, such as NYS Driver’s License, telephone bill, or utility bill.

**Condition of Admissions:** Newburgh Prep does not require any action beyond the submission of an application on the part of potential students or their families as a condition of admissions. Examples of these conditions include admissions tests, interviews, essay, and attendance at information sessions.

**Age Thresholds and Ceilings:** Newburgh Prep will provide over-aged and under-credited students 16-21 years of age living in Newburgh, NY, including those who are English language learners and those with special needs, the opportunity to return to school and, with intensive social-emotional support, to obtain a high school diploma through a rigorous NYSED standards-based education program. Because Newburgh Prep is designed to serve the needs of students who have dropped out of high school, graduating 8<sup>th</sup> grade students are not eligible to apply to the school.

**The Admissions Process:** Newburgh Prep will follow the guidelines as outlined by NYSED concerning the lottery process. Applicants will be required to complete an application form (see attached).

**Initial and Subsequent Lottery Processes:** When the number of applicants for enrollment to Newburgh Prep exceeds the number of seats available as defined in the charter, either an initial lottery in Year 1 or a subsequent in Year 2 and beyond will be held.

The **Initial Lottery Process** will be conducted in the event that the number of applications in the first year of school operations exceeds the number of seats available as defined in the charter. The process will include three steps: (a) Release of the Newburgh Prep application; (2) Completion of an application reception period; and (3) student selection through the initial lottery. Students not selected for admissions will be placed on the school's waitlist. Should one or more selected students decline their enrollment opportunity, students named on the school's waitlist will be offered seats, beginning at the top of the list and proceeding down until all seats are filled. From the date of the annual lottery until the opening day of school, applications will continue to be accepted.

A **Subsequent Lottery Process** will be conducted each year for applications received between the dates of the lottery and the opening of school provided all seats have not been filled. After the subsequent lottery has been held, names of students are added to the initial lottery, beginning after the name of the last student in the original lottery.

**Application Submission Deadline:** The deadline for the receipt of student application submissions will be April 1 of each year. All students who submit an application by April 1 will be offered a seat; however, in the event of over-enrollment, a random lottery will be held by April 15. The school will create and maintain the waitlist.

**Final Acceptance Date and Process:** While the school will adhere to the April 1 lottery deadline, experience with the characteristics of students who are over-aged and under-credited indicates that (1) often they do not submit applications until the August prior to September admissions; (2) often students who submit applications by the April 1 deadline have either found other options or have no interest in attending school once orientation begins five months later; and (3) schools receiving over-aged and under-credited students are fully enrolled at the opening of school. When there are not enough applications by the April 1 date to require a lottery, all

students will be admitted to the school on a first-come, first-admitted basis until census is reached. Thus the final acceptance date will be the opening day of school each year.

**Students Who Have Declined an Offer of Admission:** Students who decline an offer of admission will not be eligible to apply again until the year following their decision not to accept an admission. They will not be eligible to be included on the school waitlist until the year after their decision not to accept admission, if they apply in that year and are not selected in the lottery.

**Transportation Request Requirements and Deadlines:** The Newburgh Enlarged City School District (NECSD) is responsible for providing transportation services to Newburgh Prep students who will be offered the same transportation services as other NECSD students. Eligibility to receive transportation is based on age and distance from the school.

Special education students often have different eligibility for transportation as well. Their eligibility is dictated by their IEP. Transportation for special education students will be provided in accordance with all applicable state and federal laws. Newburgh Prep’s students will be offered transportation services for which they are eligible under Education Law 2853(4)(b) and 3635.

### **Lottery Procedures**

**Lottery Notice:** Newburgh Prep will determine the number of spaces available each year by grade level and will publicize that number in the lottery notice.

**Period of Notice Publication:** At least one week prior to each lottery public notice will be given. The notice will include statements that the lottery is open to the public [NYS Public Officers Law 104(1)] and that a disinterested party will draw the lottery.

**Admissions Preferences:** For each charter year the number of seats available in each grade at Newburgh Prep is shown in Table 1. Based on the charter, the application pool will be divided into four groups: Group 1—students with 0-5 accumulated credits, Group 2—students with 6-10 accumulated credits, Group 3—students with 11-15 accumulated credits, and Group 4—students with 16-21 accumulated credits. The number of students with 0-10 credits will be capped each year. Any student can withdraw and enroll in a district school at any time.

**Table 1: Projected Enrollment Table**

Credits/Grades	2013-14	2014-15	2015-16	2016-17	2017-18
0-5 (9 <sup>th</sup> gr.)	20	30	30	30	30
6-10 (10 <sup>th</sup> gr.)	20	30	40	50	60

11-15 (11 <sup>th</sup> gr.)	30	45	60	75	90
16-21 (12 <sup>th</sup> gr.)	<u>35</u>	<u>50</u>	<u>75</u>	<u>100</u>	<u>125</u>
Totals	105	155	205	255	305

**Required by Law:** Admission preferences will begin with students returning to the school, pupils residing in the NECSD, and siblings of pupils already enrolled in the school, if those siblings are also at-risk students, as required by NYS Education Law 2854(2)(b).

**Permitted by Law:** Admissions preferences after admissions required by law will include students at-risk of academic failure, students with disabilities and English language learners, as required by NYS Education Law 2854(2)(a). Newburgh Prep will demonstrate good-faith efforts to attract and retain a comparable or greater enrollment of students with disabilities (20%) and limited English proficient students (50%) than enrolled in the NECSD.

### The Waitlist Policy

**Waitlist Creation and Year-to-Year Maintenance Requirements:** Each year, when the results of the lottery include more applications than available seats, a waitlist of those not selected for admission will be created and made available to applicants and their parents. Waitlists will be prepared for each Group of Applications, as described in “Applications Preferences.” An annual waitlist is active until the initial lottery of the following year. Names on the waitlists are not carried over from one year to the next. The school will continue to receive applications throughout the year. The students providing these applications will be subject to a subsequent lottery at the opening of school should there be more applicants than seats available.

**Admissions Offer for Wait Listing Students:** As seats become available at the school, waitlisted students will be offered admissions beginning with the student at the top of the waitlist and continuing sequentially down until the waitlist is exhausted.

**Waitlist Record Management:** Waitlist management is the responsibility of the Executive Director. When the Waitlist is activated, school personnel contact students and their parents to determine whether or not they wish to remain on the Waitlist. The names of those responding in the affirmative are retained. The names of those not interested are removed.

**Vacancy Management—Filling Procedures and Timeframe:** Students can make application to Newburgh Prep at any time and be accepted to fill a vacancy in an academic program that will move them toward graduation in the most appropriate manner. Formal admission times are at the start of the fall and spring terms. At those times full academic programs are designed for each student. During academic terms, depending on how far the term has progressed, academic programs are tailored to engage incoming students with meaningful programming without placing them in standard courses in which 15% or more of the content has been presented.

### Application for Admission Requirements:

**Conformity to the NYS Uniform Application Form:** The Newburgh Prep application for admission will be in the NYS Uniform Application Form format (see attached).

# Newburgh Preparatory Charter High School

**Everyone deserves a second chance.**

## Student Applicant Information

1.* Name (First, Last):	
2.* Date of Birth (MM/DD/YYYY):	
3.* Gender (circle one):	Male / Female
4.* Home Address (street address, city, state, zip code):	
5.* School District (or Newburgh Enlarged City School District):	
6.* Last grade attended:	
7.* Number of high school credits completed:	
8.* Does the applicant student have a sibling(s) who is currently enrolled in Newburgh Prep? (Circle one.) If yes, list at least one sibling's name, current grade, and date of birth:	Yes / No

## Parent/Guardian Information:

1.* Name (First, Last):	
2.* Relationship to Student:	
3. Home Address (street address, city, state, zip code):	
4. * Phone Number(s), if available:	
5. Email Address(es):	

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*\* The items marked with an asterisk (\*) are the only items that may be required in order to apply to this charter school. Any items not marked by an (\*) are optional.*

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### Policy References:

NYS Education Law Sections 2851(2)(d), 2852(2)(a)(b)(c)(d), 2853(4)(b), 2854(2)(a)(b), and 3635.

NYS Public Officers Law 104(1)

Attachment 2—Samples of Evidence of Community Outreach

Newburgh Preparatory Charter High School

8 MONDAY, DECEMBER 5, 2011 • TIMES HERALD-RECORD



**A charter school**  
High school would serve dropouts

BY MEGHAN E. MURPHY  
Times Herald-Record

Tom Fitzgerald has worn almost every possible hat in the Newburgh School District. He taught Latin at Newburgh Free Academy, worked as an elementary school assistant principal, sat on the school board and worked as a consultant for the district.

But, it wasn't until Fitzgerald began working in his most recent position—consulting for a charter-school consortium—that he dreamed up his plan to help Newburgh youth: a charter school to help high school dropouts earn diplomas.

"We want the kids who are looking for a second chance," Fitzgerald said.

Fitzgerald and a planning team of about a dozen experienced educators are crafting a proposal for the New Hope Charter School in Newburgh. The state will hold two 2012 rounds of charter applications, with deadlines in February and July. If approved, a school could open in 2013. It would start with 60 students and grow to 300 over five years.

At least three charter school proposals have surfaced and failed in the Hudson Valley in the last few years. The plans died before applications to the state were submitted. Peter Murphy, director of the New York Charter Schools Association, said charter-school proposals need two things to succeed: a great plan and great people to execute it.

The New Hope idea is different from previous Hudson Valley proposals, in that it targets high school students who are "over-aged and under-credited" or who have already

MICHELE HASKELL/Times Herald-Record

Tom Fitzgerald and other educators have drawn up a draft proposal for a charter high school in Newburgh that would target dropouts who are looking for a second chance.

First of Three News Stories in the *Times Herald-Record*

Article continued on next page.

## in N'burgh proposed

dropped out, according to a draft prospectus. The proposal is modeled after two charter schools in New York City: Wildcat Academy Charter School and the New Dawn Charter High School, whose educators have offered Fitzgerald guidance.

The draft prospectus for the school details a program that wouldn't have traditional grades, instead having two divisions. The first division would provide intensive intervention program, with social and academic components, for students with fewer than half the necessary credits to graduate. The second would offer academic programs and work experience to students with more than half the needed credits. The goal for every enrolled student would be a Regents diploma.

Fitzgerald believes the school will need to be closely tied in with the community, local businesses and SUNY Orange. "What we're looking at in this city is generational poverty and we need to break the cycle somehow," Fitzgerald said. He believes that the path must include education and job training.

Fitzgerald has recruited a dozen people for the planning team, including past school board members, current school board member Runston Lewis, several retired teachers, charter school educators, and two SUNY Orange administrators.

Mindy Ross, vice president of SUNY Orange's Newburgh campus and a volunteer on the proposal, believes the plan has great potential. Ross worked

first-hand with high school dropouts at an alternative school in Oregon.

Ross said she's dedicated to helping Newburgh's youth and hopeful about the various groups working to change the city.

"I'm very committed to the revitalization of the City of Newburgh and to helping address many of its challenges," Ross said. "I see this charter school as a way to do that."

Newburgh School District officials are interested in discussing the proposal further, assistant superintendent for curriculum Ed Forgit said. District leaders met with Fitzgerald this week to discuss the draft prospectus.

Forgit said his initial impression is that there are opportunities where the district could collaborate with the charter school. "A student is a student, whatever school they go to - it shouldn't matter. We need to provide them with the tools to be successful," Forgit said.

The charter planning team still has a lot of work ahead. They need to name a board of directors, find a location and put together preliminary funding. Federal and state grants offer charter schools money for start-up costs, but those don't kick in until after state approval, Murphy said.

While Fitzgerald realizes his is a lofty goal, he's determined to use his knowledge to help the city's youth.

"I know the district. I understand the problems," he said. "I have to try."

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## This charter school is a win-win for Newburgh

**Y**ou may have read about my proposal for a charter high school in the City of Newburgh.

"Charter school?" you say. "What's so good about a charter school? I haven't heard great things about charter schools. They take money out of the public schools, don't they?"



**TOM FITZGERALD**

tfitz105@aol.com

The charter school that I'm talking about is not a typical charter school. It's a very specific type of school for a very specific situation.

"So what makes this charter school so different?"

This charter school is different because, for one thing, it is aimed at trying to solve a very serious problem in the City of Newburgh, a problem which impacts so many other problems, such as violence, crime, drugs, gangs, and the cause of it all, poverty. That problem is the hundreds of school dropouts on the streets of the City of Newburgh. The problem, in fact, has been well documented. Solutions to the problem have been hard to come by, and the ones that have been tried have fallen so far short over the years that most people seem to believe that we can't do anything about it. I think we can all agree on the power of education as a way out of poverty. This charter school can make that happen.

"What makes you think this charter school will solve the problem?"

The problem of school dropouts in the City of

Newburgh will not be solved overnight or by one initiative, but I believe that this charter school will begin to address the problem on a larger scale and over time change the dynamic of generational poverty that has plagued this city for so long. Here's why I believe this: This charter school offers a second chance for a NYS Regents High School Diploma, not a GED diploma, to the many 16 - 21-year-olds in the Greater Newburgh Area who have not graduated from high school.

This charter school, since school dropouts only are eligible to apply, does not take any funding from the school district since the district is not receiving funding for students who are not there.

This charter school's start-up funding will not affect any local funding since it comes from an entirely different source.

This charter school specifically targets students eligible for free and reduced-cost lunch (the number of which determines the poverty rate), students with learning deficits and students whose first language is not English, as well as others who have not been successful in school.

This charter school, in addition to a NYS standards-based curriculum, offers a support system of equal weight that takes into consideration the social-emotional as well as the academic needs of each student. These needs will be reflected in each student's Individualized Learning Plan.

This charter school provides an Intensive Intervention Program for students who have completed less than half of the required graduation credits.

This charter school offers students who complete or have completed half of the required graduation credits the opportunity for a paid, half-time internship program, that is, one week of school attendance fol-

lowed by one week of internship followed by one week of school and so on throughout the year.

This charter school requires students to attend school or internship from 9 a.m. to 5 p.m. each day for 215 days a year, not the usual 180 of the traditional public school system.

This charter school offers opportunities for community involvement to all students.

This charter school offers a program in partnership with the SUNY Orange Newburgh Campus that will orient students to the world of college provide remedial coursework in preparation for college, and help students to apply and get accepted to college.

This charter school, as part of the consortium in NYC with which I am a consultant, has the support of a not-for-profit provider of instructional, data collection and professional development services for charter schools.

This charter school in concept has received the support and cooperation of the administrative leadership of the Newburgh Enlarged City School District as well as of many community-minded people and organizations in the Greater Newburgh Area.

The Planning Team of this charter school—New Hope Charter High School—deeply believes that this school can make a difference, not only in the lives of the students it serves but also in the community. The NY State Education Department requires that the community express its support for this charter school before it grants approval. We are now looking for that support.

Everyone deserves a second chance. New Hope Charter High School is that second chance.

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## **Una Escuela “Charter”, Beneficio para Newburgh**

Por Tom Fitzgerald, Consultor Educativo, Newburgh, N.Y.

Traducido por Ramon Vega, BBA, MS

Usted Habra escuchado sobre mi propuesta de una escuela “charter” en la Ciudad de Newburgh.

Usted dira, escuela “charter”? Que es bueno de una escuela “charter”? Yo no he escuchado cosas buenas sobre las escuelas “charter”. Estas toman el dinero de las escuelas publicas, no es cierto?

La escuela “charter” de la cual yo hablo no es una escuela “charter” tipica. Es una escuela especifica para una situacion especifica. Ahora, que hace esta escuela “charter” tan diferente?

Esta escuela “charter” es diferente porque propone resolver un serio problema en la Ciudad de Newburgh, un problema que impacta un sinnúmero de otros problemas, como la violencia, el crimen, abuso de drogas, gangas y la mayor de los causantes, la pobreza. Ese problema es los cientos de estudiantes que abandonan la escuela y estan en las calles de la Ciudad de Newburgh. El problema ha sido muy bien documentado con hechos. La solucion del problema ha sido dificil, las soluciones que se han tratado atraves de los años no han sido suficiente y hace pensar que nada se puede hacer con el problema. Creo que todos estamos de acuerdo en el poder de la educacion como forma de dejar la pobreza a un lado. Esta escuela “charter” puede hacer que eso ocurra.

Que le hace pensar que la escuela “charter” puede resolver el problema?

El problema de abandono de escuela en la Ciudad de Newburgh no se puede resolver de la noche a la manana o por una sola iniciativa. Creo que esta escuela “charter” comenzara a atacar el problema en gran escala y atraves del tiempo cambiara la dinamica de la pobreza entre generaciones que ha plagado a la ciudad por tanto tiempo.

- Esta escuela “charter” ofrece una segunda oportunidad para obtener el Diploma “Regents” de la Estado de Nueva York, en lugar de un diploma de equivalencia a graduacion, a muchos jovenes de 16-21 años de la Ciudad de Newburgh que no se han graduado de escuela superior.
- Esta escuela “charter” es para jovenes que abandonan la escuela, no recibe fondos del distrito escolar porque el distrito no recibe fondos por estudiantes que no asisten a la escuela.
- Esta escuela “charter” no afectara los fondos del distrito escolar porque los fondos vienen de otras fuentes; no del distrito escolar.
- Esta escuela “charter” trabaja con estudiantes elegibles para almuerzos gratis o a bajo costo, (el numero se determina de acuerdo al nivel de pobreza), estudiantes con dificultades de aprendizaje y estudiantes cuyo primer lenguaje no es ingles y otros que no han triunfado en la escuela.

# Do You Know Someone Who Needs a Second Chance?

**A New School,  
opening in Newburgh, September 2013  
will offer a NYS High School Diploma**

*(not a GED diploma)*

to students 16 to 21 years old,  
who have dropped out of school.

Come to the scheduled meeting(s)  
to find out more about this NEW opportunity

**Wednesday, March 21 (English)  
at 6:30 PM**

**Thursday, March 22 (Spanish)  
at 6:30 PM**

**Ritz Theater Lobby**

**107 Broadway (lower Broadway)**

*If you know someone who needs this second chance,  
please don't miss this important meeting.*

**Newburgh's New School**  
**EVERYONE DESERVES A SECOND CHANCE**

¿Conoce alguien que necesita  
una segunda oportunidad?

**Una Nueva Escuela**  
**Comienza en Newburgh en Septiembre 2013**  
**Ofrece Diploma de Escuela Superior de NY**

*(No es diploma de equivalencia)*  
para estudiantes de 16 a 21 años  
que dejaron la escuela

Venga a la reunión para conocer más sobre  
esta Nueva Oportunidad

**Miércoles, 21 de marzo de 2012 (Inglés)**  
**a las 6:30 de la tarde**

**Jueves, 22 de marzo de 2012 (Español)**  
**a las 6:30 de la tarde**

**Vestíbulo de Teatro Ritz**  
**Avenida Broadway #107**

*Si conoce alguien que necesita una segunda oportunidad,  
por favor no pierda esta importante reunión.*

**Nueva Escuela en Newburgh**  
**¡TODO EL MUNDO MERECE**  
**UNA SEGUNDA OPORTUNIDAD!**



DOMINICK FIORILLE/Times Herald-Record

Robert Casiano, left, of Newburgh signs a petition earlier this month on Broadway in favor a charter school in the city. Speaking with him are school Trustees Ramon Vega, Neal Goldstein and Tom Fitzgerald. Casiano promised to hand out fliers about the school as well.

# Teachers target kids on fringe

## Charter school floated for N'burgh's at-risk students

BY DOYLE MURPHY  
Times Herald-Record

**CITY OF NEWBURGH** — The pitch takes about 30 seconds. To save time, we'll condense it to this: A group of educators wants to start a charter school targeting high school dropouts and students who are so far behind it's unlikely they'll ever graduate in a conventional setting.

Tom Fitzgerald explained the project again and again on a recent walking tour of Broadway. His group plans to submit a proposal for the New Hope Charter School to the state in July. He has scheduled community meetings for 6:30 p.m. on Wednesday and Thursday at the Ritz Theater in Newburgh.

Wednesday's meeting will be in English, and Thursday's will be in Spanish.

Leomaris Gil, working the counter at Latin Grocery, was quick to see the need.

"They don't know math," Gil said of the teens who stop in to buy 5-cent sweets. "They've got 25 cents, they don't know how much candy they can buy."

She agreed to put a flier about the community meeting in the window, and nearly every other store owner and clerk Fitzgerald met downtown agreed to do the same.

The new school could open as early as 2013, although much needs to happen between now and then. Fitzgerald has mapped

out some specific ideas for programs, such as alternating weeks of classroom work with internships, but other big details are still undecided. It's not clear where the physical school would be located, for example.

A planning team of about a dozen experienced educators have worked on the proposal. Fitzgerald spent much of his career in the Newburgh school district, working as a teacher, assistant principal, school board member and consultant. On the tour, Fitzgerald was joined by retired Goshen math teacher Neal Goldstein and Ramon Vega, who says he has an education background in New York and Puerto Rico along with 20

years' experience in the state Office of Probation.

Fitzgerald said New Hope wouldn't compete with Newburgh Free Academy.

"What we're trying to do is save the kids who, for whatever reason, didn't take advantage of that great program," Fitzgerald said.

Robert Casiano, 31, counted himself among those kids.

"I've been out here 17 years — drugs, alcohol, in and out of jail," he said.

Casiano said he's been clean for more than two years and he wants to help kids who grew up like him. New Hope could work, he said. He took a fistful of fliers and promised to hand them out.

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# A New School for Newburgh

## Press Release

### For Immediate Release

**Contact:** Tom Fitzgerald, 564-7493, tfitz105@aol.com

### A New School Looks for Community Support

The planning team of "A New School for Newburgh" will hold its first community meetings on Wed., Mar. 21 and Thurs., Mar. 22 at 6:30 p.m. in the Ritz Theater Lobby at 107 Broadway in the City of Newburgh for community members to learn about the New School. The March 21 meeting will be held in English. The March 22 meeting will be held in Spanish.

If approved by the NYS Education Department, the New School will open in September 2013 and offer a second chance for a NYS Regents High School Diploma to 16 to 21 year olds who have dropped out of school. It is not a GED program.

In addition to a NYS standards-based curriculum, the New School will offer a

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## Public invited to learn about proposed New School

**NEWBURGH** – The planning team of "A New School for Newburgh" will hold its first community meetings at 6:30 p.m. Wednesday and Thursday in the Ritz Theater lobby at 107 Broadway in the City of Newburgh for community members to learn about the New School.

The meeting Wednesday will be held in English. The meeting Thursday will be held in Spanish.

If approved by the state Education Department, the New School will open in September 2013 and offer a second chance

for a state Regents High School Diploma to 16- to 21-year-olds who have dropped out of school. It is not a GED program.

In addition to a state standards-based curriculum, the New School will offer a support system that takes into consideration the social-emotional as well as the academic needs of each student. These needs will be reflected in each student's Individualized Learning Plan.

The New School will also provide an Intensive Intervention Program for students who have completed less than half of the required graduation

credits.

Students who complete or have completed half of the required graduation credits will qualify for a paid internship as 50 percent of the program, one week of school attendance followed by one week of internship and so on.

A partnership with the SUNY Orange Newburgh campus will enable the New School to offer students a college-readiness program that will orient them to the world of college, incorporate remedial work into their classes to prepare them for college,

and help them to apply and get accepted to college. Opportunities for community involvement and an intensive program in the arts will also be available to all students.

The state Education Department requires that the community express its support for this charter school before it grants approval for the school to open. These meetings are an opportunity for the community to learn more about the school.

For further information, contact Tom Fitzgerald at tfitz105@aol.com.

## 'Hairspray' at NFA

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G NEWBURGH AND NEW WINDSOR

# New charter school for Newburgh?

### Planning team seeks public support

By JESSICA MCALEESE  
jmcaleese@tcnewspapers.com

The planning team behind "A New School for Newburgh" held its first community meeting last week in an effort to share information and gain support for the creation of a charter school in the city.

If approved by the New York State Education Department, educational consultant Tom Fitzgerald said that the new school would open in September 2013 and offer a second chance for a New York State Regents diploma to local 16- to 20-year-olds who have not graduated from high school.

"Those who need a shot and want a shot are going to get a shot," said Fitzgerald, who is also a retired teacher and administrator.

According to Fitzgerald, the idea for the charter school was developed last summer as a solution to address the dropout dilemma in the City of Newburgh, a problem he says impacts everything from gang violence to drug

Continued on page 31

# New charter school?

Continued from page 1

activity.

"Poverty is at the root of all these problems and I think we can all agree that the key out of poverty is education," he said.

While he admits that the problem of high school dropouts on the streets of Newburgh cannot be solved overnight, Fitzgerald and the rest of his team believe that the charter school would begin to address the issue on a larger scale and overtime change the dynamic of generational poverty that has plagued the city for so long.

In addition to a New York State standards-based curriculum, the new school would offer a support system that takes into consideration the social-emotional as well as the academic needs of each student. It would also provide an Intensive Intervention Program for students who have completed less than half of the required graduation credits and students who complete or have completed half of the required graduation credits would qualify for a paid, half-time internship program.

"This is not going to look like a traditional school," said Fitzgerald, adding that a partnership with the SUNY Orange Newburgh Campus would enable the school to help orient students to the world of college, provide remedial work to prepare them for college and help them to apply and get accepted to college.

In closing, Fitzgerald explained that the planning team believes the school could make a difference not only in the lives of the students it serves but also in the Newburgh community.

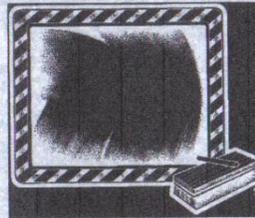
"This is the first step towards something that is completely different," he said. "Newburgh needs this school and in order to move forward, we need public support."

News Story about Community Meeting in the Mid Hudson Times

- This charter school offers a program in **partnership with the SUNY Orange Newburgh Campus** that will help the school to orient students to the world of college, to provide remedial work in preparation for college, and to assist students in applying and getting accepted to college.
- This charter school, as part of a consortium of charter schools in NYC, has the **support of a not-for-profit provider of instructional, data collection, and professional development services** for charter schools.
- This charter school in concept has **received the support and cooperation** of the Newburgh Enlarged City School District as well as of many community-minded people and organizations in the Greater Newburgh Area.

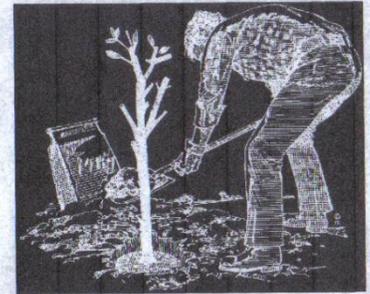


The Planning Team of this new charter school deeply believes that **this school can make a difference**, not only in the lives of the students it serves but also in the community. The NY State Education Department requires that the community express its support for this charter school before it grants approval. We are now looking for that support.



**Everyone  
deserves a  
second chance.  
This New  
Charter School  
is that second  
chance.**

## **A New School for Newburgh**



**Everyone  
Deserves a  
Second Chance**

**Todos Merecemos Una  
Segunda Oportunidad**

**For more information, contact:**

**Tom Fitzgerald  
tfitz105@aol.com**

## The Power of Education

This new school for Newburgh, an independent charter school, is aimed at trying to solve a very serious problem in the City of Newburgh, a problem which impacts so many other problems: violence, crime, drugs, gangs, and the cause of it all, poverty. That problem is the hundreds of school dropouts on the streets of the City of Newburgh. The problem, in fact, has been well documented. Solutions to the problem have been hard to come by, and the ones that have been tried over the years have fallen so far short that most people seem to believe that we can't do anything about it. We can all agree on the power of education as a way out of poverty.

## This Charter School Can Help Make It Happen

The problem of school dropouts in the City of Newburgh will not be solved overnight or by one initiative, but this charter school will begin to address the problem on a larger scale and over time change the dynamic of generational poverty that has plagued this city for so long.



## Here's how...

- This charter school offers a second chance for a **New York State Regents High School Diploma**, not a GED diploma, to the many 16 to 21 year olds in the Greater Newburgh Area who have not graduated from high school.
- This charter school, since school **dropouts only are eligible to apply**, does not take any funding from the school district since the district is not receiving funding for students who don't attend.
- This charter school's start-up funding **will not affect any local funding** since it comes from an entirely different source.
- This charter school specifically targets **students eligible for free and reduced-cost lunch** (the number of which determines the poverty rate), **students with learning difficulties**, and **students whose first language is not English**, as well as others who have not been successful in school.
- This charter school, in addition to a New York State standards-based curriculum, offers a **support system of equal weight** that takes into

consideration the **social-emotional as well as the academic needs of each student**. These needs will be reflected in each student's Individualized Learning Plan.

- This charter school provides an **Intensive Intervention Program** for students who have completed less than half of the required graduation credits.
- This charter school offers students who complete or have completed half of the required graduation credits the opportunity for a **paid, half-time internship program**, which consists of one week of school attendance followed by one week of internship followed by one week of school and so on throughout the year.
- This charter school requires students to attend school or internship from 9 a.m. to 5 p.m. each day for **215 days a year**, not the usual 180 of the traditional public school system.
- This charter school offers opportunities for **community involvement** and for **involvement in the arts** to all students.

## All charter schools are not the same

I've followed with interest the story of the proposed charter school in Middletown as reported over the past month or so. There was the initial story simply announcing that a group in Middletown had submitted an application for a charter school in February



**TOM FITZGERALD**

[tfitz105@aol.com](mailto:tfitz105@aol.com)

for a school that would open in September 2013. The application had not yet been approved, but it had also not been rejected, so the assumption was that approval was just a matter of time. This seemed to be a revelation to the Middletown Superintendent of Schools who complained that the Middletown School District could not afford to lose the state aid that would move with each student from the school district to the charter school, especially at a time when teachers and programs are being cut.

It wasn't very long before the next story appeared: "Charter School Plan Blasted." At a public hearing of community members, parents, school board members and State Assemblywoman Aileen Gunther, all the speakers spoke against the charter school complaining that "money diverted from city public schools to a charter school would undermine district progress." No one representing the charter school was present at the hearing. It was just a matter of time before the next article

appeared: "Charter School Proposal on Hold" and then an editorial: "Charter School Foes Need to Expand Fight."

Charter schools, in fact, are public schools. For that reason it is true that most charter schools take state funding earmarked for each student from the home school district of each of those students. It is not true, as the editorial states, that the "payment of \$12,759 for each student" is "more than the public school district spends on each of its students." Each student at a charter school receives no more state funding than each student at a school in the school district and usually a bit less. This is not my opinion. I'm a consultant with a not-for-profit consortium of charter schools in New York City and Buffalo. I checked with those who know the facts.

The fact remains that most charter schools do receive the state funding for each student that would have gone to the local school district. For this reason very few charter schools exist outside of large metropolitan areas. Between New York City and Albany there is one charter school in Yonkers and one in Mount Vernon. For this reason school districts and others in smaller communities are generally against charter schools.

The charter school that a group of educators and I are proposing for Newburgh is not like most charter schools. This school will be an independent charter school to be sure, but its mission is to recruit students who have already dropped out of high school and to give them a second chance for an education and a NYS Regents High School Diploma. Because these students, who are eligible for state aid until the age of 21, are not attending school, the Newburgh Enlarged City School

District is not receiving funding for them.

Until I became a consultant for a not-for-profit consortium of charter schools, I knew very little about charter schools. I didn't know that such a charter school like the one we are proposing for Newburgh existed. One of the schools I work with, the John V. Lindsay Wildcat Academy Charter School in lower Manhattan, is this kind of charter school, as is New Dawn Charter School which will open in Brooklyn in September. The proposed Newburgh charter school is based on this model. If our application is approved and we receive a charter, the school will open in September 2013, and more per pupil state aid will flow into Newburgh than is flowing in right now.

Why is this kind of charter school for Newburgh, a charter school unlike most charter schools, necessary? The answer is simple: The power of education. This proposed Newburgh charter school is aimed at trying to solve a problem that impacts so many other problems: violence, crime, drugs, gangs, and the cause of it all, poverty. Solutions to the high school dropout problem have been hard to come by. Over the years many attempts at solutions have fallen so far short that most people seem to believe that we can't do anything about it. I think we can all agree on the power of education as a way out of poverty. This proposed charter school will begin to address the high school dropout problem on a larger scale and over time change the dynamic of generational poverty that has plagued the City of Newburgh for so long, and it will do this without taking funding from the Newburgh Enlarged City School District. Why wouldn't we try to make this happen?

Another of a Number of Columns in the *Mid Hudson Times*

## Charter school could help solve Newburgh's dropout problem

BY TOM FITZGERALD

I've followed with interest the story of the proposed charter school in Middletown as told in this newspaper over the past few weeks.

### MY VIEW

There was the initial story simply announcing that a group in Middletown had submitted

an application in February for a school that would open in September 2013. The application had not yet been approved, but it had also not been rejected, so the assumption was that approval was just a matter of time.

This announcement seemed to surprise the Middletown superintendent of schools, who complained that the Middletown School District could not afford to lose the state aid that would move with each student from the school district to the charter school, especially at a time when teachers and programs are being cut.

At a public hearing of community members, parents, school board members and a state assemblywoman, all the speakers spoke against the charter school, claiming that "money diverted from city public schools to a charter school would undermine district progress." No one representing the charter school was present at the hearing.

Charter schools, in fact, are public schools. For that reason it is true that most charter schools take state aid earmarked for each student from the home school district of each of those students. It is not true that the state aid for each student is ever more than the public school district spends on each of its students. The charter school receives no more state aid, and usually less, for each student than the school district receives.

The fact remains that most charter schools do receive the per-student state aid that would have gone to the local school district. For this reason very few charter schools exist outside large metropolitan areas. Between New York City and Albany, where there are many charter schools, only two charter schools, one in Yonkers and one in Mount Vernon, are in operation.

The charter school that a group of educators and I are proposing for Newburgh, however, is not like most charter schools. Its mission is to recruit students who have already dropped out of high school and to give them a second chance for an education and a state Regents High School Diploma. Because these students, who are eligible for state aid until the age of 21, are not attending school, the Newburgh School District is not

receiving aid for them.

Until I became a consultant for a not-for-profit consortium of charter schools, I knew very little about such schools. I didn't know that the kind of charter school that we are proposing for Newburgh existed.

One of the schools I work with, the John V. Lindsay Wildcat Academy Charter School in New York City, is this kind of charter school, as is New Dawn Charter School, which will open in Brooklyn in September. Our proposed Newburgh charter school is based on this model. If our application is approved and we receive a charter, the school will open in September 2013, and more

per-pupil state aid will flow into Newburgh than is flowing in right now.

Why is this kind of charter school necessary for Newburgh? The answer is simple: The power of education. Our proposed school is aimed at trying to solve a problem that impacts so many other problems: violence, crime, drugs, gangs, and the cause of it all, poverty. Solutions to the high school dropout problem have been hard to come by. Over the years, many attempts at solutions have fallen so far short that most people seem to believe that we can't do anything about it.

I think we can all agree on the power of education as a

way out of poverty. This proposed charter school will begin to address the high school dropout problem on a larger scale and over time change the dynamic of generational poverty that has plagued the City of Newburgh for so long. And it will do this without taking state aid from the Newburgh School District.

Why wouldn't we try to make this happen?

*Tom Fitzgerald, a retired teacher and administrator who worked for the Newburgh School District for many years, is an educational consultant for a not-for-profit consortium of charter schools.*

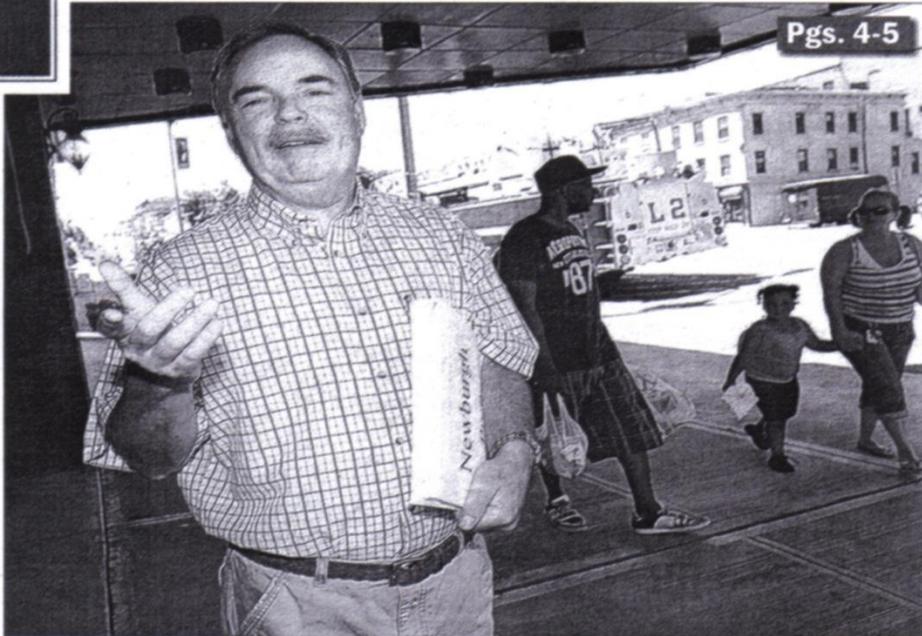
“My View” Editorial in the *Times Herald-Record*

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# Two high schools planned in region

Charter, Bruderhof academies in works

Pgs. 4-5



CHEY GORDON/Times Herald-Record

Even while several schools have been shut down in the mid-Hudson, two new high schools may be opening. Education consultant Tom Fitzgerald, above, is applying for approval to open a charter school in the City of Newburgh. The other school, which would serve students of the Bruderhof religious community, would be at the site of the former Mount St. Alphonsus retreat site in Esopus.

school does. Independently operated charter schools have been a part of the state's educational landscape for about 14 years. Though several have been proposed for the mid-Hudson, none have progressed beyond the planning stage.

Now, Tom Fitzgerald's idea for a charter school for 16- to 21-year-old dropouts in Newburgh appears to be picking up steam.

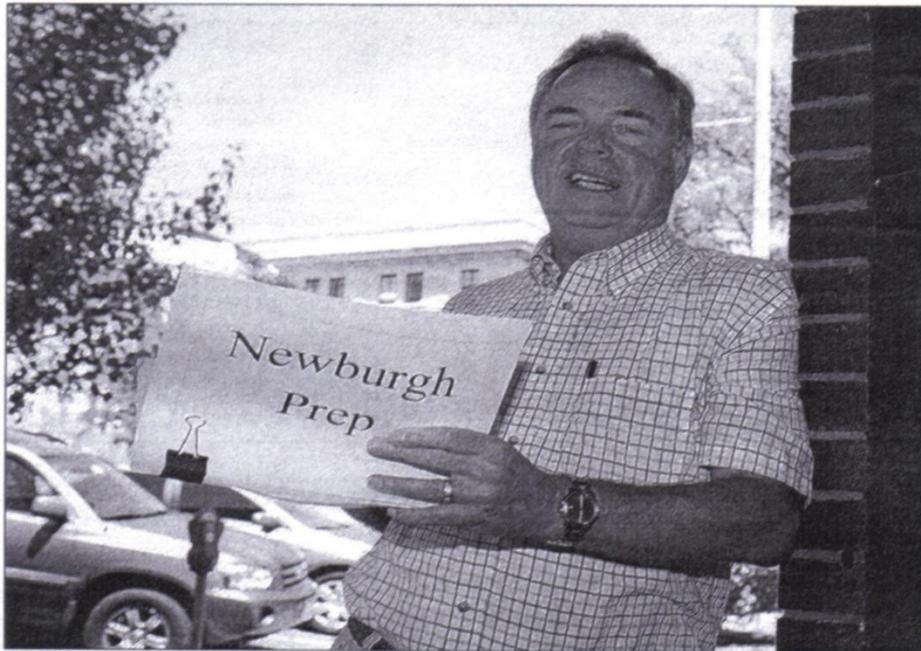
"You need a new school, because you need a different school for some of these kids," said Fitzgerald, a former educator and school administra-

#### Newburgh plans move ahead

Unlike private schools, charter schools receive what's known as per-pupil state funding, just as any other public

The City of Newburgh may be the location for another new school, too - former educator Tom Fitzgerald, below, proposes opening a charter school, aimed at dropouts ages 16-21.

DOMINICK FIORILLE/Times Herald-Record



CHET GORDON/Times Herald-Record

tor from Newburgh. "I'm not going to put the other schools down. I'm going to say the needs of the kids were not met."

Fitzgerald is in the midst of applying for charter approval. The proposed school would open next fall with room for 105 students in grades 9-12.

He's found that students drop out for a variety of reasons, which are not usually academic. The causes may include bullying, issues at home, or not fitting in at school. "What we're going to try to do is convince these students that to have a future, they need a high school diploma," he said. "To

break the cycle of poverty, they need a diploma."

According to Fitzgerald, if he gets the go-ahead to launch his school in Newburgh, the state will pay \$14,796 annually to provide education to each student.

He points out he won't be taking money away from the school district. "They're not receiving funding for students who have dropped out and are on the streets," he said. "So this charter school would be bringing more per-pupil funding into the area than is there right now."

[pliu@th-record.com](mailto:pliu@th-record.com)

## Attachment 3a—Proposed Sample Daily Schedules

### NEWBURGH PREPARATORY CHARTER HIGH SCHOOL

#### SAMPLE DAILY SCHEDULES

**Introduction:** The Newburgh Preparatory Charter High School (Newburgh Prep) will provide over-aged and under-credited students who have dropped out of high school the opportunity to return to school and obtain a high school diploma through a rigorous NYSED standards-based education program. During the application process, the number and type of credits that a student has, as certified by his/her high school record, along with an assessment of basic skills, will determine the level of instruction for that student. Based on that data, each student at Newburgh Prep will have an individual learning plan (ILP) and, to some extent, an individual program since the number of credits alone is not an indication of specific subject area credits earned.

Students who come to Newburgh Prep with a varying number of high school credits will not have a traditional classroom schedule. The student close to graduation who has yet to take or pass Global Studies, for example, must be allowed to take the classes necessary to fulfill both graduation requirements as well as pass the Global Studies Regents. Newburgh Prep scheduling is designed specifically for students in need of this type of class schedule. Providing this level of monitoring and specifically targeting those difficulties that keep students in this group from achieving success will ensure that no student drops through the cracks.

For this reason, core subjects appear on the following sample schedules as possibilities only. Courses actually offered will be determined according to the specific needs of the students. We may need four sections of Integrated Algebra, for example, and one section of Algebra 2 or two sections of Global Studies I and three of Global Studies II. As incoming students are assessed and the number of credits they have already completed ascertained, the specific courses offered will depend on the number of students who need those courses. For this reason we have not included a student schedule. Core subject teachers will be prepared to take each student from where that student is and move him/her forward.

Every student will have an advisory. Students with 11 or more credits, 10 of which are in the core subjects (3 credits in English, 3 credits in social studies, 2 credits in science, and 2 credits in math), will have the opportunity to participate in a half-time Internship Program that will provide them with a 9 a.m. to 5 p.m. work experience that alternates week by week with their customized academic program. Internship students will be given the opportunity to work on their own with supervision and close support in an environment of independent work and blended learning. They may attend classes as necessary, including their advisory and an elective, and have access to core subject teachers for assistance.

<b>Sample Newburgh Prep Fall 2013 Schedule</b>						
Breakfast with Advisor		8:30-8:40	Assigned Rooms			
Morning Exercises		8:45-8:55	Assembly Room			
Period	Time	English Room	Math Room	Social Studies Room	Science Room	Spanish/ESL Room
1	9:00-9:55	English 9	Introduction to Geometry	US History & Government	Chemistry	Spanish I
2	10:00-10:55	English 10	Algebra 2	Economics/ Civics	Living Environment I	ESL
3	11:00-11:55	English 11	Trigonometry	Global History & Geography I	Living Environment II	Spanish for Native Speakers
4	12:00-12:25	Lunch with Advisor	Lunch with Advisor	Lunch with Advisor	Lunch with Advisor	Lunch with Advisor
5	12:30-1:25	English 12	Integrated Algebra	Global History & Geography II	Science Lab	ESL
6	1:30-2:25	Creative Writing	Using Technology in Applied Math	Participation in Government	Environmental Science	Conversational Spanish
7	2:30-3:25	Advisory	Advisory	Advisory	Advisory	Advisory

<b>Sample 8<sup>th</sup> Period Block for Students with Fewer than 11 Credits</b>						
8	3:30-5:00	Monday	Tuesday	Wednesday	Thursday	Friday
	Group A	PE	Community Art Projects	PE	Community Art Projects	Health
	Group B	Community Art Projects	PE	Community Art Projects	PE	Family/Consumer Science

<b>Sample 8<sup>th</sup> Period Block for Students with 11 Credits or More</b>						
Periods 1 through 7 are the same as above.						
8	3:30-5:00	Monday	Tuesday	Wednesday	Thursday	Friday
	Group A	Visual/ Performing Arts	College/ Career Readiness	Visual/ Performing Arts	College/ Career Readiness	Life-Long Recreational Activities
	Group B	College/ Career Readiness	Visual/ Performing Arts	College/ Career Readiness	Visual/ Performing Arts	Life-Long Recreational Activities

<b>Sample Independent and Blended-Learning Study for Internship Students</b>					
Breakfast with Advisor and Morning Exercises as above.					
Period	Time	Library	Advisor's Room	Classroom	Advisor's Room
1	9:00-9:55	English			
2	10:00-10:55	Math			
3	11:00-11:55	Social Studies			
4	12:00-12:25		Lunch		
5	12:30-1:25	Science			
6	1:30-2:25			Elective	
7	2:30-3:25				Advisory
8	3:30-5:00	Internship students join activities for students with 11 credits or more.			

<b>Sample Six-Week Summer Session, July 2014</b>						
Breakfast with Advisor and Morning Exercises as above.						
Blended-Learning will be a particular focus of the Summer Session.						
Period	Time	English Room	Math Room	Social Studies Room	Science Room	Spanish Room
1	9:00-9:50	Reg. Prep	Remedial	Reg. Prep	Remedial	ESL
2	9:55-10:45	Remedial	Reg. Prep	Remedial	Reg. Prep	ESL
3	10:50-11:40	Reg. Prep	Remedial	Reg. Prep	Remedial	ESL
4	11:45-12:10	Lunch	Lunch	Lunch	Lunch	Lunch
5	12:15-1:05	Remedial	Reg. Prep	Remedial	Reg. Prep	ESL
6	1:10-2:00	Creative Writing	Applied Math	Government Participation	Environment. Science	Convers. Spanish
7	2:05-2:55	Advisory	Advisory	Advisory	Advisory	Advisory

Attachment 3b—Proposed First Year Calendar

## 2013-2014 Newburgh Prep School Year Calendar

Newburgh Prep, including Summer Session 2014, has a total of 216 school days. Adjustments have been and will be made to coincide with the Newburgh Enlarged City School District calendar.

### Staff Training & Professional Development: July 1-31, 2013

<b>August 2013</b>				7 Days Staff Training 5 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5-Closed	6-Closed	7-Closed	8-Closed	9-Closed
12-Closed	13-Closed	14-Closed	15-Closed	16-Closed
19	20	21	22	23
26	27	28	29	30

1-2: Staff Training & Professional Development  
5-16: Vacation

19-23: Annual Staff Institute  
26-30: Team Week for Staff & Students

<b>September 2013</b>				17 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
2-Closed	3	4-Closed	5-Closed	6
9	10	11	12	13-Closed
16	17	18	19	20
23	24	25	26	27
30				

2: Labor Day

4-5: Rosh Hashanah

3: 1<sup>st</sup> Day of Regular Classes for 2013-2014 School Year

13: Yom Kippur

<b>October 2013</b>				22 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10	11
14-Closed	15	16	17	18
21	22	23	24	25
28	29	30	31	

14: Columbus Day

<b>November 2013</b>				17 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5-Closed	6	7	8
11-Closed	12	13	14	15
18	19	20	21	22
25	26	27	28--Closed	29-Closed

5: Election Day

11: Veterans' Day

8: End of 1<sup>st</sup> Marking Period

28-29: Thanksgiving Recess

<b>December 2013</b>				15 School Days
Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23-Closed	24-Closed	25-Closed	26-Closed	27-Closed
30-Closed	31-Closed			

23-31: Christmas Recess

<b>January 2014</b>				19 School Days
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
		1-Closed	2-Closed	3-Closed
6	7	8	9	10
13	14	15	16	17
20-Closed	21	22	23	24
27	28	29	30	31

1-3: New Year's Recess  
20: Dr. Martin Luther King

21-24: Regents  
24: End of 2<sup>nd</sup> Marking Period

<b>February 2014</b>				18 School Days
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
3	4	5	6	7
10	11	12	13	14-Closed
17-Closed	18	19	20	21
24	25	26	27	28

14-17: Presidents' Weekend

<b>March 2014</b>				21 School Days
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

28: End of 3<sup>rd</sup> Marking Period

<b>April 2014</b>				16 School Days
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	1	2	3	4
7	8	9	10	11
14-Closed	15-Closed	16-Closed	17-Closed	18-Closed
21-Closed	22	23	24	25
28	29	30		

14-21: Spring Recess

<b>May 2014</b>				21 School Days
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26-Closed	27	28	29	30

26: Memorial Day

<b>June 2014</b>				15 School Days
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>		<b>Friday</b>
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23-Closed	24-Closed	25-Closed	26-Closed	27-Closed
30-Closed				

11-19: Regents

23-30: Vacation

20: End of 4<sup>th</sup> Marking Period

**Summer Session: July 9-August 17—30 Days (216 Days Total for the 2013-14 School Year)**

Attachment 4—Proposed Student Discipline Policy

NEWBURGH PREPARATORY CHARTER HIGH SCHOOL

STUDENT DISCIPLINE POLICY

**Introduction:** The goal of Newburgh Preparatory Charter High School’s program is to help each student to realize his/her potential and to become a productive member of society through character building, intellectual development, and career preparation. Character building is fostered through Positive Behavioral Interventions and Supports (PBIS), a school-wide behavior management system based on a Response to Intervention (RtI) model. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.

The expectation at Newburgh Preparatory Charter High School (Newburgh Prep) is that all students will conduct themselves at all times with civility, mutual respect, citizenship, character, tolerance, honesty and integrity, with proper regard for the rights and welfare of other students and members of the school community. Disciplinary action will be used only when necessary and in a manner that will place emphasis on each student’s ability to develop self-discipline.

In addition, as required by Article 2 of Education Law relating to Dignity for All Students, students at Newburgh Prep will receive instruction in civility, citizenship and character education, tolerance, respect for others, sensitivity to discrimination and harassment with regard to relations with people of different races, weights, national origins, ethnic groups, religions, religious practices, mental and physical abilities, sexual orientation, and genders.

Students who violate school rules will be required to accept the consequences of their conduct and will be subject to disciplinary action, up to and including suspension from school, when they engage in conduct that is disorderly, insubordinate, disruptive, violent, or that endangers the safety, morals, health or welfare of others.

If the conduct of a student is related to a disability or suspected disability, the student will be referred to the Committee on Special Education (CSE) and discipline, if warranted, will be administered in a manner consistent with the disability. A student identified as having a disability will not be disciplined for behavior related to that disability.

**Code of Conduct:** The Newburgh Prep Code of Conduct is focused on ensuring the health and safety of students and staff in an atmosphere where learning can take place without distractions and the school building and property within are protected. These rules serve to protect students from intimidation, harassment, verbal and physical violence, and any behavior that may prevent them from receiving a quality education.

For these reasons, students and staff members at Newburgh Preparatory Charter High School will agree to:

1. Arrive to school and class on time.
2. Arrive to class prepared and ready to work.
3. Use appropriate language at all times.
4. Place all headwear, coats, and electronics in a locker before the start of the school day.
5. Respect all students and staff members.
6. Show no tolerance for violence or the possession of a weapon or dangerous instrument.
7. Show no tolerance for harassment, intimidation, or aggressive behavior.
8. Reject the use of illegal drugs and alcohol.
9. Reject the use of tobacco products on or near school grounds.
10. Dress appropriately.

**Code of Conduct Violations:** Examples of Code of Conduct violations include, but are not limited to, the following: insubordination and willful disobedience, gambling, disruption in any area on or near school grounds, obscenities and profanity in any form, littering and spitting, refusal to participate, and interfering with other students' right to an education or meal or activity.

The following may result in immediate suspension or dismissal without warning or reprimand: cutting class, leaving school without permission, being in an unauthorized area of the building, drug or alcohol use, harassment or assault, any form of sexual or racial harassment, possession of a weapon or the use of any instrument used as a weapon, fighting, refusal to end a verbal argument, obscenity or profanity, threats or extortion or intimidation, threatening the health or safety of others, insubordination or willful disobedience or disrespect to a staff member, destruction of property or tagging or graffiti, any criminal act, or gang activity.

**Disciplinary Consequences:** Students who violate the Newburgh Prep Code of Conduct may be subject to the following penalties, either alone or in combination, consistent with the student's right to due process: oral warning, written warning, written notification to parent/guardian, detention, suspension from athletic participation, suspension from social or extracurricular activities, suspension of other privileges, in-school suspension, removal from classroom, short-term suspension from school, long-term suspension from school, or permanent suspension from school.

In order to help school personnel to maintain a focus on encouraging positive student behavior, Newburgh Prep will employ a hierarchy of behavioral interventions to promote safe, orderly, and responsible student conduct. PBIS is at the core of the behavioral system. When implemented in all aspects of the program, PBIS creates a culture of positive interactions and reduces disciplinary consequence while increasingly recognizing positive behaviors. These positive

interventions and supports build self-esteem, encourage appropriate behavior and improve social skills. Staff will be provided with professional development to ensure effective implementation of these interventions and will be involved in the development of specific techniques appropriate to the needs of the students.

All consequences will be considered on a case-by-case basis. School personnel will abide by Education Law 3214. In order to ensure that all components of the Newburgh Prep Code of Conduct are up to date, the Board of Trustees will annually review and update it as necessary, taking into consideration the effectiveness of the code and the fairness and consistency of its administration.

**Additional Responses and Supports:** A non-exhaustive list of other responses and supports that may be used in conjunction with the disciplinary responses for each level of behavior includes the following: referral to RtI Team, individual/group counseling, conflict resolution, peer mediation, development of an individual behavior contract, restitution, short-term behavioral progress reports, community service (with parent/guardian consent), guidance conference, referral to a community-based organization, referral to a mentoring program, referral to appropriate substance-abuse counseling, referral for mental health counseling.

The school may file a PINS petition in Family Court on behalf of any student under the age of 18 who demonstrates that he/she requires supervision and treatment. In addition, the Principal is required to refer to the County Attorney any student under the age of 16 who brings a weapon to school or students who qualify for juvenile offender status under the Criminal Procedure Law 1.20(42).

**Due Process:** In all cases of misconduct, regardless of the penalty imposed, school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. Each student will have an opportunity to present his/her version of the facts to school personnel. A student who is given a penalty other than an oral or written warning or written notification to his/her parent/guardian may be entitled to additional rights before the penalty is imposed.

**Discipline of Students with Disabilities:** Discipline procedures for students with disabilities will be in accordance with IDEA regulations. Among the special rules that apply are the following:

1. If a student with a disability attending a charter school is suspended or removed for more than 10 school days in a year, the charter school must notify the CSE. The CSE must conduct a functional behavioral assessment and develop or review a behavior intervention plan.

2. If a student with a disability is suspended or removed in excess of 10 school days in a school year, this constitutes a disciplinary change in placement. The CSE must be notified so a Manifestation Determination Review can be conducted.
3. The charter school may contact the CSE to request an expedited due process hearing before an impartial hearing officer to request that a student with a disability be moved to an interim alternative education setting for up to 45 days in cases where maintaining the student in the school is substantially likely to result in injuring the student or others. A student can also be moved to an alternative educational setting if he/she brings a gun to school or possesses or uses illegal drugs at school.

**Reporting Crimes and/or Disruptive Behavior:** All students and staff at Newburgh Prep should understand that certain criminal and/or disruptive behavior must be reported to appropriate police authorities by law. The following incidents will be reported: capital crimes, assaults or threats of assault, possession of a weapon, robbery or theft, sexual abuse, property damage, and drug or alcohol use. Additionally, the Principal has the discretion to report any other incident occurring within the regular operation of the school.

Any student formally charged with a felony by a proper prosecuting attorney for an incident which has an adverse impact on the educational program, discipline, or welfare at the school in which the student is enrolled will, following an administrative hearing conducted pursuant to rules of the NYSED and after due notice to parents/guardians and when suspension is recommended, be suspended from all classes until the determination of his/her guilt or innocence or the dismissal of charges is made by a court of competent jurisdiction.

In conjunction with Violent or Disruptive Incident Reporting (VADIR), Newburgh Prep is required to file a report for each individual violent or disruptive incident that occurs at the school and to submit an annual summary report to the NYSED. A violent or disruptive incident includes any of the following: kidnapping, homicide, sexual offences, assaults with serious injury, arson, robbery, reckless endangerment, criminal harassment, bomb threats, and drug or alcohol use, possession, or sale. Any staff member who witnesses such an act must immediately file a report.

**The Dignity Act** (Ed. L. 10 through 18): Newburgh Prep will provide instruction on tolerance, respect for others, awareness and sensitivity to discrimination or harassment, and civility in the relations of people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientation, and genders. One staff member will serve as Dignity Act Coordinator. Anyone who believes that an incident or incidents have occurred that violate the Dignity Act should report this to the Dignity Act Coordinator, who will look into the allegation and report his/her findings to the Executive Director.

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

**Name:** Ramon Vega

**Charter School Name:** Newburgh Preparatory Charter High School

**Charter School Address:** TBD

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 at risk youth \_\_\_\_\_

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 read in the Times Herald Record about the proposed Newburgh Charter School. I expressed an interest and have been cooperating through the past year with the planning and organization of the school services through a

charter school to serve school drop outs in Newburgh City. Through my contacts with Mr. Fitzgerald I learned that a Board of Trustees is required to oversee the school operations.

5. Please explain why you wish to serve on the board.  
I am an experienced educational leader with the teaching and administrative credentials to assist giving directions and guidance in school operations. My work experience with at risk youth in schools, private non-profit agencies and the Criminal Justice System have given me the tools to exercise judgment in the provision of services to youth and families. Having the opportunity to supervise staff and deal with the public has given me the skills to make decisions with an effect on others. As a member of the Board I can certainly use my past experience, share with other members and brainstorm ideas that can better serve the goals and objectives of the Newburgh Prep Charter School.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1. above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. x This does not apply to me.  Yes. (Include description here):
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: I have met with individuals interested in education related issues and have expressed interest with participation in the school board.
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.

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

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

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

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  
X None  Yes

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

When a Board member engages in activities for his/her own, family or friends benefit, this becomes a conflict of interest that affects the image and reputation of the school. The matter has to be addressed immediately by discouraging this behavior and documenting actions. A letter should be written disclosing all facts prior to the Board discussion and the Trustees interest in the matter should be reflected in the minutes.

#### **Educational Philosophy**

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

The Newburgh Preparatory Charter High School objective is to work with the Greater Newburgh high school drop outs ages 16-21. The school will provide over aged and under credited students, an intensive social –emotional support, the opportunity to return to school to obtain a high school diploma through a rigorous NYSED standard based education that prepares them for college and careers. The school targets students living in poverty, students who are English language learners and students with special needs.

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

The Newburgh Preparatory Charter High School will offer an intensive individualized educational program to prepare the students to obtain their Regents Diploma. The school will offer program services to assist students with language arts, science, math, social studies, fine arts, history, health,

interpersonal relations and socialization skills. The students will participate in internships where they will learn job skills and in a college readiness program coordinated with SUNY/Newburgh Campus.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
- A successful charter school is one that is organized based on the identifiable needs of the students to be served.
- In order to be successful and to remain providing services to the community a charter school must be under the scrutiny of a Board that oversees its operations in addition to having the most competent staff. The Board should be strictly guided by a set of standards and rules governing the school.
- The school should have an annual education program plan taking in consideration the number of students and their needs, the staff and training needs, the physical facilities and the appropriate budget.
- The Board should implement appropriate planning, evaluation and reviewing of performance to make adjustments and ensure the most efficient student services.
- Continued student recruitment and evaluation of outcomes must be available through a monthly statistics report.

#### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member.
- A public charter school board member is one that has a natural interest in educational issues. A Board member shares the responsibility of overseeing the operations of the school.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
- I have read and understand the charter school application, the charter school board by-laws and all proposed policies.
23. Please provide any other information that you feel is pertinent to the Department's review.
- The proposal to establish a Charter School in the City of Newburgh is very legitimate. The goal of servicing high school drop outs in this area comes at a time when a large number of students leave school and they have no other education alternative to choose from. Given the opportunity to establish this specialized school, we will serve the students and their families alike. By doing so, we are offering an alternative to boredom that

will prevent youth violence and crime in a City that is nationally known by its statistics of poverty and gang run neighborhoods.  
We want to make a difference in the lives of these youth and their families; bring creative ideas and skills to help make them successful citizens in the community where they live. .

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

### STATEMENT OF ASSURANCE

I, Ramon A VEGA (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 July 9, 2012

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

**Business Telephone:** [Redacted]  
**Business Address:** [Redacted]  
**E-Mail Address:** [Redacted]  
**Home Telephone:** [Redacted]  
**Home Address:** [Redacted]

## Resume

Ramon Vega

Bilingual/Spanish



**Goal:** Provide guidance in school administration operation and services.

### **Education:**

University of Bridgeport,

Bridgeport Connecticut

Master of Science Education; Administration and Supervision, Special Education

Educational Leadership Ed D ABD

University of Puerto Rico,

Bachelor Business Administration

### **Work Experience:**

**Licensed Real Estate Salesperson-** An Independent Contractor Property sales and marketing with Better Homes and Gardens Rand Realty in New Windsor, N.Y. Serving Orange and Rockland Counties.

**Supervising Probation Officer-** New York City Department of Probation 33 Beaver Street, NYC, NY Supervised a team of Probation Officers. Provided supervision of services to adults and juveniles sentenced to community based supervision services. Supervised the Probation Officer to ensure they enforce compliance with the Conditions of Probation. Supervised assessment and preparation of individualized rehabilitation treatment service plans to meet the client needs including housing, education, mental health, recreation, training and employment in an effort to avoid recidivism. Orientation, supervision, guidance and work performance evaluation to Probation Officer with the goal to ensure quality of services. Conduct staff meetings. Case reviews with Probation Officer and parents to address misconduct and redirect supervision efforts as needed. Reviewed and approved court reports. Maintain public relations with service providers including school authorities, child protection agencies, law enforcement agencies and the courts. Organize group counseling sessions with the participation of community service providers. Assisted the Director with other duties.

**Probation Officer-** Completed pre-sentence investigation reports requested by the court that would assist the Judge in decision making for sentencing. Interviewed defendants and obtained information about social history including family, education, mental health, training and employment. Interviewed collateral contacts and verified statements with relatives, complainants of record and service providers. Verified criminal background of the defendant. Submitted recommendations in aid for sentencing.

**Assistant Director Program Services-** Volunteers of America Men Shelter 1 Wards Island, N.Y. Supervised Senior Client Care Workers and Client Care Workers in the direct delivery of services. Ensure daily staff coverage. Planning, orientation, supervision, guidance and work performance evaluation. Interview prospective staff and recommend termination when appropriate. Ensure staff and client safety. Maintain contact with community resources including police, fire department and Emergency Medical Services. Assisted the Director with other duties.

**Assistant Director -** Covenant House Under 21, 460 west 41 Street, NYC, NY- Assisted the Director of Education Vocational Services in a homeless shelter for youth under 21 years old. Supervised education, guidance and job development counseling. Interviewed staff and volunteers. Provided orientation, supervision, guidance and performance evaluations to paid staff and volunteers. Organized and supervised the activities of an onsite Job Corps recruitment center and coordinated youth placement. Coordinated education services with PS 106 school staff.

**Other Work Experience:**

Special Education Supervisor, Department of Education Puerto Rico, Supervisor of educational services in the Bayamon Education Region.

Education Vocational Supervisor, Central Office Department of Education, Puerto Rico, Supervisor of education services, Work- Study Education Vocational Centers and Job Corps Centers for disadvantaged at risk school drop outs youth 16-21.

School Principal Special Education Vocational Center, Department of Education Puerto Rico, Administrator and supervisor of education services.

Vocational Industrial Coordinator, Department of Education, Puerto Rico, Coordinate with the Department of Social Services Rehabilitation Program, on the job training, job placement and counseling of special education students age 16-21.

Special Education Teacher, Department of Education Puerto Rico, teaching handicapped children, ages 10-16

**Certificates:**

NYS School Supervisor and Administrator

PR Teacher of the Handicapped

NYS Teacher of the Handicapped

NYS Real Estate Licensed

NJS Teacher of the Handicapped

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

**Name: Mindy Ross**

**Charter School Name: Newburgh Preparatory Charter High School**

**Charter School Address: TBD**

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Vice-chair; representative of the higher education community**

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. **As Vice President for the Newburgh Campus of Orange County Community College, I was contacted by founder Tom Fitzgerald and invited to an informational meeting at which he outlined his vision for a charter high school for the**

**drop-out population in Newburgh. As I attended additional meetings and became more involved, I learned of the opportunity to serve on the Board and eagerly agreed when asked.**

5. Please explain why you wish to serve on the board. **In my years as an educator, including running two schools for the dropout population in Oregon, I have never heard of a more compelling argument for a charter high school than this one, serving an overlooked and underserved group of young people in a city besieged by poverty and crime. The overwhelming support we've received—including the unprecedented, unanimous support of the local school board and the outstanding individuals who've volunteered to serve on the Board—convince me that this school will not only be a success but will become a model for other communities with similar challenges. I look forward to the connections we'll be able to forge between Newburgh Prep and Orange County Community College, providing internships and giving students an introduction to college.**
  
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  **Yes.** (Include description here): **I also serve on the non-profit Boards of the Ritz Theater of Newburgh and the Greater Newburgh Partnership.**
  
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 am professionally acquainted with Karen Mejia, Jim Kulisek, and Joy Pittman through my work as VP of the Newburgh Campus of SUNY Orange.**
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.  
**X Not applicable because the School does not/will not contract with a management company or charter management organization.**  
 I / we do not know any such persons.  Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
**X Not applicable because the School does not/will not contract with a management company or charter management organization.**  
 I / we have no such interest.  Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  
**X Not applicable because the School does not/will not contract with a management company or charter management organization.**  
 I / we do not anticipate conducting any such business.  Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. **X This does not apply to me, my spouse or other family members.**  Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  
 **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. **This would be a grave breach of ethics and would need to be addressed immediately at a special Board meeting at which I would move to have that Board member's participation on the Board terminated.**

#### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. **The mission of Newburgh Prep is to offer students who've dropped out of the regular public school an opportunity to complete their high school diploma in a supportive environment that offers individualized programming and internship opportunities.**
19. Please explain your understanding of the educational program of the charter school. **The school will employ an individualized workshop approach enriched by arts and internship opportunities.**
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. **A successful charter school needs to**

**operate on a sound financial footing with policies and procedures in place that ensure effective management, an outstanding and effective educational program, responsiveness to the community, and the attraction and retention of dedicated faculty and staff. The Board's most important role initially will be to develop a realistic budget, secure appropriate facilities, oversee recruitment of administration, faculty, and students, develop policies and procedures that will guide the new staff in its development year, and build on community support. Going forward, the Board must continue to carefully shepherd financial resources and ensure effective management of the school so that the charter school can grow and develop over time, enabling a significant number of young people to earn their high school diplomas and move on to college and/or successful careers.**

#### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member. **I understand my role as setting policy, hiring administrative staff, and shepherding the financial resources of the charter school to ensure sound management and financial solvency.**
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 do affirm.**
23. Please provide any other information that you feel is pertinent to the Department's review. **The proposed Board of Trustees for the Newburgh Preparatory Charter High School is diverse and well-represented by members of the community representing a broad range of constituencies: business, education, law, government, health, and finance. Furthermore, the Newburgh community has demonstrated overwhelming support for the school—including the unanimous support of the local school board, letters of support from the college presidents of both institutions of higher education in the city, support from the City Council, as well as a letter of support from a consortium of business owners, the Greater Newburgh Partnership. Clearly the Newburgh community is ready to embrace the new charter school and come together to see it succeed.**



**MINDY ROSS**



**PROFESSIONAL EXPERIENCE**

Jan 2006-  
Present      **Vice President**  
Newburgh Campus  
Orange County Community College  
Newburgh, New York

- Responsible for the overall administration of the 1300+ student Newburgh Campus, including overseeing the academic programs and courses offered at the campus; scheduling courses and programs; coordinating a range of student services including admissions, counseling, tutoring, and financial aid; coordinating arts and cultural events at the campus; overseeing building security, maintenance and repair; serving on the President's Cabinet; and advising the President on the needs of the Newburgh and eastern Orange County college population.
- Responsible for overseeing the successful application process for branch campus status through the State University of NY: branch campus status granted September 2008; activities included consulting with college personnel and officials from SUNY and the State Education Department; writing the branch campus application and providing supporting documentation for nine proposed new programs at the campus; shepherding the application through the approval process.
- Responsible for consulting with college administration, faculty, staff and community members on expansion plans for the campus, including meeting with architects on the schematic design for an \$87 million building project to double the size of the current campus.

1982 -  
2005      **Professor of English & Ethics**  
Orange County Community College

- Special Assistant to the President, Middle States Accreditation (2005-2006)
- Co-chair, Academic Mission Statement development (2004-2005)
- Chair, Integrity Committee, Middle States Self-Study (2001-2004)
- President, College Governance System (1995-2001)
- SUNY Faculty Council of Community Colleges, SUNY Orange rep. (1992-2002)
- Coordinator of Developmental Education & the LINK program (1989-1992)
- SUNY Chancellor's Award for Excellence in Teaching (1991)

1981 -  
1982      **Asst. Professor of English**  
Fort Peck Community College  
Fort Peck Assiniboine & Sioux Tribal Reservation  
Poplar, Montana

1978 - **Director, Learning Center**  
1980 Multnomah-Washington CETA Consortium/Mt. Hood Community College  
Portland, Oregon

1977- **Education Specialist**  
1978 Youth Alternatives Program  
North Clackamas Central School District/Clackamas County Probation Dept.  
Milwaukie, Oregon

1977 - **Consultant, U. S. Dept. of Education (part-time)**  
1981 Region 8, Oakland, California

1974 - **English teacher, grades 10-12**  
1977 Liverpool High School  
Liverpool, New York

**EDUCATION**

December 2005 **Master of Arts in Sociology, with honors**  
SUNY New Paltz  
New Paltz, New York

May 1976 **Master of Arts in the Teaching of English, with honors**  
Colgate University  
Hamilton, New York

May 1973 **Bachelor of Arts in English, cum laude**  
St. Lawrence University  
Canton, New York

- Elected to Phi Beta Kappa
- Wolf Award for English Literature (highest departmental average, 4.0)
- Junior Year at the Université de Rouen, France

Additional graduate credits and 200 credit-equivalent hours in such areas as educational administration, ethics, speech communications, learning disabilities, and English as a Second Language.

### School Trustee Background Information

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

**Name: James M. Kulisek, Sr.**

**Charter School Name: Newburgh Preparatory Charter High School**

**Charter School Address: TBD**

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

**Member**

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

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

#### **Background**

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

**X Resume Attached**

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

**X I affirm.**

3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

**X I affirm.**

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4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

**Through news articles and conversations in the community, I had discussed with many about the possibilities of a charter school in the Newburgh area. These discussions and conversations with Mr. Fitzgerald during chance meetings at other functions, led to a call to consider serving on the board.**

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

**I am one of the proposed board members that are Newburgh natives. I have and continue to see so many of the young men and women of the community in a position of despair. A situation that the community at this time offers no remedy for. If I can help better the chances of these students to acquire a high school diploma and be able to seek either solid employment or further their education by attending college, it would not only be beneficial to the individual but to the community as a whole.**

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.

**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:

Mindy Ross – Ms. Ross as a Vice President of SUNY Orange and I, as a Orange County Legislator 2006-2009, have met on numerous occasions during the planning and construction of the SUNY Orange Branch Campus recently built in Newburgh. As a legislature we had an oversight obligation of the SUNY Orange budget by Charter.

Joy Pittman – As an advocate for the youth of Newburgh and active with the Youth Bureau, Ms. Pittman and I have met on occasion at public meetings.

Karen Mejia – Ms. Mejia and I had first met when she was a candidate for Mayor of Newburgh.

Tom Fitzgerald – Mr. Fitzgerald was an instructor of my eldest son James during his tenure at Newburgh Free Academy.

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.

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.

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

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

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

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

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

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

I / we have no such interest.  Yes.

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

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

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.

**If the situation were to arise I would present all information that I may have to the Chairperson of the Board for review. If I were to believe that there was not a thorough investigation and review of the facts, I would contact the NYSED with my concerns.**

#### **Educational Philosophy**

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

**The Newburgh Preparatory Charter High School will provide an opportunity for those 16-21 year old dropouts who, for whatever reason, had problems during their high school career. With a caring staff that has as its ultimate goal for these kids to receive not only a high school diploma but also some sound advice and support that had not been there in the past, it becomes a life changing opportunity for all involved.**

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

**The programming at Newburgh Preparatory Charter High School will cover all of the core subjects but will be individualized by credit needs of each student.**

**The format that these core classes are taught will be from programs that have shown results from other successful charter schools.**

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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.

**Successful Characteristics-**

- **To be innovative**
- **Be cognizant of the students as individuals**
- **Welcoming, open and honest**
- **Disciplined – The school must be respected for its mission and discipline is a very important aspect of that mission. This for all involved, administrators, instructors, students and trustees alike.**

**Other**

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

**To effectively set and enact the overall policies of the school. The board as whole will have overall responsibility for school governance. To ensure that the school acts in accordance with all State Education Law, Corporation Law, the School's Charter and Charter Bylaws. Many other responsibilities include establishing, reviewing and overseeing the overall educational and operational policies consistent with Newburgh Prep's mission statement.**

**The many other varied responsibilities of a board member can be found in the Newburgh Preparatory High School Bylaws.**

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

**X | Affirm**

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

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

### STATEMENT OF ASSURANCE

I, James M. Kucisek (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.

James M. Kucisek                      July 7, 2012  
Signature                                      Date

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

**Business Telephone:** [REDACTED]

**Business Address:** [REDACTED]

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

**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]

[REDACTED]

## Personal

- [REDACTED]
- Education: Newburgh Free Academy, Class of 1972.
- [REDACTED]
- Entered the United Association of Plumbers and Steamfitters Local 269 Apprenticeship Program in 1978, successfully completing in 1982.
- Financial Secretary / Treasurer, United Association Local 269, 1986 - 1996
- Member, United Association of Plumbers and Steamfitters, Local 269 Joint Apprenticeship Training Committee 1989 - 2007
- President, United Association of Plumbers and Steamfitters Local 373, Mountainville, New York, 2009 - present

## Work Biography

- 1978 -1985 Favino Mechanical, Inc.  
Route 32  
Newburgh, New York 12550

Various new and renovation construction projects, both public and private throughout the four county area of Orange, Ulster, Rockland and Dutchess Counties.

- 1986-1993 Mechanical Construction Corporation  
20 Water Street  
Poughkeepsie, New York

**Position and Responsibilities** – General Foreman overseeing many projects with crews as large as 50, and budgets as large as \$7,000,000. A sampling of these projects includes:

**Renovation of Thayer Hall at West Point** included both plumbing and HVAC systems.

**Science Building # 752 at West Point**, Renovation of plumbing and HVAC of four floors of labs, classrooms, shops and offices.

**Ulster Correctional Facility**, Plumbing- 750 Bed medium security prison located in Napanoch, New York.

**Danskammer Power Generating Plant** in Roseton, New York - Conversion of Central Hudson's Utilities Power

Generating Units #3 and #4 to burn coal.

**Keller Army Hospital at West Point**, New York – HVAC renovation replacing steam absorption chillers, removal of rooftop cooling towers and upgrade with replacements.

James M. Kulisek, Sr.

1994 – Present Armistead Mechanical, Inc.  
324 North Plank Road  
Newburgh, New York 12550

**Position and Responsibilities** - Piping Superintendent in the field with oversight of many of the larger mechanical and process installations, a sampling of which is listed below.

**Mount Alverno Assisted Living in Warwick, New York** – Renovation of existing four story building and addition of a 120 bed nursing home facility.

**Minisink Valley School District in Slate Hill, New York** – Additions and improvements at Minisink Valley High School which included the installation of an Olympic size pool and classroom additions.

**Wyeth Pharmaceuticals in Pearl River, New York – Building 240**, a \$3,000,000 research and development project that included plumbing, HVAC and process piping systems.

**Wyeth Pharmaceuticals – Building 250**, another research and development, multi-million dollar process piping system project.

**Wyeth Pharmaceuticals - Building 211-A**, Vaccine Production Expansion, a process piping project to expand vaccine production capabilities.

**Department of Environmental Protection** – Installation of Micro-Filtration Systems and associated piping at the following wastewater treatment plants; Margaretville Wastewater Treatment Plant, Margaretville, New York; Grahamsville Wastewater Treatment Plant, Grahamsville, New York; Brewster Wastewater Treatment Plant, Brewster, New York

**Unilever** - 700 Sylvan Avenue, Englewood, New Jersey - A \$6,500,000 fast track renovation project that included renovations and retrofitting work in four, four story buildings. This project included both plumbing and HVAC work with a total workforce of up to 50 plumbers and pipefitters at its peak.

**United Water** - Haworth, New Jersey – Upgrades and improvements to an existing water treatment plant that serves Hudson and Bergen Counties, New Jersey, bringing total production to 188 million gallons a day of clean potable water.

**American Water of New Jersey** - JFK Parkway, Short Hills New Jersey- Construction of a new 40 million gallon per day potable water, process and filtration plant.

James M. Kulisek, Sr.

## **Civic Involvement**

Legislator, 2006 - 2009, Orange County, New York, 6<sup>th</sup> Legislative District, City and Town of Newburgh.

Past member of City of Newburgh Citizens Advisory Committee

Former Little League Coach, Vice President and Board Member, Town of Newburgh Little League

Former Coach, Town of Newburgh Youth Soccer League

Leadership Orange, Class of 2007

Leadership Orange, Board of Directors, 2008 to present.

Zoning Board of Appeals – City of Newburgh, New York, 2010 to present

Purple Heart Hall of Honor, Inc., Board of Directors 2011 to present.

Hudson Valley Honor Flight Committee - January 2012 to present.

Stewart Airport Commission – Member 2010 to present.

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

**Name:** Philip A. Mehl, CPA

**Charter School Name:** **Newburgh Preparatory Charter High School**

**Charter School Address:** **TBD**

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.): Finance

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

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

**Background**

1. Please provide your educational and employment history. You may do so by attaching a résumé. **X Resume Attached**
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **X I affirm.**
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. **X I affirm.**
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **Thru mutual contacts with other board members.**
5. Please explain why you wish to serve on the board. **To utilize knowledge, skills and abilities to benefit the community and a great cause.**

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.

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

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

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

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

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

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other

family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

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.

**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.

**Steps in a situation such as that would be first to address the situation with the individual/individuals involved. Second, I would notify the executive director and at least one other member of the board of the situation and seek to resolve the issue.**

#### **Educational Philosophy**

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

**The Mission of the charter school is to provide students who have dropped out of high school, an opportunity of a second chance at succeeding by obtaining a quality high school education and the opportunity to continue their education at the college level.**

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

**The educational program is multifaceted and aimed at developing youth on the levels of education, arts, music, atheletic, emotional and civic.**

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 character of a successful charter school lies in hard work, experience, discipline and civic responsibility. Steps that will lead to a successful school will include effective marketing of our scholastic program to our target youth based on the benefits of a second chance that we can offer students. Keys to success will include a balance between core education, arts, music and sports. Abilities for students to feel as if they have become part of a larger picture in order to succeed will be critical in the overall success.**

**From a strategic perspective, balanced budgets as well as the right leadership and teachers in place will assist in yielding the desired results.**

### Other

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

**The board members have a fiduciary role to the school with the responsibilities of putting the right leadership team in place to govern the school and provide checks and balances to ensure that the overall mission and goals are carried out and achieved. Also, a key role of the board is to provide the long term vision of the schools role in the community and its impact on the students we seek to educate.**

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

**Yes.**

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.

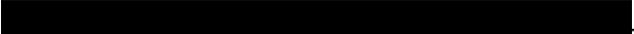
### STATEMENT OF ASSURANCE

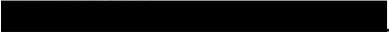
I, Philip A. Mehl, CPA (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to those matters I believe it to be true and further 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.

 7/4/12  
Signature Date

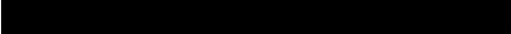
*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone:** 

**Business Address:** 

**E-Mail Address:** 

**Home Telephone:** 

**Home Address:** 

# Philip A. Mehl, CPA

## OVERVIEW

Eleven years accounting experience has provided hands-on opportunities in a wide range of industries, as well as an in-depth understanding of accounting principles and their applications. Diverse experience includes working closely with business owners of service, distribution, and professional companies as a strategic partner with the goals of increasing profitability, improving operations and strategic business planning. Proven ability to identify opportunities to increase profitability, streamline accounting and operational processes, improve cash flow and assist owners in moving their Companies forward. Used as a tool in achieving long term goals is the ability take a detailed analytical approach to interpreting financial information, knowledge of general business functions such as payroll processing, HR, truck mileage taxes and segregation of duties. Additional strengths include advanced knowledge of spreadsheet functions, as well as strong written and verbal communication.

## EDUCATION

**State University College at New Paltz**

Bachelor of Science in Accounting, December 2003

## CERTIFICATION

Certified Public Accountant Licensed in New York State

## EXPERIENCE

**Mehl and Company, Inc.** Poughkeepsie, NY

Principal, December 2009 – Current

- Manage accounting practice focused on Tax and outsourced CFO services
- Developed tax practice from the ground up growing business to 150 current clients, including largest client with multiple locations and sales of 20 million annually
- Currently employ two full-time staff accountants and an outsourced administrative assistant.
- Services we provide include:
  - Tax Preparation and Planning Services
  - Outsourced CFO services – with a focus on business operations
  - Full Service Payroll
  - Outsourced Bookkeeping – with a focus on budgeting and forecasting
  - Consulting Services – with a focus on business operations and accounting processes

**Immediate Credit Recovery, Inc.** Wappingers Falls, NY

Controller/CFO, December 2009 – April 2011

- Oversee accounting department and company operations with offices in New York and Georgia, 20 million in gross receipts, 5 million in revenue and approximately 120 employees company wide
- Automated/implemented several accounting processes resulting in significant time savings and efficiencies
- Prepare financial and cash flow projections used to obtain SBA loan funding in excess of 2 million dollars

**Regional CPA Firms, Hudson Valley, NY**

Vanacore, DeBeneductus, DiGiovanni & Weddell, LLP and D'Arcangelo & Co., LLP

Senior Accountant, December 2003 – December 2009

- Prepared federal and multi-state tax returns for Corporations and high net-worth individuals
- Audited local government offices and not-for-profit organizations
- Researched IRS and state regulations to determine the appropriate treatment of specific tax issues
- Prepared payroll and sales quarterly sales tax returns
- Prepared GAAP and OCBOA quarterly and annual financial statements
- Trained and mentored junior staff regarding tax and financial statement preparation, as well as general office procedure
- Facilitated adoption of paperless work environment
- Gained working knowledge of complex tax issues such as shareholder & partner basis, like-kind exchanges and partnership elections for step-up in basis

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**Hudson Valley Medical Consultants, Inc., Esopus, NY**

Bookkeeper, June 2001 – January 2004

- Gained valuable real world experience in family business while attending college
- Managed gross receipts and cash disbursements of 2.5 million dollars annually
- Oversight of weekly payroll, accounts receivable and lines of credit
- Analyzed financial information and provided recommendations to management when appropriate

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

Name:                     Karen Mejia                    

Charter School Name: **Newburgh Preparatory Charter High School**

Charter School Address: **TBD**

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.):                     Parent                    

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.

As a daughter of immigrant educators from El Salvador, education and access to education is a basic necessity and a social justice agenda item in my family. When I was approached to serve on this innovative board, I didn't hesitate. There is much to be said about what is needed in our educational system and nowhere is that felt more than in the City of Newburgh. I am excited to be able to contribute and give a second chance to those who have fallen off the radar.

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).

I am currently serving on two not-for-profit boards: Community Voices Heard (Solidarity Board) and Safe Harbors of the Hudson.

In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):

I have extensive experience in conflict resolution and mediation. I have over ten years of experience of working with diverse, multi-aged groups. I am bilingual and speak/write fluently in Spanish.

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.  
X Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not know any such persons.  Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
X Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we have no such interest.  Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

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

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

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

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

In matters such as this, it is best to bring the conflict of interest to the attention of the proper authorities.

#### **Educational Philosophy**

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

Our charter school will target those young adults (ages 16-21) in the Greater Newburgh area and give them the opportunity to acquire their high school diploma by providing the opportunity to return to a school that gives them the intensive social-emotional support they need.

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

Our educational program will be comprised of four educational pillars which will offer a) an intensive intervention program for those young adults who have fewer than 11 credits; b) an internship program; c) a College-Readiness Program; and d) a program in the Visual and Performing Arts.

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.

At the heart of this venture is the connection the board and the charter school need to have with the population we are trying to serve. We must assure that we have the proper resources in order to meet the needs of this underserved population of young adults. I believe our team has studied successful models and we have developed a plan of action that will work in the City of Newburgh.

#### **Other**

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

As a board member in a public charter school, one must be ethical, proper, transparent and provide full disclosure in relations to businesses affiliations etc., and never involve oneself in situations that may be questionable.

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.

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

N/A



## *Curriculum Vitae*

*Karen Mejia*

### EXPERIENCE

**Deputy District Representative, Congressman Maurice Hinchey-U.S. House of Representatives,** Middletown, NY (April '10 – Present). District congressional office representative responsible for serving as a liaison between diverse Orange and Sullivan County public, private and nonprofit constituents and key federal and state agencies. Responsibilities include:

- Constituent outreach and relationship management;
- Project management associated with a diverse set of regional housing, public safety, economic development, and brownfield /environmental remediation priorities;
- Oversight of congressional office casework with special focus on immigration and small business development.

**CEO, SKJ Consulting LLC, Newburgh, NY (Aug. '07 – March. '10).**

Managed private consulting firm specializing in strategic planning; research and policy analysis; program development, and evaluation; and strategic communications for a diverse set of nonprofit and small business stakeholders.

**Program Evaluation Consultant and Clearinghouse Coordinator, 1199SEIU/League Labor-Management Project (LMP), NY, NY (Nov. '00 – Feb. '08).**

Developed, coordinated and communicated measurement and evaluation strategies tracking the impact of joint labor-management initiatives in diverse partnership settings. **Key accomplishments** include:

- Developed measurement indicators and evaluation tools, including case studies, surveys and questionnaires measuring the impact of joint labor-management work in select partnership initiatives;
- Authored and designed project's internal learning and external marketing materials and case studies on strategic alliance initiatives throughout the NY Metro area;
- Collected, communicated and disseminated best practices involving innovative, external labor-management collaboration strategies to LMP staff and broader community;
- Facilitated development of programming priorities for initiative's Measure, Improve, Thrive (MIT) Working Group;
- Oversight of LMP participation in multiple citywide, national and international conferences.

**Assistant Program Manager, Africa & Latin America Program, South North Development Initiative,** (Oct. 99-Oct. 00) Designed, managed and implemented local venture capital and voluntary sector finance initiatives in Africa and Latin America aimed at developing linkages between small and medium enterprises. **Key accomplishments** include:

- Authored study on the role of local venture capital funds in supporting business creation in 3 African and Latin American countries;
- Drafted successful funding proposals submitted to the United Nations Development Program and private foundations for private sector development initiatives in Africa and Latin America;
- Served as liaison between South North's local financial and voluntary sector partners, multilateral and bilateral agencies and international organizations.

**Program Associate & Grants Writer, City Parks Foundation, Jan. '99 - Oct. '99**

- Fiscal agent for government and private grants;
- Managed environmental education grants;
- Spearheaded development of new funding sources;
- Designed media & presentation packets.

## **EDUCATION**

**New York University**, Graduate School of Arts & Science, New York, NY, Sept. '97 - May '99

- Master of Arts (MA) in Latin American and Caribbean Studies, GPA 3.8/4.0

**Brown University**, Bachelor of Arts (BA), Providence, RI, Sept. '93 - May '97

- Hispanic Literature and Culture (Honors Program), GPA 4.0/4.0

## **CONFERENCES & SPECIALIZED TRAINING**

- The Evaluators Institute – Evaluation Research Methods, Summer 2005;
- NTL Institute for Applied Behavioral Sciences – Human Interaction Laboratory Course, Summer 2004;
- Organized union and management delegation to attend the 11<sup>th</sup> National Labor-Management Conference;
- Completed Conflict Resolution Course, Summer 2001, Columbia University, New York, NY;
- Organized and participated in venture capital conference in Johannesburg, South Africa, June 2000.

## **SPECIAL SKILLS and AWARDS**

- Fluent in Spanish;
- Skilled in Microsoft Word for Windows, WordPerfect, PowerPoint, Microsoft Publisher, Access, HTML/Internet; publishing, Excel, Giftmaker-Pro Grants Management Program, Statistical Package for the Social Sciences (SPSS);
- Awarded “40 under 40 Rising Latinos in New York State” recognition by The Hispanic Coalition, Inc., 2011.

## **AFFILIATIONS**

- Board Member, Open Space-St. George’s Episcopal Church, Newburgh, NY 2010 – present;
- Founding Member, Mothers and Others for a Better Newburgh, 2009-present;
- Board Member, Brown University Latino Alumni Council, 2000-2004.

References provided upon request

### School Trustee Background Information

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

**Name:** Joy Pittman

**Charter School Name:** Newburgh Preparatory Charter High School

**Charter School Address:** TBD

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.): Community

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 became aware of the charter school through the local newspaper. I was approached by one of the board members and asked will I be interested in sitting on the board.

5. Please explain why you wish to serve on the board. I was born and raised in Newburgh. I have seen Newburgh when it was in its vibrant stages and the community was a family, where it was a common goal to ensure that all youth in Newburgh had a opportunity of a good education.

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.

XI / 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.

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

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

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

X No.  Yes.

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

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

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

XI / 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.

XI / 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.

XI / 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 someone has a personal agenda and it's not in the best interest of the board. I recommend that the board vote unanimously to have them remove from the board. For the best interest of the board.

#### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or Philosophy. The Newburgh Preparatory Charter High School is giving those students that weren't able to succeed in traditional school an opportunity to work in a small setting to obtain a high school diploma with a wrap around support.
19. Please explain your understanding of the educational program of the charter school. The Newburgh Preparatory Charter High School will model the NYSED standards-based education program a one to one approached.
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. 1. The board must understand the need of the community. 2. The board must be accountable to ensure that the mission statement and the goals of the Newburgh Preparatory Charter School are being met. 3. Monthly evaluation of program

**Other**

21. Please explain your understanding of the appropriate role of a public charter school board member. The role of the board member is to oversee that the Newburgh Preparatory Charter High School is meeting the goal of the program.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I have read and understand the application, the charter school board's by-laws and policies.
23. Please provide any other information that you feel is pertinent to the Department's review. The Newburgh Preparatory Charter School will be great access to the City of Newburgh.

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

### STATEMENT OF ASSURANCE

I, Joy B. Pittman (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 Joy B Pittman Date July 10, 2012

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

Business Telephone: [Redacted]  
Business Address: [Redacted]  
E-Mail Address: [Redacted]  
Home Telephone: [Redacted]  
Home Address: [Redacted]

**Joy Pittman**



**PROFESSIONAL SUMMARY**

- **Public Relations and Communications:** Community and family outreach, marketing, internal, and external communications, media relations, volunteer board and committee development.
- **Strategic Partnerships, Collaborations and System Alignments:** Public and private funders, private nonprofits, local, county, faith based institutions, labor & industry, business and school.
- **Program Management and Operations:** Program planning and service delivery, data-driven strategic planning, training and technical assistance, evaluation frameworks and tools; community needs assessments, fiscal management and resource development staff development and supervision.

**PROFESSIONAL EXPERIENCE**

**2009-Present- Director, City of Newburgh 21<sup>st</sup> Community Learning Center, City of Newburgh Youth Bureau, and Recreation Department**

- Develops and manages department budget; actively pursues additional resources through grant writing, traditional fundraising efforts and strategic partnerships; generates additional service partners; expands and diversifies local service provider network;
- Oversee management of three department s
- Selects, trains, supervises and evaluates a diverse professional team; facilitates the development and implementation of a strategic plan and annual staff work plans;
- Interfaces with other City departments, Executive Office and the City Council;
- Manages vendor contracts and services;
- Cultivates a local professional learning community through collaborative events, knowledge sharing forums and communities of interest to institutionalize new ideas and practices;
- Regularly convenes key stakeholders around issues impacting children, youth, families and seniors; actively generates understanding, awareness and public will; develops and influences local policy development in support of effective services, coordinates local leadership;
- Serves as chief spokesperson for the department; engages in media relations, outreach and public speaking;
- Increases linkages between children, youth, families and seniors and the community resources designed to serve them.

**2000- 2009- Youth Service Coordinator, City of Newburgh Youth Bureau**

- Monitoring and evaluating City-funded youth programs in the City of Newburgh
- Provide site-based training, technical assistance and capacity building support to the youth-serving community.
- Manage vendor's contracts and services.
- Spearheading departmental branding efforts; designing marketing tools.
- Supervising department staff including administrative support staff and youth leadership counselor, among others;
- Designed and implemented youth and families programs, programs curriculum, materials assessment forms and resources/referral guides.
- Designed and implementing community- wide events to increase awareness of youth issues in the community.
- Actively pursuing additional resources; fund development through traditional fundraising efforts and strategic partnerships
- Expanding and diversifying local service provider network.
- Facilitating advisory board consisting of community based organizations, faith institutions, regional municipalities and Newburgh Enlarged School District.

**1992- 2000 Afterschool Program Counselor, City of Newburgh Youth Bureau**

- Support the day-to-day logistic of the afterschool activities.
- Maintain weekly data.
- Serve on community boards and network
- Assist student with homework.
- Spearhead special events.

**PROFESSIONAL AFFILIATIONS**

- Active Member – Orange County Youth Bureau
- Active Member – Team Newburgh Leadership
- Active Member – Majestic Men's Club
- Active Member- Newburgh Youth Advisory Board
- Active Member – Ebenezer Baptist Church Trustees Board
- Active Member – SUNY Orange CETA Board

## **EDUCATION**

- **Bachelors of Arts**  
**Mount Saint Mary College, Newburgh, New York – 2008**  
Major- Human Service  
Minor – Community Organization
  
- **Associate in Arts**  
**Orange County Community College, Middletown, New York - 2000**  
Major- Liberal Arts

### **Certification**

- **Advanced Youth Development facilitator -2007**  
The NYS Advancing Youth Development Partnership

## **ACHIEVEMENTS**

- 2012-Community Service Award/ Kappa Alpha Fraternity, Inc
- 2009 – Prevention Professional Recognition Award/ Orange County Mental Health Department.
- 2009 – City of Newburgh City Manager Staff Recognition.
- 2009- Outstanding Volunteer Award/ Alpha Phi Alpha Fraternity, Inc.
- 2008 - Leadership Community Award/ Living in Jesus Ministry.
- 2008 - Distinguished Service Award/ The Black Ministerial Fellowship.
- 2006- Community Service Award/ Majestic Club & Pop and Pals.
- 2004 – Recognized as one of the Most Powerful People in Orange County / Hudson Valley Press.
- 2004 – Tribute to Women Award/ Sarah Wells Girls Scouts.
- 2004 – Community Service Award/ NAACP
- 2004 – City of Newburgh City Manager Recognition Award.
- 1997 – Run and Walk Against Drugs.

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

**Name:** B. Harold Ramsey

**Charter School Name:** Newburgh Preparatory Charter High School

**Charter School Address:** TBD

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, Legal Committee.

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. 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. 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 read about it in the local newspaper. I was invited to become a member by two of the current members being considered.
5. Please explain why you wish to serve on the board.  
I have lived in Newburgh for over forty years. I have seen so many young people who have dropped out of high school and I have seen how the lack of a basic education have

put them on the downside of advantage. I believe a charter school may advance an approach contrary to the traditional path for some disadvantaged students to successfully earn a high school diploma. I would like to help give them that opportunity.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here): I have taught as a substitute teacher in the Newburgh School District. I taught disadvantaged students as an Instructor in the Black Studies Department, SUNY, New Paltz for over nine years. I represented indigent clients for seven years as a Public Defender. I represented indigent clients for 12 years as a private attorney. I have presided as a City Court Judge for the past eight years, including presiding over Drug Treatment and Domestic Violence Courts. The majority of the families are indigent and reside in the City of Newburgh. I have mentored young people for many years. I have introduced a mentor ship program to religious and civic leaders in Newburgh. I have started a mentor ship program for males between the ages of 8-21 in my church.

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. No.

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. No.

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 know Joy Pittman. All other potential board members, I met last month.

I met all of them for the first time last month.

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:

**I taught at SUNY, New Paltz and some of my former students are now teachers in the Newburgh School District. Some of them may become a prospective charter school employee.**

**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.**

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

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

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

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

I / we have no such interest.  Yes.

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

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

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

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

Yes.

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

None  Yes As a City Court Judge, or former attorney, I may have presided over or represented a potential student(s).

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would ensure that there was ample time to assess the situation. I would inquire and investigate the situation and satisfy myself that there was a true and factual basis for my belief. I would ask for a special meeting of the board and request that the matter be placed on the board's agenda for discussion. I would present my finding to the board and request that appropriate action be taken, including have the member(s) resign and taking what ever action is deemed legally and fiduciary appropriate.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. To provide young adults ages 16-21, who have quit high school, an opportunity to earn a high school diploma within the matrix of a rigorous New York State Education Department standard-based education program. The school term has to be longer to help achieve optimal results and help provide students with opportunities to obtain core-knowledge. This runs contrary to traditional school terms. However, it has to be designed to be absolutely coextensive with maximizing learning opportunities and adhering to New York State Educational standards.

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

The badges and indicia of having been unsuccessful in high school may attach to students at risk. Accordingly, a charter school educational program has to be carefully tailored to provide each student with an enhanced learning environment using evidence based teaching methods with measurable results. Teachers have to be more readily available for students who may differ in how they learn. More patience and support may be needed. Many of these students lack core-knowledge. Teachers must realize that there may be huge gaps in these students education and innovative teaching techniques must

be employed to help these students. Extra help will have to be provided and the educational results may come late. Consistency of efforts, however small, must be recognized. Educational excellency has to be the goal and all concerted efforts must be designed with that aim in mind.

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 primary characteristics of a successful charter school are reliable funding sources, a dedicated staff of competent, caring, committed professionals who are certified in the subject matter being taught, or counseled on, high expectation from students, a safe educational environment where discipline and respect for other take center stage, a rigorous educational program that teaches core knowledge, and community support and involvement of student's families. The board must be involved in designing the curriculum, recruiting professional staff, and engaging in fund raising events for the charter school. The board must get out into the community and get its support. Board members have to talk up the charter school and let the community know that it does not conflict with the public school and does not negatively impact public school funding. More importantly, the board must convince the public that the charter school is designed to ensure that students will not leave the public schools and attend the charter school.

#### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member. A charter school board member has a fiduciary duty to act in the best interest of the charter school, its staff and student body. A board member cannot profit from or gain financially from the school. The board member must run the school in accordance with the educational and public policies of the New York State Department of Education. A board member cannot place his/her personal interest above the interest of the charter school.

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

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



B. HAROLD RAMSEY



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As a Judge in the City of Newburgh Court, I have a diversity of Judicial experience with a demonstrated track record of fairness in conducting arraignments, pretrial disposition conferences, calendar calls, jury and non-jury civil and criminal trials; presiding over cases concerning every aspect of society, from traffic offenses, drug addiction, domestic violence, assaults, prostitution, petit larceny to felony preliminary hearings; ensuring that trials and hearing are conducted fairly and that the court administer justice while safeguarding the legal rights of all involved parties.

Summary of Experience

Over 27 years of Legal Experience.

Vast knowledge of Substantive criminal law and state criminal laws that are filed in Municipal Court as set forth in New York Rules of Criminal Procedures and Rules of Evidence. Excellent knowledge of court policies and procedures and case management techniques. The ability to manage substantial caseloads effectively and appraise factual situations and make appropriate decisions in an effective and efficient manner. Issue orders of protections, decide legal motions and render written decisions.

Newburgh City Court, Newburgh, NY City Judge	2003-Present
Preside over and adjudicate criminal misdemeanors cases. Preside over the Drug Treatment and Domestic Violence Courts. Conduct pretrial hearings, violation of probation hearings, jury and non-jury criminal and civil trials.	
State University New York, New Paltz, NY Adjunct Instructor, Blacks in American Law	2000-2008
B. Harold Ramsey, Esq. Poughkeepsie, NY Private practice of law	1991-2003
Dutchess County Public Defenders, Poughkeepsie, NY Senior Assistant Public Defender	1984-1991
United States Military Academy, West Point, NY Management Analyst/EEO Counselor	1980-1984
Rutgers Law School, Newark, NJ Juris Doctor	(1978)
State University New York, New Paltz, NY	(1974)

Bachelor of Arts  
Orange County Community College, Middletown, NY (1972)  
Associate of Arts

PROFESSIONAL AFFILIATIONS, Past/Present

Federal Bar, New York Northern and Southern Districts, American Bar Association, House of Delegates, New York Bar Association, Dutchess County Bar Association, National Trial Lawyers Association,

PAST/PRESENT ORGANIZATIONS

Executive Board, New York State Conference of NAACP Branches, Regional Director, Mid-Hudson NAACP, Board of Directors, Dutchess County Mediation Center, Board of Directors, St. Lukes Hospital, Trustee, Mt. Carmel Church, Newburgh Jaycees, Peer Counselors, Board of Directors, Orange County Boy Scouts.

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### School Trustee Background Information

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

**Name:** Danette Shepard Onofrio

**Charter School Name:** Newburgh Preparatory Charter High School

**Charter School Address:** TBD

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, Chair of Social Services Committee

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 had a discussion with Thomas Fitzgerald about the need for an alternative school for youth who have dropped out of Newburgh Enlarged City School District. I was asked to be on the founding group.

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

I have a strong belief that young people in Newburgh, with the right conditions, could be academically successful, and prepared for college or career. I would like to serve on the Board of Trustees to ensure youth are provided with programs and interventions that can lead youth to a high-quality education.

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): Please refer to resume.

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 met Thomas J. Fitzgerald when he was a School Board member of the Newburgh Enlarged City School District and I was the Liaison for Homeless Students and Coordinator of Closing the Gap. Our interest was in supporting the academic achievement of *all* students, including students with significant barriers to learning, such as social, emotional, and behavioral challenges, homelessness, learning disabilities, poverty, violence, family issues, high discipline referrals, long-term suspensions or in alternative programs.

In 2001-02, I served as a member of the Advisory Board for the City of Newburgh Youth Bureau, led by Joy Pittman.

In 2010-11, as a consultant for Catholic Charities Community Services of Orange County, I established Newburgh VOICES, a System of Care initiative of Orange County Department of Mental Health (funded by the Substance Abuse and Mental Health Administration). Newburgh VOICES developed a strategic plan in Newburgh to better serve Hispanic youth with serious emotional disturbance. Thomas J. Fitzgerald and Karen Mejia both participated in that initiative.

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.

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

I / we do not know any such persons.  Yes

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

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

I / we have no such interest  Yes.

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

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

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

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

Yes.

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

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.

Any situation that appears to be or is a conflict of interest will be brought to the attention Executive Director or a representative named in the Ethics Policy to be investigated and brought to the attention of the full board of trustees. The investigation should determine whether the transaction is in the best interest of the school and its students, that the bidding procedures were followed, and that the board member has abstained from influencing any of the procedures or ratification.

### **Educational Philosophy**

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

philosophy.

The philosophy of the Newburgh Preparatory Charter High School is to provide an opportunity where the hardest-to-teach young people who lack sufficient credits to graduate to obtain a high school diploma through the use of intensive interventions, internships, college-readiness, and visual and performing arts. Using PBIS the school will have a positive culture where students can learn and teachers can teach.

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

The charter school will use the Partnership for Innovation Compensation for Charter Schools (PICCS) model that is focused on student performance and the Workshop Model. Through non-traditional approaches, such as balanced instruction, and blended learning, individual learning plans (ILP), internships, college readiness, and curriculum that is aligned with NYSED Common Core and Learning Standards, students can graduate, go to college, or pursue a career. The educational program will use evaluation tools to ensure progress is made and that students have met the rigorous standards in NYS.

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 successful charter school must:

- Lead according to its mission
- be easily accessible to the highest risk students in Newburgh
- govern with accountability
- use a blended learning, balanced instruction
- have a strong leader with the needs of all students a high priority
- have an environment where teachers can teach and students can learn (PBIS)
- use non-traditional, innovative approaches
- have include internships where students can learn
- develop strong relationships with parents and other family members
- foster continuous learning

#### **Other**

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

School board members provide governance, engages in planning and

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makes policy, raises funds, is responsible for being fiscally solvent, ensures the school is conforming to regulations and statutory requirements, oversees executive leader, ensures evaluation and provides for accountability.

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

I affirm that I have read and understand the application of Newburgh Preparatory Charter High School, its by-laws and 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, Danette Shepard Onofrio 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.

*Danette Shepard Onofrio*

July 12, 2012

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Signature

Date

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

**Business Telephone:** [REDACTED]

**Business Address:** [REDACTED]

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

**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]

## DANETTE SHEPARD ONOFRIO, DM ABD,MPA

### Skills

- Experience developing startup initiatives
- Proven outcomes in developing collaborations to meet the needs of students and families
- Grantwriting & other resource development
- Training and technical assistance in prevention and intervention for at-risk students
- Evidence-based program technical assistance and training
- Implementation of McKinney-Vento

### Education

- Doctorate of Management and Organizational Leadership ABD, University of Phoenix, 3.78 GPA, 2012
- Master in Public Administration, Marist College School of Management, 3.7 GPA, 2001
- Bachelor in Professional Studies, Community and Human Services, SUNY Empire State College, 1998
- Continuing Education – Over 300 CEUs on Positive Behavioral Intervention and Supports (PBIS), restorative practices, McKinney-Vento, SAMSHA's Strategic Prevention Framework, Communities That Care®, Life Skills Training®, Positive Action®, Promoting Strategic Thinking Strategies®, Lion's Quest®, Strength-Based Strategies, 40 Developmental Assets® by Search Institute, and workshops in learning disabilities, adolescent development, adolescent brain development, substance abuse prevention, cultural competency, youth with serious emotional disturbance, collaboration, perinatal health, domestic violence, HIV/AIDS, counseling, program planning, evaluation, grant writing

### Employment

#### OWNER/SENIOR CONSULTANT – D.R. SHEPARD CONSULTING AND SERVICES, LLC

- ◆ Founded small business to bring a wide array of assistance to schools, government, nonprofit organizations and communities.
  - Provides organizational and community development
  - Conducts needs and resource assessments, feasibility studies,
  - Develops surveys, administers and analysis, including discipline analysis;
  - Evaluates programs ensuring continual improvement.
  - Provides professional training: PBIS, CPP, CPS, CASAC

#### ADJUNCT PROFESSOR – MARIST COLLEGE SCHOOL OF MANAGEMENT 2001 -

- ◆ Serves as Adjunct Professor for Master of Public Administration Program teaching:
  - Public Budgeting
  - Management of Nonprofit Organizations
  - Program Planning and Evaluation

### Proven Outcomes

#### ACCOMPLISHMENTS

- ◆ Co-founded Orange County Association for the Learning Disabled; served as board member and director (1982-1990;1990-2005, respectively)
- ◆ Authored, Co-authored local, state, federal and foundation grants which generated \$13 million
- ◆ Founded TEAM Newburgh, a Drug Free Communities Support Program; acquired \$500,000 from the Office of National Drug Control Policy (ONDCP)
- ◆ Established Task Force for Afterschool Programs, which lead to collaborative afterschool program for 60 high-risk students, increasing ELA by 20%, attendance by 30%, and 52% of students who partially met NYS Learning Standards improved to grade-level in at least one core subject

- ◆ Served as Liaison for Homeless Students; managed McKinney-Vento grant which provided school supplies, transportation, food, clothing, and tutoring. Founded intensive afterschool program for 15 students
- ◆ Served for 14 years as parent advocate of children with learning disabilities with social, emotional and behavioral challenges
- ◆ Co-facilitated support group of parents with children with learning disabilities, ADHD and other neurological disorders
- ◆ Conducted needs and resource assessments for Newburgh and Counties of Orange and Greene to assess risk for students for substance use, mental illness, juvenile delinquency, school dropout, and pregnancy
- ◆ Served as External PBIS coach in school district that realized a 32% reduction in discipline referrals
- ◆ Provided data collection and discipline analysis for multiple school districts
- ◆ Trained over 300 professionals in evidence-based programs, cultural competency, prevention and intervention programs, infusing prevention into 23 school districts and agencies
- ◆ Developed regional and tri-state directories of mental health, substance abuse, and maternal-child services
- ◆ Conducted feasibility study to increase the flow of bilingual social workers in Newburgh
- ◆ Facilitated Communities That Care collaboration to reduce substance abuse, delinquency, school dropout, and depression for small city in NYS
- ◆ Founded multiple community youth development initiatives, including camp for youth with learning disabilities, ADHD and other neurological disorders
- ◆ Coordinated regional effort for teen pregnancy prevention with measurable outcomes
- ◆ Directed volunteer effort to advocate, education and improve services for youth with learning disabilities and other neurological disorders
- ◆ Founded social recreation club for adults with learning disabilities, ADHD and other neurological disorders
- ◆ Developed Strategic Plans for state and local agencies
- ◆ Conducted evaluations for afterschool and prevention programs
- ◆ Infused substance abuse prevention into small school district's community strategic planning initiative with documented 70% reduction of past 30-day use of alcohol, marijuana (74%), cigarette (73%) use, and reduced binge drinking (64%)
- ◆ Developed training in Cultural Competency for System of Care youth with social, emotional and behavioral challenges

## Research and Publications

Brown, V., Shepard, D. (2002). It's Never Too Early for Prevention. VIP Value in Parenting, 2(4). New York: Cornell Cooperative Extension Orange County.

Shepard, D. (2010). Catskill Communities That Care 2010 Archival Data Report, Catskill Central School District.

Shepard Onofrio, D. (2011). Communication Plan for Newburgh VOICES

Shepard Onofrio, D. (2011). Feasibility Study on the flow of mental health and other support staff in Newburgh to serve Hispanic and Latino young people and their families

Shepard, D. (2006). Reproductive Health Issues of Women with special needs. *Reproductive Health Issues of Women with Special Needs Conference Manual*, Maternal-Infant Services Network of Orange, Sullivan and Ulster Counties, Inc.

Shepard, D. (in process). *Strategic Prevention Framework and Communities That Care: A comparative mixed study*. Dissertation. University of Phoenix.

Shepard Onofrio, D., (2011). Youth with Social, Emotional, and Behavioral Challenges and the Newburgh Community They Live In: 2010 Archival Data Report. Newburgh VOICES

Shepard Onofrio, D., (2011). Youth with Social, Emotional, and Behavioral Challenges: 2010 Archival Data Report. Port Jervis Task Force of System of Care.

### School Trustee Background Information

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

**Name:** Beverly S. Woods

**Charter School Name:** Newburgh Preparatory Charter High School

**Charter School Address:** TBD

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/Curriculum

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

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

#### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. **X Resume Attached**
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **X I affirm.**
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. **X I affirm.**
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

*I first became aware of Newburgh Preparatory Charter High School through Thomas Fitzgerald and his media communications regarding the fact that we must*



*address the needs of the large segment of students in the Newburgh Enlarged City School District which is not graduating from high school. I sat in on the initial meetings and became increasingly interested in becoming a part of this undertaking. As an educator and former administrator of an alternative program, I volunteered to be a board member and work on curriculum and any other needs of the board.*

5. Please explain why you wish to serve on the board.
- During the time that I was the administrator of an alternative program in the Newburgh Enlarged City School District, I became very familiar with the educational and social issues faced by students who were unsuccessful in the traditional classroom. Although the Newburgh Enlarged City School District could not continue the program, I would like to share the philosophy and methods that led to academic and social success for many of my students. I strongly believe in the mission of Newburgh Preparatory High School, I know there is a need for this school and I will work together with the other board members to ensure its success.*

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, however:**

*Although I have not previously served on a board, during the years that I held the position of Assessment Specialist in the Newburgh Enlarged City School District, I designed and monitored procedures which collected student data, using both formative and summative assessments, to provide administrators and teachers with information for instruction. I have a solid understanding of the data-driven instruction which Newburgh Preparatory High School will employ.*

*In addition, I completed my administrative internship with the Assistant Superintendent of Curriculum and Instruction. In addition to regular attendance at meetings with the Superintendent, board meetings and instructional coach meetings, I was involved with choosing and delivering professional development, curriculum development with directors and the development of tools of evaluation.*

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.**
- 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.**

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

#### **Conflict of Interest**

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

**X Yes.**

If your answer is yes, please indicate the precise nature of your relationship here: *I taught 6<sup>th</sup> grade mathematics to the son of one of the board members approximately twenty years ago. It has been many years since I have seen her. We met again a few weeks ago when prospective board members were introduced.*

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.**

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.**

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.**

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.***

***However, my daughter has worked part-time, while in graduate school, at the Boys and Girls Club in Newburgh and Newburgh Performing Arts Academy.***

***These are community agencies which may or may not provide services for Newburgh Preparatory Charter High School. I mention it as they are agencies which provide services to many young people in Newburgh.***

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

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

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

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

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

**X None**  Yes

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

***I would notify the board of my belief, expect the member to address the board to explain and expect the board to reach a consensus as to necessary disciplinary or corrective actions.***

### Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.  
*All students should have access to quality educational programs that meet their needs. Our target population has been unsuccessful in high school due to a variety of factors that have led to dropping out. Newburgh Preparatory Charter High School provides students an opportunity to resume their education in an innovative program that will address social-emotional issues in addition to immersing them in an educational environment focused on college and career readiness. The Newburgh Preparatory Charter High School is specifically designed to offer the individualized attention needed for these at-risk students to become productive citizens in our community.*
  
19. Please explain your understanding of the educational program of the charter school.  
*Using New York State Standards and guidelines, students will meet the requirements for a high school diploma. Since many of the students will have started courses without finishing, completed and failed courses, or have an extended time period out of school, diagnostic assessments will be key for instructional planning. Individual learning plans will be established as the teacher takes the student from where s/he is to final exams. Using formative assessment data will allow the teacher to provide instruction that engages each individual and include the rigor needed to prepare for a college and/or career path. Academic and social/emotional support services will be provided to ensure that students can reach their goals. Extended class periods, length of school day, guided independent study and internship opportunities will enrich the educational environment and will provide the teachers with the opportunity to increase student achievement by reaching many different learning styles.*
  
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.  
*A successful charter school creates a learning environment that provides students and their families an alternative educational choice which uses innovative instructional strategies to produce a measurable increase in student achievement. The mission and philosophy of the charter school should be clearly understood by all stakeholders and it is the board's responsibility to make sure they are followed with fidelity. This can be achieved through regular monitoring of data, accountability reports by staff and administration and frequent observations and on-site walkthroughs.*

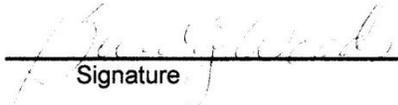
**Other**

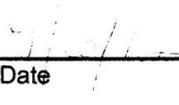
21. Please explain your understanding of the appropriate role of a public charter school board member.  
***It is the role of the public charter school board member to collaboratively oversee the school including the monitoring of achievement and adherence to the charter, financial and legal matters, and decision-making regarding recommendations brought forth by administrators, parents and community members. Overall, it is the responsibility of the board members to ensure the school is providing an effective educational program.***
  
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.  
***I affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.***
  
23. Please provide any other information that you feel is pertinent to the Department's review.

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

### STATEMENT OF ASSURANCE

I, Beverly S. Woods, 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: 

# Beverly S. Woods

## Objective

- To develop and oversee a New York State Charter School which offers a Regents diploma opportunity for students who have dropped out of high school.
- Through this Charter School, provide support and experiences that will prepare students for post-secondary success.

## Experience

### **Newburgh Enlarged City School District, Newburgh, NY** 1989-Present

- Elementary Classroom Teacher
- Middle Level Alternative Principal
- Assessment Specialist in Curriculum and Instruction
- Secondary Spanish Teacher

### **Beacon City School District, Beacon, NY** 1988-1989

Secondary Spanish Teacher

### **Rural Opportunities, Marlboro, NY** 1987

ESL and Life Skills to local farmworkers

### **Onteniente, Spain** 1984-1986

Teaching of English language to adult students

## Education

### **MCLA Leadership Academy, North Adams, MA** 2007

Graduate studies in Educational Administration.

### **SUNY New Paltz, New Paltz, NY** 1994

M.A. Education

### **Wellesley College, Wellesley, MA** 1982

B.A. Psychology

## Permanent NYS Certifications

- 2007 School District Administrator
- 1994 Spanish 7-12
- 1994 Elementary N-6

Attachment 5b—Proposed By-Laws

NEWBURGH PREPARATORY CHARTER HIGH SCHOOL BYLAWS

ARTICLE I. GENERAL PROVISIONS

*Section 1. Name:*

The name of the school is the Newburgh Preparatory Charter High School (known as the “School”).

*Section 2. Mission of the Newburgh Preparatory Charter High School:*

Newburgh Preparatory Charter High School (Newburgh Prep) will provide over-aged and under-credited students 16-21 years of age living in the Greater Newburgh, NY, Area—including students living in poverty, students who are English language learners, and students with special needs—the opportunity to return to school and, with intensive social-emotional support, to obtain a high school diploma through a rigorous NYSED standards-based education program that prepares them for college and career.

Although building on the successful educational programs currently in use at John V. Lindsay Wildcat Academy (Wildcat) in Manhattan and planned at New Dawn Charter High School (New Dawn) in Brooklyn when it opens in September 2012 and with the guidance and advice of key educators from those schools, Newburgh Prep will be a separate 501(c)3 with an independent board of trustees and not an expansion of either program.

Newburgh Prep’s Planning Team has studied Wildcat’s and New Dawn’s history and experience. Wildcat and New Dawn will support Newburgh Prep by providing all the procedural materials (database structure, manuals, fiscal controls, compliance procedures) needed for the school to maintain viability. Newburgh Prep expects to have a large proportion of English language learners (50%), students with disabilities (20%), and students eligible for free- and reduced-price lunch (90%).

*Section 3. Purpose:*

The purpose of the School is to operate and maintain a public school under a charter granted by the New York State Board of Regents as set forth in its Charter, as amended from time to time.

*Section 4. Charter:*

The Charter is hereby made a part of these Bylaws and the powers of the School and of its Trustees and Officers and all matters concerning the conduct and regulation of the affairs of the School, shall be subject to such provisions in regard thereto, if any, as are set forth in the Charter. In the event of any inconsistency between the Charter and these Bylaws, the Charter shall be controlling. All references in these Bylaws to the Charter shall be construed to mean the School’s Charter as from time to time amended.

ARTICLE II. MEMBERSHIP

The Corporation has no members. The rights, which would otherwise vest in the members, vest in the Board of Trustees (hereinafter the “Trustees”) of Newburgh Prep Charter High School.

Actions, which would otherwise require approval by a majority of all members or approval by the members, require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the “Board”).

### ARTICLE III. TRUSTEES

#### *Section 1. Powers:*

The Board of Trustees is responsible for overall policy and the direction of the School. The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the limitations of Education Law, Not-for-Profit Corporation Law, the School’s Charter and these Bylaws. The Board may delegate the management of the day-to-day operations to the School to committees, Officers and employees, so long as the affairs of the School are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

- a. To elect and remove Trustees;
- b. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them; and to fix their compensation;
- c. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
- d. To enter into contracts, leases and other agreements which are, in the Board’s judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
- e. To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the School may engage;
- f. To act as Trustee under any trust incidental to the School’s purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
- g. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
- h. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
- i. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
- j. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person’s status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

#### *Section 2. Number of Trustees:*

The number of Trustees of the School shall be not less than five (5) nor more than nine (9). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

*Section 3. Composition of the Board of Trustees:*

The Board of Trustees shall include:

- a. The Board of Trustees Chairperson;
- b. The Executive Director of the School;
- c. One parent representative;
- d. Any additional Trustees determined by the Trustees provided that the total number of Trustees may not exceed nine (9).

*Section 4. Election of Trustees:*

- a. The Corporation of the Board of Trustees shall be elected by a plurality of votes cast by existing Trustees.
- b. The Trustees may at any special or regular meeting by an affirmative vote of a majority of Trustees then in office, increase the number of Trustees and elect new Trustees to complete the number so fixed.

*Section 5. Removal of Trustees:*

The Board may remove a Trustee from office on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty, provided that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee as required by Education Law 226(8).

*Section 6. Resignation by Trustee:*

A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. Any Trustee that shall fail to attend three consecutive meetings without an excuse accepted as satisfactory by the Trustees shall be deemed to have resigned, and that vacancy shall be filled.

*Section 7. Vacancies:*

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

*Section 8. Compensation of Trustees:*

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

ARTICLE IV. PRINCIPAL OFFICE

The School's principal office shall be at the following address: Newburgh Prep Charter High School (TBD) or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

## ARTICLE V. MEETINGS OF THE BOARD

### *Section 1. Place of Meetings:*

Board Meetings shall be held at the School's principal office or at any other reasonably convenient place as the Board may designate.

### *Section 2. Annual Meeting:*

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

### *Section 3. Regular Meetings:*

Regular Meetings shall be held at least ten (10) times per year and at other times as the Board determines.

### *Section 4. Special Meeting:*

A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-third of the entire Board.

### *Section 5. Adjournment:*

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

### *Section 6. Notices:*

Notices of Board Meetings shall be given as follows:

- a. Annual Meetings and Regular Meetings may be held without notice to the Board Members if the Bylaws or the Board fix the time and place of such meetings.
- b. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours notice delivered personally or by telephone, facsimile, or email. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, emailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

### *Section 7. Waiver of Notice:*

Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its

commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

## ARTICLE VI. ACTIONS BY THE BOARD

### *Section 1. Quorum:*

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

### *Section 2. Action by the Board:*

- a. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.
- b. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the School. Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of video-conferencing shall do so from a site, at which the public may attend, listen and observe. Trustees who attend a Board meeting by telephone may not be counted for purposes of establishing a quorum. Once a quorum is present, Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than in-person and live video-conferencing shall not vote, i.e. Trustees who attend a Board meeting by telephone. (See Chapter 289 of the Laws of 2000; Gen. Const. Law Sections 102, 103, 1 ne 104.)

### *Section 3. Committees:*

- a. Appointment of Committees. The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the Chairs of such committees. A Board Standing Committee will consist of not fewer than two Trustees, who shall serve at the pleasure of the Chairperson of the Board. An Executive Committee shall consist of not fewer than three members who shall serve at the pleasure of the Chairperson of the Board.
- b. Authority of Board Committees. The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:
  - 1.) The election of Trustees;
  - 2.) Filling vacancies on the Board or any committee, which has the authority of the Board;
  - 3.) The amendment or repeal of Bylaws or the adoption of new Bylaws; and
  - 4.) The appointment of other committees of the Board, or the members of the committees.

- c. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings, and in accordance with the state Open Meetings Law.
- d. Standing Committees of the Board. The standing committees of the Board will include the following:
  - 1.) An Executive Committee responsible for setting Board direction, evaluating the Board's effectiveness, and nominating new Trustees;
  - 2.) A Finance Committee that presents monthly and annual financial statements to the Board and proposes the annual budget for Board approval;
  - 3.) An Educational/Accountability Committee that monitors the academic achievement of students based on data from the School's comprehensive assessment program as well as the progress of the School's overall educational program in relation to the goals and objectives stated in the School's charter application; and
  - 4.) A Community and Parent Committee that monitors the involvement of the community and parents ensuring that both have a voice in the school.
- e. Ad Hoc Committees. Other ad hoc committees may be convened as necessitated by circumstances, e.g. a Charter Renewal Committee.

*Section 4. Standard of Care:*

- a. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
- b. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
  - 1.) One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
  - 2.) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
  - 3.) A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
- c. Investments. In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above and shall consider among

other relevant considerations the long- and short-term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

*Section 5. Rights of Inspection:*

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

*Section 6. Participation in Discussions and Voting:*

Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to:

- a. A self-dealing transaction;
- b. A conflict of interest,
- c. Indemnification of that Trustee uniquely; or
- d. Any other matter at the discretion of a majority of the Trustees then present.

*Section 7. Duty to Maintain Board Confidences:*

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

## ARTICLE VII. OFFICERS

*Section 1. Officers:*

The Officers of the School consist of a President (hereinafter “Chair”), Vice President (hereinafter “Vice Chair”), a Secretary and a Chief Financial Officer (hereinafter “Treasurer”).

The School also may have such other Officers, as the Board deems advisable.

- a. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
- b. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair’s duties and, when so acting, shall have all the Chair’s powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
- c. Secretary. The Secretary shall:
  - 1.) Keep or cause to be kept, at the School’s principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or

- special (and if special, how authorized), the notice given, the names of those present, and the proceedings;
- 2.) Keep or cause to be kept a copy of the School's Charter and Bylaws, with amendments;
  - 3.) Give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and
  - 4.) Have such other powers and perform such other duties as the Board may prescribe.
- d. Treasurer. The Treasurer shall:
- 1.) Keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements;
  - 2.) Make the books of account available at all times for inspection by any Trustee;
  - 3.) Deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates;
  - 4.) Disburse or cause to be disbursed the School's funds as the Board directs;
  - 5.) Render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition;
  - 6.) Prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and
  - 7.) Have such other powers and perform such other duties as the Board may prescribe.

*Section 2. Election, Eligibility and Term of Office:*

- a. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
- b. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
- c. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

*Section 3. Removal and Resignation:*

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

**ARTICLE VIII. NON-LIABILITY OF TRUSTEES**

The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

**ARTICLE IX. INDEMNIFICATION OF CORPORATE AGENTS**

The School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or in testate was a Trustee, Officer, employee or agent of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorney's fees.

#### ARTICLE X. SELF-DEALING TRANSACTIONS

The School shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the School is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the School, if the transaction a.) is approved or authorized by the Board in good faith and without unjustified favoritism, and b.) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefitted by the program.

#### ARTICLE XI. OTHER PROVISIONS

##### *Section 1. Fiscal Year:*

The fiscal year of the School begins on July 1 of each year and ends June 30.

##### *Section 2. Execution of Instruments:*

Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the School to enter into any contract or execute and deliver any instrument in the name of or on behalf of the School. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the School by any contract or engagement, to pledge the School's credit, or to render it liable monetarily for any purpose or any amount.

##### *Section 3. Checks and Notes:*

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School may be signed by the Chief Administrative Officer or Treasurer.

##### *Section 4. Construction and Definitions:*

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

*Section 5. Conflict of Interest:*

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

- a. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and,
- b. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the School.

*Section 6. Interpretation of Charter:*

Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XIII. AMENDMENTS

These Bylaws may be adopted, amended, or repealed by a two-third majority of the Board of Trustees. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements.

CERTIFICATE OF SECRETARY

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

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Secretary, Board of Trustees

Newburgh Preparatory Charter High School

Attachment 5c—Proposed Code of Ethics

NEWBURGH PREPARATORY CHARTER HIGH SCHOOL

CODE OF ETHICS

*The following Code of Ethics shall apply to the Trustees and employees of the Newburgh Preparatory Charter High School (known as “the School”):*

The Board of Trustees shall conduct or direct the affairs of the School and exercise its powers subject to the applicable limitations of Education Law, Not-for-Profit Corporation Law, the School’s charter and its bylaws. The Board may delegate aspects of the management of School activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

- Not more than 40 percent of the people serving on the Newburgh Preparatory Charter High School’s (Newburgh Prep) Board of Trustees may be comprised of: (a) people currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
- Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a “self-dealing transaction” (see below); (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
- The Board of Trustees and the employees of the School shall not engage in any “self-dealing transactions,” except as approved by the Board. “Self-dealing transaction” means a transaction to which the School is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board’s general standard of care: a transaction that is part of a public or charitable program of Newburgh Preparatory Charter High School, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees of their families because they are in a class of person intended to be benefitted by the program.
- Any Trustee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board’s interest. A person shall be deemed to have an

“interest” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a Trustee or has a significant financial or influential interest in the entity contracting or dealing with the School.

- Trustees representing any not-for-profit corporation proposing to do business with the School shall disclose the nature and extent of such business propositions.
- No Trustee or employee of a for-profit corporation having a business relationship with the School shall serve as a voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following: (a) individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys; (b) individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to Newburgh Preparatory Charter High School; (c) individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.
- In no instance shall a Trustee or employee of a for-profit educational management organization having a business relationship with the School serve as a voting member of the Board of Trustees for the duration of such business relationship.
- Trustees or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
- Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee’s interest in the matter will be reflected in the Board minutes.
- Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- No Trustee shall use his or her position with the School to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the School.
- Trustees or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

The Trustee who represents legal matters will serve as Code of Ethics Coordinator. Anyone who believes that one or more members of the Newburgh Preparatory Charter High School Board of Trustees or one or more school employees are involved in any conflict of interest, in working for their own benefit or the benefit of their friends and family, or in violating the Code of Ethics in any way should report that information to the Code of Ethics Coordinator who will look into the matter and bring it to the attention of the entire Board.

Attachment 8a—Proposed Hiring and Personnel Policies and Procedures

NEWBURGH PREPARATORY CHARTER HIGH SCHOOL

HIRING AND PERSONNEL POLICIES AND PROCEDURES

**Introduction:** Since the quality of the staff hired by the Board of Trustees of the Newburgh Preparatory Charter High School (Newburgh Prep) is the major component of an effective educational program, the Board and the Executive Director will make every effort possible to attract and retain the best-qualified personnel.

Newburgh Prep is an equal opportunity employer that does not discriminate on the basis of age, race, creed, color, sex, pregnancy, sexual orientation, national origin, disability, political affiliation, handicap, marital status, ancestry, citizenship, arrest or conviction record, membership in the National Guard or any other reserve component of the U.S. military, or for any reason prohibited by state or federal law.

This policy shall apply to hiring, placement, assignment, seniority, transfer, promotion, lay-off, recall or termination. All salaries, wages, benefit programs and personnel policies shall be administered in conformity with this policy.

Reasonable accommodations shall be made for qualified individuals with a disability or handicap, unless such accommodations would impose an undue hardship on the school.

Responsibility for overseeing Newburgh Prep's equal employment opportunity and affirmative action programs and investigating discrimination complaints is assigned to the Executive Director. All employees will receive information and training regarding rights and responsibilities regarding discrimination consideration as they relate to employment.

**The Hiring Process**

The Executive Director is responsible for recommending candidates to the Board of Trustees according to the following process:

1. The Board of Trustees and the Executive Director will recruit a diverse pool of qualified applications and adhere to the following practices in the hiring process.
2. Applications and related materials will be maintained in each applicant's confidential personnel file. Screening processes to determine minimum qualifications will be conducted before candidates are referred for interviews.
3. The Executive Director will review personnel files of applicants who have been screened and have satisfactorily met eligibility standards.
4. The Executive Director, when possible, will select at least three candidates to interview for each position.

5. As part of the interview process, each candidate for a teaching position will be observed teaching at least one actual class.
6. Reference checks must be completed prior to the offer of employment.
7. The Executive Director will be responsible for making the recommendation for employment to the Board of Trustees.

**Interview Team:** The Executive Director will lead the interview team:

1. The interview team should be comprised of a balanced, diverse representation of staff, parents, and/or community members.
2. The Principal must always be present and participate in all interview sessions.
3. A member of the interview team should disqualify him-/herself if there is a potential conflict of interest.

**Interview Questions:**

1. Questions should be determined prior to the interview.
2. Questions should be position specific.
3. Questions should be written down and assigned to interview team members.
4. Questions should be open-ended. Avoid questions that can be answered “yes” or “no.”

## **Personnel Procedures**

**Personnel Information:** The school maintains personnel records and files for each employee. Maintaining these files with up-to-date information is very important as it provides the school with contact information in case of emergency, address mailings, data for payroll purposes, and information required for reporting purposes and benefit programs.

All employees must promptly notify Human Resources of any changes in:

1. Address
2. Marital status/name change
3. Party to be notified in case of emergency
4. Phone number
5. Dependent(s)

**Access to Personnel Files:** It is the school’s policy to protect the privacy of each employee and the school is committed to the confidential handling of every employee’s personnel information. Records of all personnel shall be considered confidential to the extent required by law and shall be kept in the Principal’s Office. Records shall be maintained in accordance with all applicable federal and state laws and regulations.

Employee information may be made available to anyone to the extent authorized by law. Any employee wishing to review his or her file may do so by providing a written request to the Principal according to the following guidelines:

1. Personnel records may be examined in the presence of the Executive Director or the Principal.
2. Materials shall not be removed from the personnel files without permission of the Executive Director.
3. The Principal's Office may duplicate post-employment file materials for the employee.
4. Transcripts and licenses may, if requested, be returned to the individual upon termination of employment.
5. Confidential pre-employment references, credentials and evaluations are not available to employees.
6. Personnel files will not be available to former employees, except to the extent authorized by law.
7. Employee information may be made available to others to the extent authorized by law. Ordinarily, employee information available to the public shall be limited to the name of the employee, assignment, the dates of employment and compensation.

**Employee Evaluations:** Personnel shall be evaluated periodically and the Executive Director shall make recommendations for further employment. Employee evaluations shall be conducted in accordance with applicable state laws and established school procedures. The Executive Director shall establish the evaluation period for all employees including any necessary evaluation schedule, forms, processes and filing.

**Employee Right to Know:** The school shall strictly carry out state law provisions relating to the rights of employees to obtain information on toxic substances and infectious agents present in the workplace. In addition to providing such information upon request of an employee or an employee's representative, the Executive Director and designees shall provide information concerning toxic substances and infectious agents and provide education and training programs to those employees who may routinely be exposed to toxic substances and infectious agents while at work.

**Employee Training Policy:** Newburgh Prep maintains training and development programs to assist staff in acquiring new knowledge and skills and enhancing current skills. As a condition of employment, depending on the type of position, employees will be required to participate in mandatory training modules.

It is understood that career development and job skills acquisition are the joint responsibility of the employee, the Executive Director, and the Principal. The Executive Director will develop an appropriate staff development strategy. This might include wellness, job training and personal enrichment. The accomplishments of the staff development strategy will be incorporated into the annual performance evaluation process.

In order to support the concepts of lifelong learning for our employees, the school will provide opportunities for employees to participate in such training programs.

**Attendance:** Regular attendance is an essential job function. In the event of illness or other absences, the employee shall notify the Principal by 8 a.m. An employee who is absent from work without notifying the school as required will be subject to disciplinary action up to and including termination.

**Inclement Weather:** The closing or delay of start of Newburgh Prep for inclement weather will depend on and coincide with the closings and delays of start of the Newburgh Enlarged City School District.

**Dress Code:** All employees must comply with the following personal appearance standards at all times during scheduled working hours:

1. Employees are expected to dress in a manner that is normally acceptable in a professional environment. Employees should not wear suggestive or revealing attire, spaghetti straps, backless clothing, shirts or tops that reveal an exposed midriff; clothes printed with slogans, inappropriate or offensive comments; athletic clothing, shorts, T-shirts, hats, flip-flop sandals and similar attire that does not present a professional appearance.
2. Certain employees may be required to wear special attire, depending on the nature of their job.
3. At the discretion of the Executive Director or his/her designee, an employee may be allowed to dress in a more casual fashion than normally required. On these occasions, employees are still expected to present an appropriate and neat appearance.

Any employee who does not meet the personal appearance standards outlined above will be required to take corrective action, which may include leaving work to change into appropriate clothing. Violations may also result in disciplinary action.

### **Rules of Conduct**

Rules of conduct for employees are not for the purpose of restricting the rights and activities of employees but are intended to help employees by defining and protecting the rights and safety of all persons, including employees, students, and visitors. General rules of conduct are essential to the safety and well-being of all employees. Employees are expected to be acquainted with the rules of conduct and regulations. Disciplinary action or termination, depending on the severity of violation, will be recommended for violation of any the following rules:

1. Falsification or unauthorized altering of records, employment applications, time sheets, time cards, student cards, etc.
2. Excessive tardiness or absenteeism.
3. Failure to report absences from work.
4. Unauthorized disclosure of information contained in communications and in personnel, student, or other records of the school.

5. Unauthorized use and/or possession of alcohol on school property or in the neighboring area.
6. Unauthorized use and/or possession of controlled substances and/or illegal drugs.
7. Fighting, gambling, horseplay, or using profane, obscene or abusive language toward any employee or student, threatening, intimidating or coercing others on district premises or carrying unauthorized weapons.
8. Insubordinate conduct toward a supervisor.
9. Refusal to comply with school policies and procedures and/or carry out the instructions of a supervisor.
10. Sleeping while at school.
11. Creating unsafe or unsanitary conditions.
12. Leaving the school without permission during regularly assigned working hours.
13. Theft or unauthorized use of school equipment or possessions.
14. Loss, damage, destruction or unauthorized removal or use of property belonging to the school, employees, or students.
15. Negligence in observing fire prevention or safety regulations, or failure to report on-the-job injuries or unsafe conditions.
16. Unwillingness or inability to work in harmony with others, discourtesy or conduct creating discord.
17. Engaging in acts of sabotage; willfully or with gross negligence causing destruction or damage of school property, or the property of fellow employees, students or visitors, in any manner.
18. Violating a confidentiality agreement, giving confidential student or personnel information to others.
19. Any act of harassment (sexual, racial or other) towards anyone; telling sexist or racial-type jokes, making racial or ethnic slurs.
20. Soliciting during working hours and/or in working areas; selling merchandise or collection of any kind for charities or other organizations without authorization during school hours, or at a time or place that interferes with the work of another employee on school premises.
21. Subversion: Preparing statements or material detrimental to the well-being of the school.

**Employee Code of Ethics:** Employees shall give their support to the education of Newburgh Prep youth and shall faithfully discharge their professional duties. Channels of communication shall be as defined in the school's organizational chart and shall be in accordance with the policies, procedures, rules and regulations of the school, including the following:

1. Employees shall use confidential information appropriately and with respect for the rights of individuals. Privileged information shall not be used for personal gain or to the detriment of the school.
2. Employees who choose to engage in any remunerative activity other than that of their position shall avoid any activity that interferes with the execution of the responsibilities of their position.
3. Employees shall not solicit or receive anything of value, which involves an expressed or implied advantage or influence on any school judgment or decision.

4. Any complaint about the ethical behavior of an employee or a request for an investigation into the conduct of any employee shall be presented to the Executive Director and shall bear the signature of the person making the request.
5. Employees found in violation of this code may be subject to suitable corrective or disciplinary action including termination.

**Harassment:** Newburgh Prep seeks to provide fair and equal employment opportunities and to maintain a professional work and academic environment comprised of people who respect one another and who believe in the school's high ideals. Harassment is a form of misconduct that undermines the integrity of the school's employment and academic relationships. All employees and students must be allowed to work and learn in an environment that is free from intimidation and harassment.

Harassment or similar unacceptable activities that could become a condition of employment or a basis for personnel decisions, or which create a hostile, intimidating or offensive environment are specifically prohibited. Intimidation and harassment can arise from a broad range of physical or verbal behaviors, which can include but is not limited to the following:

1. Physical or mental abuse
2. Racial, ethnic or religious insults or slurs
3. Unwelcome sexual advances, touching or demands for sexual favors, accompanied by implied or overt promises or preferential treatment or threats concerning an individual's employment or academic status
4. Sexual comments, jokes or display of sexually-offensive materials
5. Sex-oriented name calling or bullying
6. Inappropriate staring at another individual or touching of his/her clothing, hair or body
7. Asking personal questions about another individual's sex life
8. Pursuing a personal relationship with an employee who has stated that he/she is not interested

These activities are offensive and inappropriate in a school atmosphere and in the workplace. It is the responsibility of the administration and all employees to ensure that these prohibited activities do not occur. Any employee who engages in harassment or similar unacceptable behavior, or retaliates against another individual because that individual made a report of such behavior or participated in an investigation of a claim of harassment or similar unacceptable behavior, is subject to disciplinary action up to and including termination.

Any person who believes that he/she has been the subject of prohibited harassment or similar unacceptable behavior or retaliation should report the matter immediately to the Executive Director. All such reports will be investigated promptly and will be kept confidential within the bounds of the investigation and the law.

**Electronic Communications:** Newburgh Prep provides and maintains voice mail, facsimile machines, computers, Internet access, and email for employees' use in order to provide a high quality, efficient environment and workplace. To that end, these systems should be used only for valid work-related purposes. Communications and use of these systems shall be held to the same standards as all other professional communications, including compliance with anti-discrimination and anti-harassment policies. Employees who use these systems inappropriately can be subject to loss of access privileges and other appropriate measures up to and including termination.

Newburgh Prep reserves the right to review, audit, intercept, monitor, access, disclose, copy and/or download any communication created, transmitted or maintained on any of the school's computer or electronic communications systems. Deleting an email message does not guarantee that it has been erased from the Internet server system. The school is obligated to notify employees when electronic communication systems have been accessed.

**Confidentiality:** Employees shall use confidential information appropriately and with respect for the rights of individuals. Privileged information shall not be used for personal gain or to the detriment of the school. Violation of this policy will result in progressive discipline up to and including termination.

**Conflict of Interest:** In order to ensure sound management policies and procedures and in order to avoid actual or potential conflicts of interest, no close relative of an employee of the school or a member of the Board of Trustees shall be appointed to and/or assigned to a position having conflicting interests with a position held by a close relative. Close relative is defined as mother, father, brother, sister, son, daughter, aunt, uncle, niece or nephew, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law.

Positions of conflicting interest are defined as follows:

1. Any administrative, supervisory position having immediate or partial supervisory responsibilities on other than an occasional basis.
2. Any teaching position having quasi-supervisory responsibilities, such as lead teacher, or any teaching position having an educational assistant position.
3. Any secretarial position having supervisory responsibility.
4. Any building service employee having supervisory responsibilities.

In addition, employment of the following relatives of a member of the Board of Trustees is not to be considered: (1) father and father-in-law, (2) mother and mother-in-law, (3) brother and brother-in-law, (4) sister and sister-in-law, (5) son and son-in-law, and (6) daughter and daughter-in-law.

**Drugs, Alcohol, and Tobacco:** Newburgh Prep and its environs, including all parts of the building and the entire block where the school is located, constitute a drug-, alcohol-, and tobacco-free zone. Drugs, alcohol, and tobacco are a potential health, safety, and security problem, and it is the school's intent and obligation to provide a healthful, safe and secure work

and learning environment. The unlawful manufacture, distribution, dispensation, possession or use of a controlled substance or alcohol or tobacco on school premises or in the surrounding area is absolutely prohibited.

Employees must, as a condition of employment, abide by the terms of this policy and notify the school of any criminal drug statute conviction for a violation occurring on school premises and in the surrounding area. Anyone violating this policy shall be subject to disciplinary action.

**Staff Misconduct Reporting:** Any employee who has engaged in specific misconduct shall be reported. The Executive Director or designee shall make such reports in accordance with state law and established procedures. If a report concerns the Executive Director, the Board Chair shall file the report. An employee shall be reported if he/she:

1. has been charged with a crime against children, a felony in which the victim was a child;
2. has been convicted of a crime described in (1) or of fourth degree sexual assault;
3. has been dismissed by the school or his/her contract has been non-renewed, based in whole or in part on evident that the employee engaged in immoral conduct (for the purposes of state law “immoral conduct” means conduct or behavior that is contrary to commonly acceptable moral or ethical standards and that endangers the health, safety, welfare or education of any students);
4. has resigned and the Executive Director or designee (or Board Chair if applicable) has reasonable suspicion that the resignation related to the employee having engaged in immoral conduct. If the employee has been requested to resign by the Executive Director or designee, and immoral conduct is suspected, the Executive Director or designee shall inform the employee that he/she has a duty to report the resignation to the proper authorities.

Any non-licensed employee who is convicted of a crime described in item (1) above or of fourth degree sexual assault shall be reported to the proper authorities. Reports shall be made as soon as the Executive Director or designee (or Board Chair if applicable) becomes aware of the charge, conviction, dismissal, non-renewal, or resignation. The employee who is the subject of a report shall be given a copy of the report.

**Employee Complaints:** The school shall provide a method for prompt and full discussion and consideration of matters of personal dissatisfaction and concern of an employee or an employee’s representative with some aspect of employment. All employees will receive information and training regarding rights and responsibility regarding harassment and discrimination considerations as they relate to employment, according to the following procedures:

1. A complaint is any matter of dissatisfaction or concern of an employee with an aspect of employment that does not involve a formal grievance. Complaints involving alleged discrimination or harassment and complaints related to decisions or actions by other school personnel shall be dealt with in accordance with established procedures.

2. The school promotes the voluntary resolution of complaints at the level closest their sources and, as such, encourages informal resolution of complaints.

Step 1: The complainant shall bring the complaint to the attention of the Principal either orally in attempt to resolve the issue.

Step 2: If the complainant is dissatisfied with the resolution at Step 1, he/she should submit the complaint to the Executive Director in writing. The Executive Director shall meet with the complainant to attempt to resolve the dispute and respond in writing.

**Employee Disciplinary Procedures:** Employees shall abide by school policies and procedures, applicable rules and regulations, local, state and federal laws and regulations, and the expectations set forth in employee position specifications.

It is the responsibility of the school's administrators to discipline employees for violations of school policies and procedures, applicable rules and regulations and the expectations set forth in the position specifications.

Discipline will not be imposed arbitrarily or capriciously. Discipline may be imposed by oral reprimand, written reprimand, suspension with or without pay or termination. Dismissal of any personnel shall be in accordance with established procedures and state law. Other forms of discipline may be imposed when appropriate. The concept of progressive discipline will be utilized, if appropriate.

Employees have the right and expectation to due process before any disciplinary procedure.

**Employee Resignation:** Employee resignation shall be made in writing to the Executive Director and shall be in accordance with contracts and agreements. Resignations shall contain a specified effective date at least two weeks before the date of termination and should include a reason for the resignation. An exit interview will be conducted by the Executive Director when possible.

## Attachment 8b—Resumes for School Leaders

### Resume

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**Thomas J. Fitzgerald** (Proposed Executive Director)

#### **Career Profile**

Retired educator, editor, writer, educational consultant. Experience includes teaching, educational administration, educational leadership coaching, marketing communications, public relations, and editing / writing for a number of publications.

#### **Employment Post August 2002 Retirement**

- Consultant, CEI-PEA (PICCS Consortium of Charter Schools), NYC (12/10-Present).  
Primary responsibilities: Teacher & Principal Assessment, Leadership Coach, Certified Danielson Observer and Trainer, developed & facilitated the first PICCS-sponsored Danielson Certification Course, developed rubrics and protocols for teacher & principal assessment programs and conducts these programs.
- Columnist, *Mid Hudson Times* (10/02 to Present).  
Wrote a weekly column (“River Valley Views”) from 10/02 until 1/08 and continues to write the occasional column.
- Leadership Coach, Newburgh Enlarged City School District (9/08-5/09).  
Coached principals and department chairpersons.
- Assistant to the Superintendent, Newburgh Enlarged City School District (2/08-8/08).  
Primary responsibilities: Supervised Registration, Attendance, Social Workers. Assisted the Superintendent in day-to-day activities, including the district-wide building renovation plan and grade reconfiguration.
- Communications Consultant, Newburgh Enlarged City School District (8/05-1/08).  
Primary responsibilities: Writer of press releases and other written communications, press relations, spokesman for the school district, public relations, advisor to the Superintendent.
- Adjunct Professor of Latin, Marist College, Poughkeepsie (9/04-5/05).
- Interim Assistant Director of Special Education, Cornwall Central School District (1/05-6/05).  
Assisted in the transition from the prior Director of Special Education to the new Director, conducted meetings with special education teachers and providers of special education services, represented the school district at special education meetings, participated in CSE meetings.
- Interim Principal, Round Hill Elementary, Washingtonville Central School District (8/04-11/04).  
Opened the school year and transitioned from the prior principal to the new principal, conducted faculty and grade level meetings, observed teachers, supervised staff.
- Adjunct Professor of Latin, Metropolitan College, Manhattan (4/04-8/04).  
Developed a college Latin program for students deficient in English skills.
- Interim Principal, Gardnertown School, Newburgh Enlarged City School District (1/03).
- Communications Consultant, Dept. of Staff Development, Orange-Ulster BOCES (11/02-6/03).  
Developed and wrote a newsletter and brochures for subject-area representatives.

#### **Volunteer Activities Post August 2002 Retirement**

- Creative Writing Teacher, Nora Cronin Presentation Academy, Newburgh (1/10-1/11)
- Latin Teacher, L.I.F.E. Program, Mt. St. Mary College, Newburgh (12/09-1/11)

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- Board Member, the Glenn E. Hines Memorial Boys and Girls Club, Newburgh (6/06-6/08)
- Member, Newburgh Enlarged City School District Board of Education (7/03-8/05)
- Newburgh Habitat for Humanity (1/03-6/03)
- Community Theater (9/02-6/03) Acted in a play and wrote two one-act plays that were staged.

### **Employment**

- 9/83 to 8/02 Latin & English Teacher 7-12 / Elementary Program Specialist / Elementary Assistant Principal, Newburgh Enlarged City School District, Newburgh, NY. Highlights include: development of a junior high school remedial reading and writing program, early use of computers in writing instruction, the facilitation of a writing workshop for teachers, development of a 7<sup>th</sup> grade Latin program for students deficient in English skills, development of a 7-12 Latin program that eventually included Latin I through Latin V, studied Latin for a summer in Rome and conducted a Latin research project in Italy about the Appian Way, developed a student exchange program with a school in Arpino, Italy (the birthplace of Cicero), supervised the program at a magnet school for the performing arts.
- 1/79 to 5/83 Assistant Director / Director of Advertising and Promotion, The H. W. Wilson Publishing Co., Bronx, NY. Primary responsibilities: design & copywriting of promotional brochures and print advertising, editor of the company newsletter, designed displays, represented the company at national trade shows, managed the Advertising Department.
- 8/78 to 12/78 Middle School Administrator, The Fiedel School, Glen Cove, NY. Administered the middle school program at this private school for students with special needs in out-of-district placement.
- 1/72 to 8/78 English Teacher / English Department Coordinator, Monroe-Woodbury Junior High School, Central Valley, NY. Highlights include: developed and taught a number of English elective mini-courses, researched and developed a pilot program—80 students with an English teacher, a social studies teacher, and a science teacher—which used block scheduling and interdisciplinary projects to lead the way to a school-wide cluster program, researched the Middle School Concept, completed a year-long administrative internship.
- 3/71 to 1/72 Production Coordinator, *Sociological Abstracts*, Brooklyn, NY.
- 1/68 to 2/69 Customer Relations, Bankers Trust Company, Manhattan.
- 7/67 to 12/67 Public Relations, Ted Saucier, Inc., Manhattan.

### **Military Service**

- 2/69 to 11/70 Active Duty, US Navy Reserve, Honorable Discharge (8/8/73)  
 Journalist, Public Affairs Office, aircraft carrier USS Saratoga.  
 Wrote and edited news stories and articles, published a daily newspaper and monthly magazine, produced brochures and supervised public tours for each port visit, did publicity for visits of dignitaries and performers to the ship, developed a working knowledge of photography and printing.

### **Education**

- 1/12-6/12 Certification as a Danielson Observer, Teachscape Proficiency System
- 9/85 to 5/86 Latin Teaching Certification, SUNY Albany  
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6/75 to 12/76	School Administrator & Supervisor Certification, SUNY New Paltz
9/72 to 5/74	MS English Ed. / English Teaching Certification, SUNY New Paltz
1/71 to 1/72	BA English Literature ( <i>cum laude</i> ), Staten Island College, CUNY
1/67 to 5/67	History Major, Catholic University of America, Washington, DC
9/63 to 12/66	Philosophy Major / Latin Minor, St. Alphonsus College, Suffield, CT
9/59 to 6/63	Classical High School Diploma, St. Mary's H.S., North East, PA

**Neal A. L. Goldstein** (Proposed Director of Finance)



### **Career Profile**

Neal A. L. Goldstein retired recently after teaching high school mathematics for 16 years. For the previous 25 years he held various marketing and corporate finance positions in the communications and computer services industries, including 4 years as Manager of Cash and Banking and 2 years as a Product Manager, where he was totally responsible for the development and launch of a service that grew to employ a couple of hundred and create revenues of around \$25 million. After graduating from college, he served for four years as an officer in the Air Force.

### **Education**

1958	High School Diploma, Saugus High School, Saugus, Mass.
1958-1959	Salem State College, Salem, Mass.
1960-1961	Electronics Apprentice, Boston Naval Shipyard, Boston, Mass.
1961-1964	BS in Ed., Salem State College, Salem, Mass.
1998	MS in Instructional Technology, NYIT, Old Westbury, NY

### **Military Service**

1964-1969	Active duty, US Air Force, Honorable Discharge
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### **Employment**

1969-1971	Data Systems Mktg. Rep, Badger Meter Mfg Co., Milwaukee, WI
1972-1974	Mktg. Rep., TII Div of Western Union, Mahwah, NJ
1974-1975	Sales Mngr., Trans. Ind., SP Communications, NYC, NY
1975-1977	Product Mngr., ADP, Clifton, NJ
1977-1980	Mngr. Advanced Services, National Data Corp., NYC, NY
1981-1985	Mngr. Cash and Banking, ADP, Roseland, NJ
1986-1987	News Editor, Journal of Cash Management., Parsippany, NJ
1987-1988	Consultant EDI Bus. Svcs., National Systems, NYC, NY

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1988-1989	Dir.,EDI Prod. Mngemnt, ADP, Roseland, NJ
1989-1991	Gen. Mngr EDI/EFT Svcs., EDS, Detroit MI
1991-1993	V.P. EDI Services, Envoy Corp., Nashville, TN
1994-2010	High School Math Teacher, Goshen CSD, Goshen, NY

**Certifications**

1989	Cash Manager permanent certification
1998	Teacher Mathematics 7-12 permanent certification