

## APPLICATION SUMMARY

The Four Pillars Charter School (FPCS) will offer a viable and successful educational option for students and their families within the City of Poughkeepsie. The mission of FPCS is to provide significant educational benefit for students in grades K-8 with a thorough and enriched start to their educational careers, ensuring their academic success through high school and beyond into college and/or careers. The FPCS will provide a comprehensive, high quality instructional program that stimulates student achievement and a love of learning. The core program will address academic, social and developmental student needs through a dynamic formula for success. This formula is based on four keystone pillars that respond directly to the essential and historical needs of the children of Poughkeepsie. The four pillars are: literacy in all academic areas; involvement of families; involvement of the community and character education.

The importance of students developing literacy skills is the basis for the school's innovative instructional program. This constitutes the substance of the first pillar. The instructional program will follow the structure of the NYS New Core Curriculum Standards in ELA and Math, as approved by the NYS Regents January 2011. S.T.E.M. (science, technology, engineering and math) will promote thematically aligned integration of these core standards and will be evident in all grades and subject areas. A balanced literacy approach will be the core of this instruction. Research demonstrates that failure to learn to read and write has lasting consequences. Children who are below grade level in early grades often do not complete high school. If children are poor readers and writers in early grades, they typically remain poor readers and writers. The FPCS is committed to averting and reversing that trend. The Teacher's College Columbia University Reading and Writing Project (TCRWP) will guide our work. The goal of the project is to "support expert literacy instruction through research, writing and the professional development of teachers and school leaders."(TCRWP, 2009). Professional development training will begin prior to the arrival of the students, so that all staff members are trained in this methodology. Additional professional development training will be provided to faculty in all areas of the school program.

Family support and family involvement are at the core of the second pillar. The key component is nurturing the relationship between student success and family involvement. Parents will receive training so that they are better able to engage their child in the educational process. As partners, parents will be expected to spend time in the school as one way of supporting their child's program. Other ways for family members to participate include attending field trips, purchasing/donating items for the classroom or school, attending PTO meetings, or assisting teachers with approved projects. Creative options will be provided so that families will not endure hardships in order to meet the participation expectation. The founding members of FPCS have extensive familiarity with parent and family needs in the city of Poughkeepsie. FPCS will respond to these needs by offering family support in a variety of ways.

The third pillar is involvement of the community. The Poughkeepsie area is fortunate to have many community organizations and agencies that are interested in collaborating and supporting innovative projects for educational programs for the area's youth. There is also strong interest by municipal programs and retired professionals (educators, scientists, business leaders) and others who are eager to volunteer to work with and support student success. Volunteers will be a large part of the FPCS learning community. The FPCS will recruit volunteers who are members of our parent group, the local community, and college programs. Through meetings with local leaders, links have been established with nonprofit agencies, businesses & technology entities), environmental groups, colleges and universities, to support the Four Pillars Charter School students. Infused in curricular activities will be evidence of community involvement. The Parent University Program will be a bi-annual event that affords the parents, community organizations, and faculty an opportunity to collaborate on behalf of all students, increasing student support and success. Each community organization will provide resources and presentations on programs to parents at these events.

The fourth pillar employs character education through the teaching of an asset-based program, entitled the Circle of Courage. Character Education improves the educational lives of students and is vital to the mission of the Four Pillars Charter School. The teaching of core character values is important for early elementary students to set a foundation for the development of self-worth and the confidence to succeed academically. It is this component of the school program that binds the pedagogy so that it continuously connects the academic, social and developmental aspects of each child's experience with values that promote individual well-being and happiness while serving the common good of this diverse, multicultural school community. The program is designed to foster self-esteem, a key ingredient for student success. It also promotes confidence, competence and compassion through daily, weekly and monthly activities.

The school day will be enhanced by after school and Saturday morning activities available to all the students enrolled in the Four Pillars Charter School. These activities will include academic tutoring and enrichment, activities led by school faculty and community volunteers, and by interns from local community organizations.

The founding group's capacity to effectively launch, oversee and govern the school is significant. Four educators with over 30 years experience each, in teaching and administration in both the public school and private educational sectors are part of the founding group. These educators have written grants, raised funds, developed new programs, effectively managed programs and schools that increased student success, narrowed achievement gaps, and facilitated increased graduation rates in high poverty areas. One founding member has over 10 years experience working with children and youth in the City of Poughkeepsie through a non-profit youth development organization. Two members have had extensive experience and knowledge with students with disabilities while ensuring that opportunities exist for all learners. Each of the founding members is highly skilled and practiced in community development and establishment of Family-School-Community partnerships in the Poughkeepsie area.

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**CERTIFICATION AND ASSURANCES STATEMENT**

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Proposed Charter School — **Four Pillars Charter School**  
Proposed School Location — **City of Poughkeepsie**

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>

<b>Signature of Applicants:</b> 	
<b>Date:</b> 29 July 2012	29 July 2012
<b>Print/Type Name:</b> Frank Mulhern	Dwight Paine

<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)

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

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

#### **Mission Statement that defines the purpose of the proposed charter school:**

The mission of the Four Pillars Charter School (FPCS) is to provide increased educational opportunities and improve student learning and achievement as measured by state assessments and school assessments for students in low income communities who are at risk of academic failure in grades K-8 and to facilitate school choice for parents and students in communities with high levels of persistent poverty and high minority populations (African American and Latino).

#### **Describe the objectives of the charter school:**

The goal of the Four Pillars Charter School is to provide a viable educational options for at-risk students within the City of Poughkeepsie, commensurate with Education Law 2850 (2). The objectives of the educational program is to provide a comprehensive program that will improve student learning and achievement; increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure; encourage the use of different and innovative teaching methods; and provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

#### **Explain how the school will materially further one or more of the objectives specified in Education Law 2850(2):**

The core program will address academic, social and developmental student needs through a dynamic formula for success. This formula is based on four keystone pillars that respond directly to the essential and historical needs of the children of Poughkeepsie. The four pillars are: literacy in all academic areas; involvement of families; involvement of the community and character education. The FPCS will provide a comprehensive, high quality instructional program that stimulates positive student outcomes as measures of success, aligned with Common Core Curriculum Standards (CCCS) and NYSED benchmarks for student outcomes.

The importance of students developing literacy skills is the basis for the school's instructional program. When students can read and write, they are able to break the cycle of poverty. This enables successful students to have sustainable skill sets for growth and development. Research demonstrates that failure to learn to read and write has lasting consequences (Allington & Gabriel, 2012). Language provides the basis for literacy and is a key component of bridging the NYSED and CCS benchmarks.

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn. The Standards are designed to be rigorous and relevant, reflecting the knowledge and skills that students need for meeting and exceeding successful student outcomes.

Literacy skills are infused into all subject content areas. Working with colleagues through Professional Learning Communities, teachers will discuss what is needed to support literacy skills both within the actual reading classes and across the curriculum. For example, text features may be covered in reading, social studies, science and art, vocabulary development may be covered in reading, math and social studies, fractions may be covered in both math and music, and so forth. Subject areas are integrated to allow for a deeper understanding of content along

with exploring real life situations with students. In addition, all teachers in all subject areas post “Word Walls” with particular and pertinent content-area vocabulary to assist not only with subject area content but to increase vocabulary for fluency and comprehension in reading.

Instruction will focus on students’ responses in essay format to informational text, multimedia and art pieces using research, oral presentations, and more rubric-based assessments completed on computers. Students will also learn to construct mathematical arguments and utilize reasoning skills when solving problems, consistent with Common Core and State Standards.

Family support and family involvement are at the core of the second pillar. The key component is nurturing the relationship between student success and family involvement. Parents will receive training so that they are better able to engage their child in the educational process. As partners, parents will be expected to spend time in the school as one way of supporting their child’s program. Other ways for family members to participate include attending field trips, purchasing/donating items for the classroom or school, attending PTO meetings, or assisting teachers with approved projects. Creative options will be provided so that families will not endure hardships in order to meet the participation expectation. The founding members of FPCS have extensive familiarity with parent and family needs in the city of Poughkeepsie. FPCS will respond to these needs by offering family support in a variety of ways. One example is the Parent University Program, a professional conference for parents that will be held twice a year. Workshops, keynote speakers and opportunities for parent discussion groups are part of this program.

Partnerships with both businesses and non-profit entities (i.e. workforce development programs, child care council, chambers of commerce, community colleges) will be developed, providing students with increased learning opportunities. Research supports the need for community service options in low income communities, which greatly enhances Young people from disadvantaged circumstances benefit from participation in quality service-learning in a number of different ways, including:

- They tend to have a greater commitment to learning and better school attendance, grades, and academic success than low-income students who did not participate in service (Center for Human Resources, 1999, Scales et al., 2006).
- They tend to be more likely to believe they are contributing to the community, to be engaged in learning, and other positive outcomes (Blyth, Saito, & Berkas, 1997).
- They tend to demonstrate more positive civic attitudes and behaviors than youth from their peers who do not volunteer, and they are almost 40% more likely to believe they can make a difference in their community (Spring, Dietz, & Grimm, 2007).

Through meetings with local leaders, links have been established with nonprofit agencies (Children’s Museum, Children’s Media Project, Mill Street Loft, businesses & technology entities), environmental groups (Hudson River Clearwater and Scenic Hudson) colleges and universities (Marist, Bard, Dutchess Community College, SUNY New Paltz, Vassar), to support the Four Pillars Charter School students. Volunteers will be a large part of the FPCS learning community. The FPCS will recruit volunteers who are members of our parent group, the local community, and college programs.

The character development curriculum will be integrated within the academic curriculum, so that the learning and practice of the core values are intertwined with daily classroom activities. The character education lessons are compatible with the content of all subject areas. Students will be taught to identify their own strengths and use them in ways to support their learning and social interactions.

The program is designed to foster self-esteem, a key ingredient for student success. It also promotes confidence, competence and compassion through daily, weekly and monthly activities. These activities establish opportunities for students to learn, understand and demonstrate good citizenry.

The activities promote service to others, constructive use of time, cultural competence, positive study habits and motivation to achieve. Teachers will have shared planning time to plan, align and map the character education curriculum throughout the school year.

## **B. Key Design Elements**

### **Set forth an educational program that implements one or more of the purposes described in Education Law 2850(2):**

The importance of students developing literacy skills is the basis for the school's innovative instructional program. This constitutes the substance of the first pillar. The instructional program will follow the structure of the NYS New Core Curriculum Standards in ELA and Math, as approved by the NYS Regents January 2011. S.T.E.M. (science, technology, engineering and math) will promote thematically aligned integration of these core standards and will be evident in all grades and subject areas. A balanced literacy approach will be the core of this instruction. Research demonstrates that failure to learn to read and write has lasting consequences. The Teacher's College Columbia University Reading and Writing Project (TCRWP) will guide our work. The goal of the project is to "support expert literacy instruction through research, writing and the professional development of teachers and school leaders."(TCRWP, 2009).

The Wilson Reading System (WRS) is a highly-structured remedial program that directly teaches the structure of the language to students who have been unable to learn with other teaching strategies, or who may require multisensory language instruction. This language-based reading program is one where young adolescents are able to succeed and understand the connections between language, communication and reading. As stated previously in this application, literacy is required for student success. Targeted instruction in reading for students is a primary mechanism for increasing student success and increasing graduation rates. This program is research-based, and provides instruction at an appropriate, respectful level for struggling adolescents.

The program includes:

- A research-based program with more than twenty years of data collected and analyzed from school districts implementing the program.
- A systematic and cumulative approach to teach total word structure for decoding and encoding.

- A ten-part lesson plan that addresses decoding, encoding, oral reading fluency and comprehension in a sensible and logical fashion.
- Instruction that is multisensory and interactive.
- Two levels of vocabulary, making this program appropriate for students in elementary, middle, and high school, as well as adults.
- Utilization of criterion-based assessments built into the program to measure student progress and success.
- A comprehensive program that can follow students from grade to grade

(Wilson Reading Program, 2010).

The reading curriculum will also focus on reading through thematically organized literature. When students are studying social studies concept of World War II, the language arts concepts being taught will be those connected to the war. For example, at the middle school level, students will read books on the Holocaust the month they are studying about Hitler.

There will be literature libraries in all classrooms. All students will have literacy goals in their individual learning plan. The six elements of reading will be focused upon as described by Allington and Gabriel (2012). The six elements are described as having children read something he or she chooses; reading accurately to solidify word recognition, decoding and word analysis; reading at individual levels of comprehension so that understanding what is read is a key goal; each child writing about something meaningful to them in order to communicate thoughts effectively; discussing what they read and write with peers which improves motivation, comprehension and language competence; and listen to oral readings by an adult.

Upon entrance to the school, each child will be assessed in the areas of literacy, including reading, writing and comprehension. The school will provide reading intervention strategies for students who read below grade level; course requirements for the elementary and middle school students will be consistent with local school and there will be intensive reading courses students functioning below grade level.

A balanced literacy approach to teaching allows students multiple entry points for development in reading, writing, listening, and speaking. Generally, the framework includes mini-lessons, teacher read-aloud sessions, shared reading experiences, guided reading, independent reading, modeled writing, shared writing, interactive writing, independent writing, and word study. Students have access to flexible grouping, such as in guided reading or writing groups, reading or writing strategy groups, and book clubs. Through observation and interaction, teachers select appropriate teaching strategies and instructional approaches to address the needs of students. Teachers provide students with ongoing response and feedback as they continue to monitor and assess student progress and needs. These components are consistent with Teachers College Reading and Writing Workshops, and are well-established in teaching and assessing children in reading skills.

Reading will be done daily within the context of courses. Students will be taught how to read to children through the child development courses; the premises of Wilson Reading Program will be infused into course content and independent activities. Students who excel in reading will complete independent activities at a higher expectation level, incorporating reading comprehension, encoding and decoding and word analysis into planned instructional activities.

Differentiated teaching and learning (Danielson, 2009) supports all students, regardless of strengths and weaknesses. Providing a multidisciplinary approach through project-based learning activities enables all students, regardless of learning needs, to be successfully engaged in the curriculum. Benefits to these students include the ability to demonstrate knowledge in an alternative manner to traditional paper and pencil assessments. Team work, problem solving skills, collaborative solutions and application of learning based on curriculum benchmarks and the CCSS assist students in reaching goals in a productive and well-recognized manner. Literacy will be emphasized throughout all curriculum areas for students. Students will be prepared through an interactive curriculum model to develop skills and knowledge in literacy, technology learning tools (computers, Promethean Active Classrooms), high level analytical skills, problem-solving and teamwork.

The second pillar is family involvement. One of the critical components of successful students is working together with families and increasing parental and family involvement in teaching and encouraging reading. Family literacy nights will occur quarterly, facilitating multigenerational literacy opportunities for students, siblings, children and parents/guardians. Collaboration with adult literacy programs in the community, local libraries and encouraging, supporting, and training mentors and volunteers to help children learn to read is a focused goal.

Family literacy nights will be held monthly to encourage shared success. Students who are reading at or above grade level will read their own works during poetry and essay nights. Reading will be encouraged throughout all programs, including collaborations with community organizations and mentoring and workplace events. The school will present workshop activities that engage students and families on:

- Differentiated Instruction
- Shared Vocabulary Across the Curriculum
- Executive Function Study Skills

Connecting literacy goals and objectives with engaging parents and guardians will assist students in being successful and demonstrating positive student learning outcomes.

The Board and leader will facilitate the development of a Parent Teacher Organization to support the students and the school goals. A Parent University Program will be an annual event at the school, providing opportunity for a collaborative project with students, staff members, parents/guardians, and the community.

The School Advisory Committee (SAC) is another mechanism for including parental involvement. Two parents will serve on that committee with the school leader, two teachers, a student, a Board liaison and a community member. The School Improvement Plan (SIP) and other state measures of accountability will be utilized to ensure compliance with state regulations and inform stakeholders of measurable gains, needed improvements and success. The School Advisory Committee (SAC) will also participate in the monitoring of the SIP to determine curriculum effectiveness, so that there is directed parental involvement. Parent and student surveys will be distributed each year that will include questions regarding the effectiveness of the curriculum and results will be shared with staff, parents, students and the governing board.

The third pillar is involvement of the community. The Poughkeepsie area is fortunate to have many community organizations and agencies that are interested in collaborating and supporting innovative projects for educational programs for the area's youth. There is also strong interest by municipal programs and retired professionals (educators, scientists, business leaders) and others who are eager to volunteer to work with and support student success. Infused in curricular activities will be evidence of community involvement. Student groups from local colleges (Vassar and Marist) will provide activities to enhance literacy skills to students at the school. Technology projects will be completed by students through our partnership with the Children's Media Project and science courses will be integrated into the school via environmental studies on the Hudson River through Clearwater projects and coordination with Scenic Hudson. The Parent University Program will be a bi-annual event that affords the parents, community organizations, and faculty an opportunity to collaborate on behalf of all students, increasing student support and success. Each community organization will provide resources and presentations on programs to parents at these events.

The fourth pillar employs character education through the teaching of an asset-based model, entitled the Circle of Courage, and researched by Brendtro, L., Brokenleg, M., and VanBockern, S. (2002). Character Education improves the educational lives of students and is vital to the mission school. The teaching of core character values is important for all students to set a foundation for the development of self-worth and the confidence to succeed academically (Battistich, V., Schaps, E., Watson, M., Solomon, D., & Lewis, C. (2000). It is this component of the school program that binds the pedagogy so that it continuously connects the academic, social and developmental aspects of each child's experience with values that promote individual well-being and happiness while serving the common good of this diverse, multicultural school community. The program is designed to foster self-esteem, a key ingredient for student success. It also promotes confidence, competence and compassion through daily, weekly and monthly character-building activities. Responsibility and respect will be the guiding principles for the middle school grades. Throughout curriculum courses, these concepts will be aligned with all benchmarks and content, consistent with NYSED regulations

The instructional program will follow the structure of the Next Generation Sunshine Standards-Common Core Curriculum Standards. S.T.E.M. (science, technology, engineering and math) will promote thematically aligned integration of these core standards and will be evident in all grades and subject areas. Research demonstrates that failure to learn to read and write has lasting consequences (Allington & Gabriel, 2012). Children who are below grade level in early grades often do not complete high school. If children are poor readers and writers in early grades, they typically remain poor readers and writers

Measurement tools shall include the use of gathering information from surveys; analyzing survey results to create meaningful programs of studies for student population; a professional development plan will be developed with measurable goals, benchmark targets, reports of progress towards goals and a specified cycle of review and revision based on data gathered; individual student growth plans will be created for each student which will include weekly, monthly and quarterly measures of attendance, academic progress, literacy skills and meeting or exceeding academic benchmarks and student learning outcomes.

### C. Enrollment, Recruitment and Retention

Grades	Projected Enrollment Table				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>K</b>					54
<b>1st</b>				54	54
<b>2nd</b>			54	54	54
<b>3rd</b>		54	54	54	54
<b>4<sup>th</sup></b>	54	54	54	54	54
<b>5<sup>th</sup></b>	54	54	54	54	54
<b>6<sup>th</sup></b>	66	66	66	66	66
<b>7<sup>th</sup></b>	66	66	66	66	66
<b>8<sup>th</sup></b>		66	66	66	66
<b>Totals</b>	<b>240</b>	<b>360</b>	<b>414</b>	<b>468</b>	<b>522</b>

The rationale for selecting the above enrollment is based on the district's reported performance on state assessments in ELA and Math for targeted students. These at risk students demonstrated only a 23%-31% proficiency in grade 4 and 8 reading and math, measured by the National Assessment of Educational Progress (NAEP). The population of students in this high poverty school area represents a high minority population. Of the students tested in ELA and math, grades 3-8, as reported on the 2012 School District Report Card, the percentage of students who scored at a proficiency level ranged from 20-37%. The only subgroup to make AYP in ELA or Math Elementary/Middle Level skills were white students, who make up the smallest percentage (14%) of students in the district.

Students need to have opportunities to be successful in school. Class sizes will be no more than 18 students in classes in grades K-5 and limited to 22 students in grades 6-8. These small learning communities will provide nurturing learning environments where students can be successful. Teachers will be able to modify instruction based on small group and individual students' needs.

Students in grades K-5 will receive a 90 minute uninterrupted reading block. Those in the lowest 25 percentile and/or scoring Level 1 or its equivalent will receive additional reading instruction daily during the school day. This will be provided by the classroom teacher or in a pull-out as Supplemental Academic Instruction. In addition, all students in grades 6, 7 and 8, although it is

not mandatory, will receive a full period of formal reading instruction in addition to language arts, which concentrates on the writing process. We believe that in order to support literacy achievement, students should not go from a 90 minute block in grade 5 to a period in grade 6 as there is still so much to learn; therefore, reading is emphasized through a separate daily period continuing through grade 8. Nokes (2010) stated that in order for struggling readers to succeed, explicit reading instruction is necessary.

Students in grades K-8 will receive additional math instruction if deemed necessary based on classroom performance. This is delivered in a pull out program in addition to the student's regular math class, during the school day. This instruction focuses on needed skills identified as gaps in learning outcomes and/or assistance with current coursework. In addition, reading, math, writing, and science tutoring is offered free of charge after school to students whose teachers feel would benefit from the extra help and/or students scoring below grade level. Feldman, Feighan, Kirtcheva, and Heeren (2012) described how using thematic integration of vocabulary, consistent delivery of literacy expectations in content areas are effective strategies to increase student learning outcomes in fluency and comprehension.

The teachers will utilize AimsWeb, a web-based assessment tool, for assessing students' progress in ELA and Math. This tool, which is designed for grades k-8, will help to gather important RTI data and will assist the teachers in establishing learning objectives and specific goals in math and ELA. Progress monitoring can then be performed frequently and regularly. AimsWeb provides instantaneous individual student data and comparative aggregate data for teacher' instructional planning and RTI reporting.

The applicant group has assessed family and community support within the district by talking and meeting with various members of the community over the course of the last two years, including parents, community members and leaders, and the school district (superintendent and board members). Additionally, local nonprofit agency leaders, local colleges (Bard, Marist, Vassar, SUNY New Paltz) have met with members of the founding group to offer input and their support in a variety of ways.

The applicant group has held community forums, meetings with founding group, board members and interested community members and have facilitated and excitement of support for the FPCS as an option for parents for school choice. Families have contacted founding members to express interest and ask when the school would be open in anticipation of applying for their children.

There will continue to be scheduled community forums on a monthly basis in the City of Poughkeepsie.

The FPCS will continue to actively inform parents/guardians of students with disabilities (SWD), English language learners (ELL) and students who are eligible for free and reduced lunch by providing information about the school admissions to all families. All marketing materials are printed in Spanish and English. Non-profit agencies serving these populations have attended community forums and agreed to provide materials to families who access their agency's services. Specifically, the FPCS has reached out to parents/guardians of ELL students through direct contact with Literacy Connections, a not for profit organization that provides literacy classes and tutoring to adults. Many of these adults are connected to, or are parent/guardians/family of ELL students within

the Poughkeepsie school district and community. Literacy Connections is a major means for informing ELL families and a potential source for student enrollment into FPCS.

Additionally, the FPCS founding group has sent a letter to the Committee for Special Education at Poughkeepsie City School District informing them of the new Charter School. The letter requests the CSE's support in contacting and informing families of students with disabilities of the admission and enrollment procedures for the Four Pillar Charter School.

All enrollment and retention targets are consistent with N.Y. Education law 2852 (9-a)(b)(1) and reflect similar targets as those in the local school district. It is the intention of the FPCS to teach at risk learners in a proactive and positive way so that students achieve successful learning outcomes in meeting the NYS and Common Core Curriculum Standards, internalize skills and become successful high school graduates.

The Four Pillars Charter School (FPCS) will consider all students for admission without regard to ethnicity, national origin, gender, or achievement level in accordance with NY Education law Article 56, Section 2854. Programs shall be nonsectarian and will not discriminate against any student on the basis of ethnicity, national origin, race, religion, disability, or gender. Efforts will be made to ensure that students with disabilities, English language learners, and students who are eligible for free and reduced lunch are encouraged to submit applications for admission, consistent with or exceeding demographic distribution of the district the school resides in.

The FPCS shall enroll any student who submits a timely application for admission, unless the number of application exceeds the grade or building capacity. Applications will be available in Spanish and English, reflective of the community need.

If the numbers of students who apply exceed the grade or building capacity, students will be selected by a random process, in a transparent and equitable manner as prescribed by regulations and law. Enrollment preference will be given to students returning to the charter school, siblings of students already attending the charter school, and students residing in the district where the charter school is located, consistent with educational law 2854(2)(b).

The random selection process will comply with requirements specified in regulations and laws. A lottery will be conducted in April of each year, having applications due April 1<sup>st</sup> as specified by regulations. Commissioner regulations specifying when and the lottery must be held will be strictly adhered to as per section 104 of the public officers law. The lottery will be open to the public.

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

The Poughkeepsie City School District serves a student population that includes approximately 4860 students. The demographics reflect an impoverished community, with a large percentage of minority students, alarming youth crime rates, and an extended history of school failure. Poughkeepsie has a graduation rate of approximately 57% and one middle school and one high school. The community the school will be located in is a high poverty (82%) free and reduced

lunch) and high minority (84%) area. In 2011-2012 (most recent data available), the New York State District Report Card Summary indicated that students in the middle school, grades 6-8, reflect a minority rate of 87% and a free and reduced lunch population of 90%. Students with disabilities account for 16.9% of student population.

The target population is students who are at risk for dropping out of school prior to high school graduation. Students who have not been successful in the public school can be successful in a smaller learning environment with targeted connections to literacy, service learning and project-based learning using technology and research-based instructional tools to increase student motivation. Within a 15 mile radius, other communities in the Mid Hudson Valley have demographics of demonstrated need for minority students and areas of poverty ranging from 52% to 86% as indicated by free and reduced lunch and minority statistics. These students would be eligible to attend and be transported to the charter school under current Education Law.

The issues of poverty in the community are pronounced. One of the challenges facing students in this urban setting is recruitment of gang members. Young students are often approached, and bullied into joining a gang, as they believe that is the only way to ensure their safety. Students attending the FPCS will have a sense of belonging through our character education program and school that will encourage students to help one another participate in positive group activities.

The founding group's capacity to effectively launch, oversee and govern the school is significant. Four educators with over 30 years experience each, in teaching and administration in both the public school and private educational sectors are part of the founding group. These educators have written grants, raised funds, developed new programs, effectively managed programs and schools that increased student success, narrowed achievement gaps, and facilitated increased graduation rates in high poverty areas. One founding member has over 10 years experience working with children and youth in the City of Poughkeepsie through a non-profit youth development organization. Two members have had extensive experience and knowledge with students with disabilities while ensuring that opportunities exist for all learners. Each of the founding members is highly skilled and practiced in community development and establishment of Family-School-Community partnerships in the Poughkeepsie area.

This school will expand educational options as the school will utilize innovative methodology, technology and programmatic materials that are targeted to support students who have struggled with achievement. This includes the Wilson Reading System (WRS) which is a highly-structured remedial program that directly teaches the structure of the language to students who have been unable to learn with other teaching strategies, or who may require multisensory language instruction. This language-based reading program is one where young adolescents are able to succeed and understand the connections between language, communication and reading. Technology will be used to motivate students in the instructional process. Promethean Boards, laptop computers will be an integral part of instructional delivery.

The rationale for selecting the above enrollment is based on the district's reported performance on state assessments in ELA and Math for targeted students. These at risk students demonstrated only a 23%-31% proficiency in grade 4 and 8 reading and math, measured by the National Assessment of Educational Progress (NAEP). The population of students in this high poverty school area represents a high minority population. Of the students tested in ELA and math, grades 3-8, as

reported on the 2012 School District Report Card, the percentage of students who scored at a proficiency level ranged from 20-37%, The only subgroup to make AYP in ELA or Math Elementary/Middle Level skills were white students, who make up the smallest percentage (14%) of students in the district.

Students need to have opportunities to be successful in school. Class sizes will be no more than 18 students in classes in grades K-5 and limited to 22 students in grades 6-8. These small learning communities will provide nurturing learning environments where students can be successful. Teachers will be able to modify instruction based on small group and individual students' needs.

The applicant group has assessed family and community support within the district by talking and meeting with various members of the community over the course of the last two years, including parents, community members and leaders, and the school district (superintendent and board members). Additionally, local nonprofit agency leaders, local colleges (Bard, Marist, Vassar, SUNY New Paltz) have met with members of the founding group to offer input and their support in a variety of ways.

The applicant group has held community forms, meetings with founding group, board members and interested community members and have facilitated and excitement of support for the FPCS as an option for parents for school choice. Families have contacted founding members to express interest and ask when the school would be open in anticipation of applying for their children.

## **E. Public Outreach**

Since community involvement is one of the core tenets in the philosophy of the Four Pillars Charter School, it is our belief and practice that involvement with the greater community through public forums, sharing information, educational internships, volunteerism, mentor and community programs will greatly enrich the experience of the Four Pillar Charter School (FPCS) educational program for students. From the initial school concept discussions, the founding group has included an expanding number of community members to seek their cooperation and solicit their support in the development of FPCS. This outreach is intended to inform and connect with parents, and other individual citizens. It is also believed that partnering with businesses and community organizations, as well as with political leaders, religious leaders and community activists, will enhance and extend the educational programs of the school and the subsequent education of students at FPCS.

The Poughkeepsie area is fortunate to have many community organizations and agencies that are interested in collaborating and supporting innovative projects for educational programs for the area's youth. There has been strong interest expressed by leaders of community programs and retired professionals (educators, scientists, business leaders) and others who are eager to volunteer their services and lend their support in the development and implementation of the Four Pillars Charter School. This core belief in community involvement guided the founding group in its initial public outreach efforts; and continues to be a major process not only in notifying and sharing information with the local community members but also in collaborating and including other stakeholders in the school's creation and operation. The founding group's

public outreach efforts included two community forums (one at the Family Partnership Center and one at the Beulah Baptist Church), a declaration of intent to the Board of Education of the Poughkeepsie City School District, a meeting with the Superintendent of the Poughkeepsie City School District, meetings and/or notifications to each of the 5 local colleges (Bard College, Dutchess Community College, Marist College, SUNY New Paltz and Vassar College). Marist College and Bard College indicated that they would be interested in providing teacher interns for the FPCS. Bard College is open to exploring collaboration in the areas of student internships and after school academic and recreational programming. The Center for Research, Regional Education and Outreach (CRREO) at SUNY New Paltz expressed interest in fostering community development through research projects and bringing visibility and focus to this initiative.

The means for informing the public has been through hand distribution of flyers, personal contacts with local businesses, notices published in the local newspaper, and e-mail notifications to the Mayor's Office of Poughkeepsie, the County Executive, the CEO of the Chamber of Commerce, the City Council and NYS Senate and Assembly representatives of this region. A website has been established and is being constructed for a larger scale of notification. It will have a capacity to receive communication from individual community members. Newspapers and a local radio show host have also been contacted and informed about the charter school. The founding group plans to have radio presentations to broaden its outreach efforts.

The following Community Based Organizations were contacted about FPCS:

Adriance Library  
Catharine Street Community Center  
Children's Media Project  
Community Foundations of the Hudson Valley  
Family Partnership Center  
Hudson River Housing  
Literacy Connections  
Mediation Center of Dutchess County  
Mill Street Loft  
Nubian Directions  
Poughkeepsie Farm Project  
Real Skills Network/Youth Programs  
Chazen Companies, Civil Engineers and Architects  
Fallkill Properties  
Dutchess County Regional Chamber of Commerce  
John Tkazyik, Mayor of Poughkeepsie  
Marcus Molinaro, Dutchess County Executive  
Didi Barrett, NYS Assembly, 103<sup>rd</sup> District  
Frank Skartados, NYS Assembly 100<sup>th</sup> District  
Stephen Saland, NYS Senate  
Poughkeepsie City Council representatives: Ann Perry and Joe Rich  
John Flowers, Community Activist, Host of WHVW radio show

The following contacts with the Poughkeepsie City School District were made:

On June 22, 2012, three members of the founding group met with Dr. Laval Wilson, Superintendent of Poughkeepsie City School District, to inform him of our intent to open a charter school. FPCS representatives expressed a desire to work collaboratively with the school district, including the possibility of renting facilities not currently in use or recently vacated by Poughkeepsie City School District. Possible locations included Columbus Elementary School and the Circle of Courage Learning Community Building. Dr. Wilson indicated that he would be the primary contact for further discussions.

On June 27, 2012, all members of the founding group attended a Board of Education meeting in Poughkeepsie and formally informed the Poughkeepsie School Board of Education of its intent to establish a charter school. The Superintendent and each member of the Poughkeepsie School Board of Education had previously received a brief description of the proposed FPCS.

Two Community Forums were conducted on June 28, 2012 at the Family Partnership Center in Poughkeepsie, and July 25, 2012 at Beulah Baptist Church in Poughkeepsie.

Forty people attended the forum on June 28<sup>th</sup>. The Family Partnership Center is located near the potential locations for the Charter School. The Family Partnership Center is comprised of several community based organizations that provide child and family services to the local community.

This event was announced in the *Poughkeepsie Journal* and in distributed flyers, in both English and Spanish, which were posted in business centers, churches and local ESL programs/classes. The flyer and public notice were distributed through an extensive e-mail network and announced at church services.

Attendees at the forum expressed interest in the Four Pillars Charter School. Participants included members of the Poughkeepsie City School Board of Education, a former board member, parents, teachers and school administrators of the Poughkeepsie District, city council members, and several Community Organization leaders. The founding group led the forum and described the Charter School educational program, the targeted student population, the intended grades (k-8) to be served, and the NYSED application process. The facilitators elicited questions from the attendees. Questions and comments included the following:

- Why did you decide to start a charter school in Poughkeepsie?
- Why is it tuition-free?
- Aren't families more invested in something they have to pay for?
- How will student selections be made – will there be a contract for parents?
- Some discussion focused on parental involvement.
- Will there be a special curriculum with an emphasis on the arts?
- When dealing with character education, how will the core values be determined and how can parents participate in those determinations?
- Will you teach critical thinking?
- How do you prepare students for the unknown future, with everything changing so rapidly? How can you improve graduation rates?
- What is the process of forming a charter school?

- Will there be a separation of genders?
- What kind of testing will there be?

Answers were provided by members of the founding group. At the conclusion, some participants stayed to have further conversation. Attendees were requested to leave contact information, including phone and e-mail information. Parents and attendees on the contact list now receive e-mail updates on the ongoing developments of the FPCS application and public events. As an example, each attendee who provided an email address was notified when Four Pillars Charter School's Letter of Intent was accepted by NYSED on July 13<sup>th</sup>, 2012.

On July 25, 2012, there were 35 people present at the community forum, at Beulah Baptist Church in Poughkeepsie. This church is one of the larger congregations in the city and in the neighborhood of the intended Charter School. Several participants had also attended the community forum in June. To announce this event, flyers were again distributed throughout the community. A public notice was published in the *Poughkeepsie Journal*.

There were many questions and lengthy discussions about the following:

- The differences between a tuition free charter school and a regular public school.
- How long can a charter school operate and how often must the school apply for re-issuance of the charter?
- Does a family have to apply for their child's enrollment each year?
- Where do the funds to support the charter school come from?
- Some teacher attendees asked about the teacher salary range. They also asked about the NYS retirement plan.
- Would teachers undergo the same kind of assessment (APPR)? How will they be hired? Does tenure apply?
- There were general discussions about family involvement and the need for the school to be sensitive to the community.

The discussion was spirited and attendees appeared to be enthusiastic about a new choice for students in Poughkeepsie. Several expressed optimism that the school as described will succeed. Answers were fielded by members of the founding group. At the conclusion, some participants stayed to have further conversation. Attendees were requested to leave contact information, including phone and e-mail information.

The founding group has made plans for several more community forums, public notices, parent contacts and further discussions and meetings with Community Based Organization (CBO) leaders to further inform the public about the charter school and to continue to expand community involvement and collaboration. The next community forums are planned for August and September 2012

Attachments to this section on Public Outreach include:

- Two Flyer Notices
- Public Announcements in the *Poughkeepsie Journal*
- Summary of the Charter School design, contact information and details of the intended student population and grades.

- The new Four Pillar Charter School website address.
- Sample e-mail notice

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

An assessment of the projected programmatic and fiscal impact of the proposed school on other public and non-public schools in the area included a review and analysis of student enrollment, options and availability of cost-effective options for students in a high poverty, high minority area. There are no educational options for most students in the Poughkeepsie City School district, as there are few scholarships to local private day schools, and there is only one middle school and three elementary schools in the district, but students are assigned by where they live, and have no choice of opting into another school. Overall performance in grades 3-8 on state ELA and Math assessments ranged from 20-37% levels of proficiency, according to the District's 2012 NYS Report Card.

The FPCS will provide an opportunity for students to be successful in reaching or exceeding achievement outcomes specified by the state by attending school with smaller class size, targeted instruction in literacy, technological integration in instructional practice, and planned parent/family and community involvement and support.

The enrollment projections for the first year of operation indicate 5% of total student population in the district. This results in a minimum impact of the school on the district's programs and budget. As per NY Education law 281 (2)(q), the FPCS founders are cognizant of providing a comprehensive program of support for students and families, working collaboratively with the district.

Professional development workshop opportunities, innovative instructional methodology and assessment will be shared with the local public school upon their request, providing resources at no cost to the local public school.

## **II. EDUCATION PLAN**

### **A. Achievement Goals**

The Four Pillars Charter School (FPCS) goals for student achievement will meet and exceed NYSED and Common Core Standards (CCS) using a multidisciplinary approach. The school will improve student learning and academic achievement in a myriad of ways. A comprehensive student management system that tracks progress towards goals on a weekly basis for each student will be utilized, consistent with NYSED and Common Core Standards. Teachers will have responsibility of providing data, including classroom grades, curriculum-based assessments, progress identifying accomplishment towards goals (by objectives/standards) in each area of a student's school learning plan. This data management system will produce reports for student progress monthly, and all criteria will be linked by subject/standards/benchmarks Literacy (ELA) and math are emphasized in all grades through the core subjects. Research demonstrates that failure to learn to read and write has lasting consequences (Allington & Gabriel, 2012). S.T.E.M. (science, technology, engineering and math) will promote thematically aligned integration of these core standards and will be evident in all grades and subject areas. Children who are below grade level in early grades often do not complete high school. If children are poor readers and writers in early grades, they typically remain poor readers and writers.

The FPCS is focused on continuous improvement; an ongoing cycle of assessment and data analysis drives instruction. Teachers collaborate frequently, both formally and informally, and require active participation from their students. Ultimately, learning is the responsibility of the learner, but it is the teachers' job to provide the learner with the tools for success. Planning, instruction, and assessment are aligned in a continuous cycle, with assessments used to focus and improve both teaching and learning outcomes. Teachers are then better able to determine which students need remediation or enrichment, and can deliver instruction in a focused and viable manner.

Student's assessment results on state and diagnostic evaluation data will be part of the initial assessment of current functioning levels and drive individual student learning plans. Students will be scheduled for small group and individualized instruction in order to remediate learning gaps and make academic progress towards learning outcomes, in addition to small class sizes for all instruction.

Scheduled grade level meetings (horizontal), faculty meetings and meetings by curriculum areas across grades (vertical) where information and student performance data are discussed and analyzed is an integral part of the teacher's schedule. This ensures consistency between teachers and across the school in the delivery of a comprehensive instructional program of studies. This facilitates sharing of best practices between teachers and allows professionals to share successful strategies and interventions that support student success.

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

The school will operate from 8-3:30 p.m. each day, for 191 days a years, which is 11 days longer than required by NYSED regulations and an hour more of instruction per day. This will enable students to receive the educational opportunities for closing achievement gaps and gaining skills to demonstrate learning gains and proficiency in ELA, Math and science as measured by state assessments.

All students scoring below grade level on the statewide standardized assessments receive intensive reading and math instruction. Students in grades K-8 also receive additional math instruction if deemed necessary based on classroom performance. This is delivered in a pull out program in addition to the student's regular math class, during the school day. This instruction focuses on needed skills identified as gaps in learning outcomes and/or assistance with current coursework. In addition, reading, math, writing, and science tutoring is offered free of charge after school to students whose teachers feel would benefit from the extra help and/or students scoring below grade level. Feldman, Feighan, Kirtcheva, and Heeren (2012) described how using thematic integration of vocabulary, consistent delivery of literacy expectations in content areas are effective strategies to increase student learning outcomes in fluency and comprehension. Students in grades K-5 receive a 90 minute uninterrupted reading block. Those in the lowest 25 percentile and/or scoring Level 1 or its equivalent receive additional reading instruction daily during the school day. This is delivered either by the classroom teacher or in a pull-out as Supplemental Academic Instruction. In addition, all students in grades 6, 7 and 8 will receive a full period of formal reading instruction in addition to language arts, which concentrates on the writing process. Reading is emphasized through a separate daily period continuing through grade 8. Nokes (2010) stated that in order for struggling readers to succeed, explicit reading instruction is necessary. AimsWeb provides instantaneous individual student data and comparative aggregate data for teacher' instructional planning and RTI reporting. This technology system will be utilized by all teachers and administrators.

Courses are both skill and literature based, and are taught by NYSED certified teachers. Teachers differentiate instruction through the use of a variety of sources also including chapter books, novels chosen at the students' instructional levels, and individualized and small group instruction and activities. Following an initial assessment, teachers determine student levels and group accordingly. Shared and guided reading, vocabulary development, and center activities are geared towards student needs. During centers, the teacher will work with one group on a particular skill set. This could include author's purpose, compare and contrast, fluency, phonemic awareness and so forth; the groups are structured according to skill level. While this group is with the teacher, the other students travel to learning centers or stations, which involve a variety of activities designed to differentiate and enhance the curriculum. These include individual reading, computer centers for practicing of skills, listening centers, puzzle activities, paired reading, small group learning and answering questions.

It is expected that students will perform better than prior to attending the charter school and that measurable outcomes and learning gains will be achieved. Data analysis will include comparisons from all available normative assessments, inclusive of formative and summative data. Quarterly reports,

including progress reports, report cards, teacher observations, class performance, ELA, Math and Science state assessments will be collected for data analysis of measured progress.

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

The curriculum that the school will use in core instructional areas of English language arts, math, science and social studies will be closely aligned with the New York State Learning standards, NY state testing program and the Common Core State Standards. The process that will be used to ensure compliance with the benchmark standards will include a review of the NY State P-12 Common Core Learning Standards for ELA and Literacy (2011) and the ELA and Literacy in History/Social Studies, Science and Technical Subjects posted on the NYSED website as Attachment A.

These two documents provide guidance and assurance of compliance in meeting and exceeding state assessment standards and learning outcomes. Based on the NAEP framework, NYSED has expanded the Common Core State Standards to ensure student benchmarks are aligned with expected student achievement goals.

**Reading:** The Macmillan Treasures series will be used in grades K-6. This series provides differentiation with its “Treasures and Triumphs” books and leveled readers, which also assist the teacher in meeting the varied needs of students in her class. Literacy skills are infused into all subject areas. Science and social studies are infused with reading; students research topics, read about them, share with the class, and work together in both homogenous and heterogeneous groups so students can learn from each other. Teachers assess mastery through standardized and classroom assessments, projects, mini-assessments, data chats, and diagnostic information. AimsWeb provides instantaneous individual student data and comparative aggregate data for teacher’ instructional planning and RTI reporting.

This series meets the needs of diverse learners by providing a remedial set of books which, although having the same cover as the more difficult ones, have a lower independent reading level. Lessons are structured with ideas on how teachers can implement a variety of activities for the below, at, and above grade level learners. Elementary grade teachers emphasize phonics, fluency, vocabulary and the skills required for comprehension. In the middle school, students are given a wide variety of reading material to teach them to love reading and to understand not only the story but the nuances and purposes of the authors. All students in middle school receive a dedicated period of reading in addition to a full period of language arts. Because we believe in the importance of ongoing reading instruction, formal reading instruction continues through grade eight. Middle school students will use a literature-based series for core instruction and a variety of supplemental and teacher-prepared materials will also be used as needed.

In grades 7 and 8, Prentice Hall Literature Common Core Edition series will be used for reading and language arts. It is a comprehensive literacy program that brings together the aspects of Common Core State Standards and provides technological and classroom instructional resources. Instructional delivery focuses on engages students through differentiated instruction and progress monitoring towards benchmarks is built in with weekly and end of unit assessments that are aligned with state assessments and standards.

**Mathematics:** The math curriculum will be Houghton Mifflin Harcourt series which in the elementary school grades is Go Math and in middle school is Big Ideas. This series is aligned with NYS learning standards and provides a comprehensive instructional program that differentiates instruction per student need. These series provides for the needs of all learners inclusive of an online study and assessment component, teacher support, and a wide variety of approaches to remediation and enrichment.

In **Social Studies**, all teachers infuse reading skills with the idea of teaching students to be critical thinkers and prolific readers of non-fiction, and all middle school social studies teachers have or are working towards their reading endorsement. Literacy skills are integrated throughout the social studies curriculum with reading and writing, and assist students in thematically connected curriculum presentations. For example, if students are studying about a time period in social studies, their language arts assignments may be reading a story that time period. Writing assignments in both Language Arts and Social Studies will be similar themes to reinforce content and proficiency in reaching learning outcomes. Series being reviewed are TCI social studies and

Our **Science** core curriculum in the school will be Science Fusion published by Houghton Mifflin Harcourt. This interactive, K-8 series is aligned with state and common core standards, and presents hands-on experiences through labs, interactive technology, literacy in science content that addresses student learning in a variety of mediums, supporting differentiated instruction and positive student outcomes.

**Writing:** Writing is infused into all subject areas in a consistent and planned format. The series mentioned above in each core subject provides common vocabulary for written and oral expression; listening and speaking; critical thinking, analysis and presentation of information. This will enable students to be successful through thematic integration of content.

The effectiveness of the curriculum will be evaluated in a variety of ways. Student progress toward curriculum benchmarks and goals will be monitored closely; teachers will be evaluated on student progress towards goals, sustainability of student learning outcomes based on local and state assessments, and professional development activities will include curriculum review, revision and evaluation of the curriculum in meeting NYSED and CCSS and requirements of the RTI process through analysis of student data.

The FPCS will utilize instructional practices that provide differentiated instruction for positive student learning outcomes based on Danielson's work (2007) and teacher evaluation process, pursuant to the requirements of New York State Education Law §3012-c and accompanying regulations of the Board of Regents and the Commissioner of Education.

Annual Professional Performance Review ("APPR") supports the professional growth of our educators. Education Law §3012-c established new requirements for a comprehensive performance evaluation system for classroom teachers and building principals based on student outcomes. The school will report to the NYSED the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in the District in a format and timeline prescribed by the Commissioner

Performance reviews will be a significant factor in teacher and principal development, including but not limited to, coaching, induction support and differentiated professional development. The annual professional performance reviews conducted pursuant to this section for classroom teachers and building principals shall differentiate teacher and principal effectiveness using the following quality rating categories: highly effective, effective, developing and ineffective, with explicit minimum and maximum scoring ranges for each category, as prescribed in the regulations of the commissioner. Such annual professional performance reviews shall result in a single composite teacher or principal effectiveness score, which incorporates multiple measures of effectiveness related to the criteria included in the regulations of the commissioner.

Instructional strategies will be modified as needed through teacher improvement plans (TIP) and based on student motivation, success and needs.

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

The Four Pillars Charter School will use multiple methods to measure learning outcomes. Teachers use baseline data including prior NYS Assessment scores, Progress Monitoring tools, Running Reading Records, prior school records, and standardized tests and classroom assessments, both formal and informal. Calendars are developed with mini-assessments throughout the year followed by remediation and/or enrichment activities, and administrator-teacher, teacher-teacher, teacher-student and teacher-parent “data chats”. The school’s instructional technology will provide to teachers and school administration an immediate summary of students’ performance so that instruction may be adjusted to the students’ individual performance across the curriculum.

Teachers will be trained in effective data analysis, using AIMS web and Power Schools. This program allows teachers to see student levels broken down by skills, and will be utilized to assist in differentiating instruction. Wireless-based laptops and desktops will be distributed to all classrooms, and classroom results, available to both teachers and administrators, will be available daily. The school will have a central video repository and distribution system for both classroom and home use for both curriculum and enrichment support. We anticipate a ratio of one computer to every four students.

The FPCS is focused on continuous improvement through an ongoing cycle of assessment that informs instruction, based on student achievement of learning outcomes. Planning, instruction, and assessment are aligned in a continuous cycle, with assessments used to focus and improve both teaching and learning outcomes. Teachers are then better able to determine which students need remediation or enrichment, and can deliver instruction in a focused and viable manner.

Disaggregation of existing data, a break down by both administrators and teachers of results, and the application of this data to the classroom setting is critical in designing and implementing lesson plans. Data must be understood in order for it to be useful, and PFPCS will continue to provide ongoing professional development workshops, both at general faculty meetings and in small Professional Learning Communities, to improve understanding and use of data by teachers to improve student performance. Utilizing our technology system, students will take mini-

assessments every three to four days and the teacher and administrators will receive immediate feedback, as will the students. Lessons will then be designed to address student strengths and weaknesses. Progress Monitoring Plans will be developed and implemented for students below grade level, which will delineate how teachers will address student needs. These include strategies such as individualized and small group instruction, tutoring, additional classroom help, and peer tutoring. Continuous monitoring and dissemination of assessment information to parent and students will allow teachers to develop a complete student profile and the ability to differentiate instruction across the curriculum.

Students' progress and performance are evaluated in a variety of ways, including formative, median, and summative, throughout the school year. The school uses prior year state ELA and Math data as a baseline for students in grades 4-8; for those students who have not taken the state assessment, the school staff will review all available previous standardized test scores. If that is not available, teachers complete classroom assessments in reading, math and writing to establish a baseline. Running Reading Records will be used for reading in K-5; diagnostic reading, writing and math assessments will be completed to ascertain benchmarks as needed at the outset of the school year as another formative and continuing measurement. In the fall and winter; those scores are disaggregated, compared to baseline and median data as applicable, and discussed with teachers at Professional Learning Community meetings so teachers in all subjects can work towards strengthening students' skills.

In addition, mini assessments, mid and end of chapter assessments, mid-terms, finals, FCAT's, and EOC's all add to data collection for monitoring student performance and data-driven instruction. Student assessment and performance data will be used to evaluate and inform every area of instruction

Teachers will continuously review student data with students both formally and informally. The use of Promethean boards and "clickers" provides immediate class feedback with charts of how many students answered a question correctly. "Clickers" are hand-held devices given to each student. The teacher poses a multiple choice question, and the students all answer it simultaneously. Using the interactive white board, the teacher immediately displays a graph or chart showing how many students or what percentage of the class "clicked" the correct answer.

Students become very excited when the percentage is high; they also understand that further instruction is necessary when the percentage is low. While the system is anonymous as far as what is shown on the graph displayed to the class, the teacher has access to individual "clicker" numbers and can determine privately which students answered the question correctly and which did not. This provides immediate feedback to both the teacher and the class, and its "game-like" design maintains student interest. The teacher can review questions with the student(s), decide what errors were made, and correct them immediately before moving on to the next point. Data chats are also an integral part of the school program; teachers meet with their students regularly to discuss the results of diagnostic tests, classroom tests, and ongoing formal and informal assessments.

Assessment and performance are shared with parents in a variety of ways as well. Elementary school teachers send home a student profile indicating the results of assessments such as

Running Reading Records, FAIR, and FCAT Diagnostics along with the meaning of each grading scale. Parents will quarterly report cards with mid-quarter progress reports. Monthly reports on progress towards goals will be shared with students and parents/guardians. The school will invite parents and families to a multitude of informative meetings, discussing how parents can help their children master the standards by utilizing daily opportunities available to everyone, including school fieldtrips, and curriculum and assessment nights at the school.

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

Promotion from grade to grade will be consistent with NYSED and Commissioner's regulations for students in other public schools. Each student will be required to meet specific levels of performance in all core subject areas in order to be promoted. For each student that does not achieve state performance levels in ELA and math, the school will implement a comprehensive Pupil Monitoring Plan to assist the child in meeting expectations for proficiency based on the mastery of curriculum benchmarks as per NYSED learning standards and Core Curriculum state standards.

Teachers will develop portfolios of student work to be discussed monthly at team meetings. The student portfolio shall include: state assessment results; curriculum based weekly assessments, diagnostic test results; class work, class tests, written progress reports and report cards, that support student grading in a consistent and uniform manner for students at FPCS.

Promotion requirements for students with disabilities will be consistent with all state and federal regulations and laws, measuring progress on IEP goals, individualized assessments, and the CSE process. For students who are identified as English language learners processes for promotion and recording and assessing performance will conform with the students education plan, ELL testing requirements and reporting as per federal and state laws and regulations.

A school based team of teachers and administrators will review any student that is recommended for retention, based on lack of academic progress, on a quarterly basis. This will allow the team to initiate the Response to Intervention process, if needed. Teachers can recommend students for RTI team review throughout the year, and data gathering and analysis would be presented to the retention team.

Research does not support retention as a solution to student learning. Research on identifying student needs through a comprehensive program of assessment, evaluation and data analysis, and providing intervention to close achievement gaps and assist student in making progress matches the intent of the FPCS.

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

The School's planned approach to classroom management and student discipline is one based on Positive Behavior Intervention Strategies (PBIS) and the Circle of Courage Character Education program.

These elements form the foundation of the development of a positive school culture and climate. Current research demonstrates the impact of designing, teaching and acknowledging a set of explicitly stated expectations for student behavior. These expectations will be articulated throughout the school and community environments. Staff will teach these expectations to all students and will use consistent language to acknowledge, remind and re-teach the expectations. Staff will maintain data on interventions implemented to improve student behavior. Faculty will be expected to follow a 4 to 1 ratio of positive to negative interactions with students regarding behavior.

The School's philosophy regarding student behavior is based on the research supported by Positive Behavior Intervention Strategies (PBIS). School-wide Positive Behavior Support is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. SWPBS is an approach that defines core elements that can be achieved through a variety of strategies. The core elements include:

- Definition of behavioral expectations
- Teaching of behavioral expectations
- Positive and proactive reward system for appropriate behavior

The core elements of SWPBS are integrated within the curriculum and school plan, oral development, evaluation and instructional systems in which training, policy support and organizational supports needed for implementation, active application, and sustained use of the core elements are identified, facilitated and utilized (Levine, 2003).

Students will be recognized and rewarded for being caught doing "the right thing." If an adult observes a student helping another student, being kind, volunteering to assist others, his/her name will be given to the school principal for special recognition. A bulletin board, "On A Roll," will have names of these students posted monthly. Student will receive rewards (certificates to fast food establishments, book stores, pizza shops) and postcards will be sent home congratulating them and informing parents. Each semester these students will be recognized by the principal and have an ice cream and pizza lunch. Students participating in internship programs and who have mentors will invite those supervisors to have lunch with them as well, so that shared recognition of accomplishments are celebrated together. Any adult in the classroom or on the campus can identify students. The Circle of Courage program offers a simple and easy way for students to identify their own assets and the values and assets in others through the use of various cues, stories and symbols (Brendtro, L.K., Brokenleg, M. & Van Bockern, S.,2002). The FPCS will celebrate the "gifts and assets" of others using weekly and monthly school wide themes, such as generosity, academic mastery, belonging and independence. The Circle of Courage offers a common language and set of values that can be taught to students of all ages and grades and to staff and parents.

A key component of SWPBS is to have consistent rules and expectations by all adults for all students in all activities, including lunch, after school clubs and sports. Internalizing the qualities takes consistency, communication, commitment and care.

Along with the teaching of the expectations, Screening and Assessment of students' assets and social skills will form the basis of the Character Education process at the FPCS. The research and practice of Positive Behavior Interventions and Supports (PBIS) will form the foundation of this curriculum. Data will be maintained on student performance toward meeting the behavioral expectations of the FPCS using the School-Wide Information System (SWIS). Interventions, the tracking of the development of assets and social skills, and the impact of tier two and tier three interventions. Teams of staff will meet on a regular basis to review this data and make decisions regarding further supports and celebrations of success.

The use of this three tiered model of teaching and supporting appropriate behavior and preventing problem behavior has been proven to increase the academic performance of students, increase opportunities for inclusion of students with disabilities, and decrease the need for punitive responses to behavior.

Parental involvement has a positive impact on student achievement (Hendersen, Mapp, Johnson, & Davis, 2007; Simons & Friedman, 2008; REL, 2009; Sepaniou, 2009). All of the studies found a positive relationship between family and community involvement and increased benefits for students in academic achievement. These authors also summarized findings that students from all cultural and economic backgrounds demonstrated gains when their parents were involved in their education. This involvement varied by student age/grade; however, the engagement of parents in the educational process demonstrated improved student performance in all grades.

The character development curriculum will be integrated within the academic curriculum, so that the learning and practice of the core values are intertwined with daily classroom activities. The character education lessons are compatible with the content of all subject areas. Students will be taught to identify their own strengths and use them in ways to support their learning and social interactions. The program is designed to foster self-esteem, a key ingredient for student success. It also promotes confidence, competence and compassion through daily, weekly and monthly activities. These activities establish opportunities for students to learn, understand and demonstrate good citizenry. The activities promote service to others, constructive use of time, cultural competence, positive study habits and motivation to achieve. Teachers will have shared planning time to plan, align and map the character education curriculum throughout the school year.

### **The Code of Conduct:**

Students and staff members will be expected to follow the established policies for student behavior, discipline, suspension, dismissal and recommendations as approved by the sponsor. The district's code of conduct will be implemented in the School.

### **Expected Behaviors:**

- Treat others with respect and honesty.
- Prepare for class by bringing paper, pencil, pen, books and other needed supplies.
- Complete all class work and homework.
- Use class time properly.
- Take home and return necessary forms.
- Follow rules and regulations about field trips.

- Take care of and return all textbooks, library books or other school-owned materials loaned to them.
- Act responsibly on campus, on buses, on field trips, and at all School-sponsored events, regardless of location.

**Unacceptable Behaviors Leading to Disciplinary Action:**

- Disturbing the class or school by: Being disrespectful or rude, refusing to obey any staff member, failing to follow classroom rules, fighting, gambling, or bringing distracting items to school including, but not limited to, weapons, games, cigarette lighters, radios, audio recorders, headphones, laser pointers/pens and other laser devices, bullets or shell casings.
- Possession of wireless communication device (cellphone or pager) is not a violation of the Code of Student Conduct. However, the possession of a wireless communication device (cellular telephone or pager) which disrupts the educational process; the use of a cellular telephone or pager during school hours; the use of a cellular telephone or pager on school buses in the absence of an emergency concerning safety-to-life issues; and the possession or use of a cellular telephone or pager which disrupts or interferes with the safety to-life issues would be a violation of the Code of Student Conduct, subjecting violators to progressive discipline. NEW YORK Statute 1006.7(2) requires school districts to notify parents that students who use wireless communication devices (cell phones or pagers) in the commission of a criminal act may face school disciplinary action and/or criminal penalties.
- Abusing another student or staff member including, but not limited to, verbal abuse, actual or threatened physical harm, extortion, destruction of personal property, intentionally making a false accusation or intentionally providing misinformation.
- Bullying.
- Threatening or hurting a person with a weapon

**Definitions** – For purposes of this code, the following definitions apply.

“Disruptive student” means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

“Parent” means parent, guardian or person in parental relation to a student.

“School property” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the property boundary line of an elementary or secondary school, or in or on a school bus.

“School function” means any school-sponsored extracurricular event or activity. “Violent student” means a student under the age of 21 who:

- Commits an act of violence upon a school employee, or attempts to do so.
- Commits an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.

- Possesses displays or threatens to use a weapon while on school property or at a school function.
- Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.

“Weapon” means a firearm as defined in the Gun-Free Schools Act as follows: “Any firearm, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such firearm; any firearm muffler or silencer; or any destructive device,” as well as any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, slingshot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death.

### **Student Rights and Responsibilities:**

#### **Student Rights – All district students have the right to:**

- Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender or sexual orientation or disability.
- To be provided with an education as established by state and federal education laws and mandates.
- To learn in an environment free from interruption, harassment, discrimination, intimidation and fear.
- To be informed of all school rules.
- To be guided by a discipline policy that is fairly and consistently implemented.

#### **Student Responsibilities – All students have the responsibility to:**

- Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
- Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
- Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
- Work to the best of their ability and strive toward their highest level of achievement possible.

#### **Student Dress Code:**

Student dress, grooming and appearance shall be safe, appropriate and not disrupt or interfere with the educational process. Students and their parents have the primary responsibility for acceptable student dress and appearance. Each building principal or designee shall inform students of the dress code and any revisions to the dress code made during the school year

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day.

Students must be clean, well-groomed, and dressed in clothing that is neat, unsoiled, and appropriate. Students must avoid clothing that presents health or safety problems or is distracting. Specific items to avoid include, but are not limited to, dark glasses, midriff (stomach) baring tops, revealing tank tops, skirts or shorts that are inappropriately brief (the fingertip rule will be used to help make this decision), clothing that is extremely tight or “see through,” clothing that is ripped or torn, pajamas, slippers and flip-flops. Hats and/or any other non-religious head attire (such as bandanas) may not be worn in the building at any time. Any student whose choice of clothing is questionable will be referred to the principal.

Parents of the student will be called to provide more appropriate clothing for the remainder of the school day. If the parents cannot be reached or are unable to bring in a more appropriate choice of clothing, the child will be asked to “cover up” with borrowed clothing from the nurse’s office. Any student who refuses to do so will be sent to in-school suspension for the remainder of the day or until he/she changes into more appropriate attire.

### **Prohibited Student Conduct:**

The school governing board expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, personnel and other members of the school community, and for the care of school facilities and equipment. The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct, up to and including suspension from school, when they:

Engage in conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:

- Using language or gestures that are profane, lewd, vulgar or abusive.
- Engaging in any willful act which disrupts the normal operation of the school community.
- Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission.
- Unauthorized use of computers, software, or Internet/intranet account; accessing inappropriate websites; or any other violation of the district’s acceptable use policy.

Engage in conduct that is insubordinate or disruptive. Examples of insubordinate or disruptive conduct include, but are not limited to:

- Failing to comply with the reasonable directives of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
- Lateness for, missing or leaving school without permission; or skipping detention.

Engage in conduct that is violent. Examples of violent conduct include, but are not limited to:

- Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator, school employee, another student, or any other person lawfully on school property or attempting to do so.
- Possessing, displaying, or threatening to use any weapon.

- Intentionally damaging or destroying the property of the school district, or personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.

Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include, but are not limited to:

- Lying, stealing, defamation, discrimination, harassment, intimidation or hazing.
- Selling, using or possessing obscene material.
- Using vulgar or abusive language, cursing or swearing.
- Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco.
- Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence.
- Inappropriately using or sharing prescription and over-the-counter drugs.
- Gambling.
- Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
- Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

Engage in any conduct that endangers the safety, morals, health or welfare of others.

Engage in misconduct while on a school bus. Excessive noise, pushing, shoving and fighting will not be tolerated.

Engage in academic misconduct. Examples shall include, but are not limited to, plagiarism, cheating, copying, altering records and assisting others to do so.

### **Disciplinary Penalties, Procedures and Referrals:**

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. Exceptions to progressive discipline may occur in instances involving acts of violence, use of weapons, threats of either, destruction of property or violations of law. If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the eligibility committee and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct, state and federal laws.

### **Penalties:**

Students who are found to have violated the school's code of conduct may be subject to the following disciplinary penalties, imposed either alone or in combination:

- Oral warning, written warning, or written notification to parent.
- Detention, in-school suspension (student will complete work in a room other than classroom, supervised by an adult for a period or periods), or short-term removal from a class (two days or less).
- Suspension from transportation, athletic participation, social or extracurricular activities, or other school privileges.

- Short-term (five days or less) suspension from school by principal.
- Long-term suspension from school by superintendent hearing process.

**Procedures:**

Regardless of the penalty imposed, school personnel must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty. For other than oral or written warnings, the code may require additional due process or parent notification.

All state and federal regulations and laws will be followed and implemented. \*For IDEA-eligible disabled students, suspension and expulsions shall follow applicable laws, School Board policies, and provisions of the Individual Education Plan (IEP). Likewise, for students determined to be disabled under section 504 of the Rehabilitation Act of 1973, suspension, expulsion and other disciplinary measures shall follow applicable laws, School Board policies, and provisions of the section 504 Accommodation Plan.

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

The Four Pillars Charter School (FPCS) will support all students with diverse needs in responsive, general education classrooms, including English language learners (ELL) and students with disabilities (SWD). The placement process for new students includes a review of academic records. If during that process a student is identified as a student with disabilities (SWD), a representative from the school will contact the district CSE coordinator, in order to schedule a CSE meeting. The FPCS will participate in the CSE meeting by having the student's teacher attend the CSE meeting.

The school will not discriminate in its programs, recruitment, admission policies or operations. The marketing plan to be followed in presenting the school will be designed to reach the entire community, inclusive of all subgroups. It is anticipated that the school may have an approximate percentage of 16% of SWD enrolled at the school. The School will adhere to all applicable provision of Federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990.

The school is committed to assisting all students as per Federal and state regulations, providing a Free and appropriate education (FAPE) in the least restrictive environment (LRE) based on the nature and severity of an individual's educational disability. Students with individual education plans (IEP) will have appropriate provision of services. If a student's needs cannot be appropriately met at the school due to the severity of a student's educational disability, the school will work together with the district team and parent to identify the needs of the student.

The school will make appropriate modifications to ensure accessibility to SWD. The planned facility will meet ADA requirements so that students with limited mobility will have no barriers to accessing the facility and will be able to participate in all school activities without physical

barriers. Supplementary aids and services will be provided as per IEP so that students can make adequate progress in the least restrictive environment and benefit from the school program in an equitable manner, as per Federal and state requirements.

The goals for assessing the school's effectiveness in serving exceptional education students are consistent with goals set for all students in the school and will include evaluation as per student's IEP goals and objectives. The school is committed to being an inclusive environment where individual students with exceptionalities are welcomed and encouraged to participate in all school activities to the maximum extent possible, regardless of the nature and severity of an educational disability. Students needs will be met in the regular classroom with appropriate modifications to curriculum as per IEP, or in combination of regular classroom and resource room support. Each child's IEP will be fully implemented in an appropriate manner with necessary supplemental support and aids. Evaluation of effectiveness will include progress towards IEP goals and objective; assessment of learning gains as per measures report through AYP subgroup data on state assessments; report card and progress reports; and teacher reports of student progress during monthly data meetings.

The school annual audit of special education services will be another measure of the school's effectiveness in meeting the needs of SWD. Similarly, the school's effectiveness in meeting the needs of students who receive services under Section 504 will be evaluated in the same way as listed above.

The school will provide the specific services listed in a student's IEP, EP, and/or ELL/LEP plan as applicable. An integral part of the school program will be having the School's faculty differentiate instruction. Additionally we will offer tutoring services or other such assistance to ensure all students remain successful. For SWD, certified special education teachers will provide support through the ESE program in addition to the support all students may receive. The coordination of support for SWD will be important so that while the ESE maintains the organization of meeting the IEP needs of assigned students, all teachers have the information for appropriate modifications and support for the student in the general education program.

Student performance will be continuously assessed. Students not making adequate progress towards the CCSS will be identified and the following measures will be instituted:

- A CSE meeting to review the student's IEP will be scheduled
- Adjustments to the IEP may be warranted
- Adjustment to instructional presentation may be recommended
- Changes to support services may occur, including but not limited to supplemental aids and services
- Additional evaluations may be recommended to ensure appropriateness of program and services

The school's instructional staff will include certified special education (ESE) teachers as per New York certification requirements. The special education teacher(s) will provide appropriate services to identified students, coordinate IEP meetings as appropriate, serve as liaison with all

staff members to ensure dissemination of IEPs to all staff members working with student as appropriate, and be the initial contact for families of SWD as needed. The special education teacher will consult with general education teachers on a regularly scheduled basis to ensure IEP implementation. Consultative support service will be provided to students and faculty as deemed appropriate to ensure that SWD are provided appropriate levels of support that enable progress towards both IEP goals and objectives and successful student learning outcomes in benchmark assessments towards curriculum NYSED and CCS goals.

Modifications of instructional materials and instructional presentation of curriculum, test modifications and adaptation of curriculum, appropriate accommodations to meet the needs of each students, and direct instructional support will be provided to SWD by the special education teacher (s). Caseload for each special education teacher will be consistent with Federal and state regulation. The number of special education staff members will be based on the number of identified ESE students and will be amended as needed for students enrolled in the school.

The school is committed to providing appropriate levels of staffing to meet the needs of SWD inclusive of related services (Speech and language, Occupational and Physical Therapy, services for hearing impaired, etc.), special transportation, based on students' IEP. The school will contract for needed services with the school district or state licensed providers. All personnel who provide related services will meet all district and state licensure and/or certification requirements.

A school counselor will be employed by the school and will coordinate family and student outreach with community organizations and service agencies that provide support service for families in the community. This will include medical, dental, student activities, interagency collaborations of support that might benefit students and families from FPCS.

The FPCS will inform faculty and school staff members of confidentiality requirements and ensure compliance so that student and family privacy are not compromised.

**English Language Learners:**

The school will have n ESOL teacher administer Home Language Surveys to newly registered students and their families to determine language preference. If students demonstrate the need, a referral will be made for assessment in compliance with Federa and state laws. All materials will be available in Spanish and translators will be available to ensure effective communication. The ELL coordinator will review and evaluate students as indicated.

**Provision of Services to LEP/ELL Students:**

The FPCS will not discriminate against LEP/ELL students in its admissions policies or practices, and it 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.

The process for identifying LEP/ELL students and the method for determining LEP/ELL status is as follows:

- (a) If English is the only language spoken in the home as indicated on the Home Language Questionnaire then the screening process need not continue;

- (b) If the home language is other than English or the student's native language is other than English, records will be reviewed determine if the student has been identified as an LEP/ELL student.
  - (c) If not on ATS, then appropriate school staff will informally interview the student and the parent in English, or when necessary in their native language;
  - (d) If the student speaks a language other than English and speaks little or no English, then the School will administer the Language Assessment Battery-Revised (LAB-R)—a score below the designated proficient level is limited English Proficient (LEP), thus eligible for ESL services;
  - (e) Once placed into LEP/ELL services, student achievement or progress in the English language is measured annually with the NYSESLAT. The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student's level of English proficiency is high enough to exit ESL services. Any student classified and receiving educational services as a LEP/ELL student who subsequently tests above the established cut-off point will be deemed to be no longer in need of ESL services.
- The school will provide services to all students who require the support as defined by NYS Certified teachers and consultant support as needed based on identified student needs will be provided in a comprehensive and committed manner.

Each student will be scheduled for a pre-enrollment assessment review, where parents and child will meet with a team that will review student data, complete a parent questionnaire, and assess each student's basic skills. An individual education plan will be devised based on school records and family data.

School officials will interview all entering students and their families using the Home Language Survey. English Language Learners (ELLs) and Limited English Proficiency (LEP) will be identified through the registration process. At the time of registration, parents will be given a Home Language Survey to identify potential ELLs. Those students whose parents respond affirmatively to any of the questions are referred to the English for Speakers of Other Languages (ESOL) liaison for language screening. The mission of the ESOL program is to prepare and successfully equip bilingual, bicultural, and bi-literate students to meet the needs of their global community. Staff with ESOL certification/endorsement in accordance with the policies and procedures of the State of NY and the School District will serve students identified as having limited proficiency in English. Assessment instruments used will follow the established guidelines and procedures of the School District.

Progress monitoring will be ongoing and all mandates of state and federal regulations will be followed, implemented, measured and analyzed for each student and for program supports. District monitoring tools will be used in order to ensure compliance and consistency. Parental notifications and consistent communication will be part of a comprehensive delivery service for students identified as ELL.

In order to promote literacy and proficiency, the ESOL program will provide students with English language development instruction. ELL students will be in an educational environment that promotes literacy skills (reading, writing, and listening) through both core content areas and electives with project-based learning experiences connected to real life activities. This approach will encourage maximal opportunities to learn and demonstrate knowledge in measurable ways

to ensure academic growth. Progress monitoring will be completed and reported weekly so that data will inform instructional needs of students.

In addition to specific English language development, the character education program will provide a rich school environment supportive of multi-cultural experiences, expectations and outcomes. Partnerships with families, students, community organizations will provide effective communication, support and opportunities.

All teachers who provide service to LEP/ELL students will have the appropriate state certifications, ESOL endorsement and training/course requirements. Depending on the needs of the LEP/ELL students, students will receive appropriate levels of support as specified in state and federal regulations.

The school will follow program implementation requirements:

#### Identification and Assessment Procedures

- Assessment will occur at the school site. Appropriate staff will be identified to conduct the registration procedures.
- Registration procedures will be provided in the language or method of communication understood by the parent/guardian.
- The Home Language survey will be administered and included in the students' permanent record file.
- Documentation that the letter of participation in the ESOL program is sent to parents/guardians in the appropriate home language.
- The school will not maintain documentation of students' immigration status.
- Language Proficiency and Assessment Procedures
- Potential English Language Learners will be administered the approved assessment instruments and appropriate steps will be followed.
- Programmatic assessment process and placement procedures in basic subject area courses will be in place.
- English Language Learners (ELL) Student Plan and Records

An individual ELL Student Plan will be initiated and updated for all students, as appropriate.

The plan will include:

- Part A: Student assessment data relative to program entry and exit
- Part B: ESOL Instructional Program Schedule, including summer school and any schedule changes
- Part C: Post-Reclassification Monitoring
- Part D: Documentation of Programmatic Assessment

The records of LEP/ELL (written and/or online) will be consistent and reflect the same data.

Required supporting documentation will be maintained with the Student ELL Plan including:

- Home Language Survey
- Copy of the front of appropriate test
- Copy of Parent Letter in Home Language (original to parent/guardian)
- Student Data Sheet
- Parent/Guardian Invitation to LEP/ELL Committee Meeting
- LEP/ELL Committee Outcome Forms
- Annual Review/End-of-Year Evaluation
- Any other referrals or conference forms such as parent/guardian invitation to ELL Committee Meeting and Narrative of LEP/ELL Committee Meeting

Students with inconsistent assessment data will be referred to the district's LEP/ELL Coordinator for final placement recommendation as per CR Part 117 and CR Part 154. The parent(s) will be invited to attend all meeting of the ELL Committee pertaining to their child and interpreters will be present when needed. The school will keep a record of all parent contact.

LEP/ELL students will have equal access to appropriate courses and support. Instruction will be differentiated for students with varying levels of proficiency of English, and students will be exposed to vigorous curriculum that is consistent with NEW YORK and Core Curriculum Standards and benchmarks. Instruction will be vocabulary rich across content areas, assisting students with gaining knowledge and the ability to demonstrate learning outcomes. Teachers will utilize appropriate strategies and instructional methods infusing technology and project-based learning, so that high academic expectations can be demonstrated through student achievement measures.

Evaluations will be done annually. The ESOL coordinator will gather and document ELL student progress reviews. A post program review will be completed for ELL students who have exited the ESOL program within the last two years, conducted by the end of the first grading period each year for two years after exiting the program. Report cards, test scores, classroom performance and teacher reports will be gathered and reviewed each time the ELL committee meets to review student progress.

ESOL exit criteria shall be in compliance with regulations. Standards for Student Exit from ESOL Program and any additional assessment requirements. The Comprehensive English Language Learner Assessment (CELLA) will be administered to assess listening, speaking and writing skills each spring to all current ELL students.

Parents of ELL students are invited to ELL committee meetings where ESOL program and services are explained and they are informed of services available for their child. Parents are encouraged to participate in all school functions, and invited to meetings. Interpreters are available to accommodate the needs of students and families.

Teachers of English Language Learners (ELLs) will be certified teachers at the secondary level and have an endorsement in ESOL or taking ESOL endorsement courses or required ESOL training within their category and timeline, as required by the NEW YORK Statute. Students who are eligible to receive ELL services will be provided with support as per state and federal regulations and statutes. The program of support will be consistent with the sponsor district plan

for service implementation. Specific information regarding the staffing plan is reflected in the budget section of this document.

In compliance with NEW YORK State law, META requirements, and the META Consent Decree, teachers will be required to participate in training workshops when they have an English Language Learner (ELL) assigned to their class. These school professional development plan will specify requirements for ongoing teachers training specified by state requirements for certification.

Additionally, professional development training opportunities will be provided in areas including: co-teaching, differentiated teaching and learning; data analysis and data-informed instruction, benchmark assessment, and technology integration in the classroom. All activities will be integrated into teacher evaluation system for improving student achievement.

The school will designate an ESOL Coordinator whose responsibilities will include developing and updating all student ELL plans, maintaining records of parental contact and ELL program records folders, which shall include the Home Language Survey signed and dated by parent/guardian; copy of annual letter of participation in ESOL-signed by principals; a copy of the student's schedule.

The number of teachers will be based on student needs based on proficiency levels of students and required services. The results of the home language surveys and ESOL levels will determine the staffing needs based on student enrollment. The school is committed to providing mandated services to all students deemed in need, and will contract for additional support if warranted.

Students identified as ELL and/or students who enter the school below grade level. The results of state testing achievement test data, teacher-made tests, and curriculum-based assessments will be used to determine the level of mastery in reading, writing, mathematics and science for all students. The results of prior year standardized tests results and student records will be used to determine the most appropriate course of study for each student.

The school will provide the specific services listed in a student's ELL/LEP plan as applicable. An integral part of the school program will be having the School's faculty differentiate instruction. Additionally we will offer tutoring services or other such assistance to ensure all students remain successful. For ELL students, certified teachers will provide support throughout the school day. The coordination of support for ELL students will be coordinated by the ESOL coordinator to ensure compliance with the student plan of service.

Student performance will be continuously assessed. Students not making adequate progress towards the NYSED-CCSS will be identified and the following measures will be instituted:

- A meeting of the ELL team to review the student's LEP plan will be scheduled
- Adjustments to the LEP plan may be warranted
- Adjustment to instructional presentation may be recommended
- Changes to services may occur, including but not limited to additional modifications and services

### III. ORGANIZATIONAL AND FISCAL PLAN

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

Name	Current employment	Relevant experience/skills and role on founding group	Proposed role(s) if any
• Frank Mulhern	Director of PPS Services Beacon NY School District	24 years, school admin, see IIIB	board member
• Dwight Paine	retired	40 years, teacher, administrator, see IIIB	board member
• Allison Withers	retired	40 years, teacher, administrator, see IIIB	supporter
• Carmen McGill	Admissions Counselor	community leader, see IIIB	board member
• Will Sanchez	Fair Hearing Representative	community leader, see IIIB	board member
• Jane Ebaugh	retired	literacy expert, see IIIB	board member
• Karmen Smallwood	probation officer	community leader	supporter
<ul style="list-style-type: none"> <li>• In 2010 Frank Mulhern and Dwight Paine met to talk about youth in the city of Poughkeepsie. They had been part of a team that had designed and begun an alternative school in the Poughkeepsie City School District in 2002. While that school had been very successful in meeting the needs of the most challenging students in the district, due to changes in administration, the school was closed in 2008. It was clear that the Poughkeepsie City School District was continuing to struggle to meet the needs of its youth with little growth and poor student achievement results, as measured by state assessment data</li> </ul>			
<ul style="list-style-type: none"> <li>• Mr. Mulhern and Mr. Paine decided to design an education program and school that would better meet the challenging needs of the youth in the city. The Four Pillars Charter School became the vision. As the development proceeded Allison Withers joined the effort to design the school. Mr. Mulhern and Mr. Paine met several times with other interested community educators . A proposal was submitted in January of 2011 to the</li> </ul>			

New York State Education Department. At that time the response indicated that more work needed to be done.

- Over the next year and a half the group continued to meet and others joined the founding group. Initially this included Carmen McGill (a city resident, mother of students in the district, a community activist, and counselor at Dutchess Community College), Will Sanchez (former Director of the Dutchess County Youth Bureau), and Jane Ebaugh (literacy expert with extensive experience in local school districts), and Karmen Smallwood (currently a probation officer and formally Director of the Youthbuild program at Nubian directions and leader for Act for Youth out of Cornell Cooperative Extension Services). More recently Dolores (Bitsy) Johnson (active member of her church and community, an advocate for youth, and a part time Poughkeepsie City School District employee) and Karen Coleman (a city resident whose children attended the Poughkeepsie City School District and is an active advocate for a stronger and healthier community) have joined the working group. Most recently Nalo Hampton (a city resident, and a strong advocate for youth, particularly for those with significant challenges) joined the group.
- During the last year the founding group has met at least monthly to develop the model for the school, research applicable data for the City of Poughkeepsie, and reach out to the local community and beyond for suggestions and support. Out of these efforts the present model has been developed which is fully described in this application. The bulk of the writing for this application has been completed by Mr. Mulhern and Mr. Paine . In addition Jane Ebaugh, a proposed board member, assisted with the education program piece. Also, Dr Fern Aefsky assisted extensively in completing the application. Frank Mulhern, and Dwight Paine are proposed board members for the school. Dr. Fern Aefsky, an educator with over 34 years of educational teaching and administrative experience in K-12 and Higher Education, is the founder and leader of a CMO in New York State (PPY) that is and will be working with the board and the school leaders.

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

- The Board of Regents of the State of New York is the only authority that can grant a charter to the Four Pillars Charter School (FPCS). Upon receiving this honor and privilege the Board of Trustees of FPCS must abide by and implement the Oversight Plan described in this application.
- The Board is thus responsible for setting all school policies, implementing the school's mission, seeing that all school finances are managed accurately and according to all applicable regulations as well as being sufficient to support the school's program, and seeing that all applicable state laws and required documents from the Board of Regents are faithfully and fully followed in a timely fashion.
- The Board is responsible for hiring and evaluating the Principal/School Leader. The Principal/School Leader will be responsible for day to day management of school

operations. The Principal/School Leader will be responsible for recruiting and hiring the teachers and staff for the school.

- The attached proposed bylaws for the Board describe the Board's responsibilities and management protocols fully. Briefly, there will be between 5 and 11 members. There will be a President, Vice-President, Secretary and Treasurer. Three year terms will be staggered to provide overall continuity for the Board.
- The Board will be scheduled to meet monthly for at least ten months of the year, and additionally as needed, following the Open Meeting Laws Act of New York State. The meeting schedule will be posted on the school's website and printed in the parent/student handbook. Specific meetings will be announced in the school's newsletter to families and announced in the Poughkeepsie Journal, a local newspaper. Agendas for specific meetings will be available on the website and posted at the school, as will minutes from past meetings.
- The Board will have the following committees: Nominating Committee, Finance Committee, Excellence in Academic Programs Advisory Committee, Governance Committee, and Communication, Public Relations, and Fundraising Committee. The descriptions of each are in the bylaws. Note that many of the committees include staff from the school as members as well as members from the parent body and local community.
- In addition to these committees, there will be a School Advisory Committee to the Board. It will include a Board liaison and members from the parent body and local community. As appropriate, student input will also be solicited. The Board expects that there will be regular input from the staff, parent and family body, and local community members.
- The proposed board members are uniquely qualified through their experience and community involvement to understand the challenges faced by youth in the city of Poughkeepsie. Additionally, then, they are highly qualified to provide the necessary leadership as a Board for the educational program at FPCS, and to provide excellent support to the Principal/School Leader.
- The considerable experience of the proposed board members is strongest in teaching and administration (especially of and with students with challenging needs) as well as community involvement and leadership. It is less strong in financial management, although several proposed board members have considerable experience with school budgets. The founding board is actively looking for at least one board member with expertise in financial management. Members of the community have been encouraged to think about joining the Board. Contacts have been made through the extensive network already developed as well as through community forums. As noted in IIC, the Board will also be working with PPY whose leaders have extensive experience with developing budgets and managing financial affairs, especially for charter schools.

- The Board will be committed to ongoing professional development through the charter school consortium, district, CMO, and own resources.

**Proposed Founding Board of Trustees**

TRUSTEE NAME	VOTING Y/N	POSITION ON THE BOARD	LENGTH OF INITIAL TERM
• Dwight Paine	y	President	1 year
• Frank Mulhern	y	Vice-President	1 year
• Carmen McGill	y	Treasurer	2 years
• Will Sanchez	y	Secretary	2 years
• Jane Ebaugh	y	member	3 years

The required Charter School Trustee Background Information for each proposed Board member is attached as well as signature sheets and resumes.

The Proposed By-Laws and Proposed Code of Ethics are also attached. See Attachment 5b, and 5c.

**C. Management and Staffing**

**Strategies for Recruitment and retention of effective teachers:**

The Governing Board of the School is intent on obtaining the services of the finest teachers and administrators available for its students. The School recognizes that to fulfill its mission, it is vital to fill all instructional positions with competent, highly qualified personnel. All teachers employed by the School shall be "highly qualified" as defined by State and Federal laws. The School will actively recruit on the basis of attracting top candidates who are committed to making a difference.

Accordingly, the School will:

- Participate in job fairs sponsored by postsecondary educational institutions to recruit highly qualified new educators.
- Organize efforts to serve as host school for interns whenever possible, by developing partnering relationships with colleges and universities.
- Promote a climate of word of mouth networking by establishing and promoting the special role of the School in serving economically and socially disadvantaged students, the majority of which come from persistently low performing schools,

thus demonstrating to the staff the special opportunity that they have to be part of something very special and meaningful to the community.

- Coordinate efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery.
- Advertise vacancies through the school's website.
- Advertise vacancies through presentations, flyers and electronic postings in the Career Portal at local colleges and universities.

The staffing plan is reflective of anticipated enrollment with stated class size of 18 students in each class in grades K-3 and 22 students in grades 4-8. As the projected enrollment changes during the growth of the first 5 years, these ratios will be maintained for all classroom teachers. Special education and LEP/ ELL students will drive the staffing in these areas, as student need will be met in accordance with NYSED Part 100 and 200 regulations, in accordance with state and Federal laws, by providing appropriate levels of support.

Non-certified personnel will not be hired as classroom teachers as the school believes that highly qualified teachers will be effective in helping students reach achievement standards and learning objectives. Support staffs that are not certified will have a minimum of 3 years experience working with similar populations of students in order to support the mission of Four Pillars Charter School and assist students in reaching their goals.

Salaries and benefits for employees will be based on average wages for each position in the geographical region. These wages are reflected in the budget and cash flow template, attachment 9.

The FPCS will utilize student assessment data to develop decisions aimed at recruiting, evaluating and support school administrators and teaching staff pursuant to the requirements of New York State Education Law §3012-c and accompanying regulations of the Board of Regents and the Commissioner of Education.

Teacher evaluations will incorporate student progression and achievement as an integral part of teaching rating. The school shall ensure that the NYSED receives accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course and teacher/student linkage data necessary to comply with the Regulations of the Board of Regents and Commissioner of Education by providing such data in a format and timeline prescribed by the Commissioner.

The NYSED's *APPR Guidance* and field memos relating to the Student Information Repository System (SIRS) will provide detailed guidance related to the collection and reporting of data, including student-teacher linkage and student attendance. The school will continue to monitor data and develop additional processes, as needed and consistent with NYSED reporting requirements, to verify that the data submitted to the State are complete and accurate. The NYSED advises that it will provide roster verification reports to assist in this process (see *APPR Guidance, L4*). The NYSED also will provide guidelines for the use of student-teacher instructional weighting and student exclusion flags (see *APPR Guidance, L8*).

## **D. Evaluation**

The data and process that will be used to evaluate the educational programs and the progress towards goals for the Four Pillars Charter School are comprehensive and involve all stakeholders.

First and foremost, student progress toward learning standards and performance on state achievement tests will be analyzed to measure programmatic success. The mission of the FPCS is to assist at-risk learners from a high poverty, high minority population in reaching benchmarks aligned with NYS Learning Standards and Common Core State Standards.

Teachers and administrators will be evaluated as per NYSED and Commissioner regulations, which include a scoring rubric of success based on student learning outcomes. Twenty percent of that measure is garnered from state assessments, 20% from locally developed assessments, and 60% based on a district and state approved rubric following Charlotte Danielson's work on teacher effectiveness and teacher quality.

Family and student satisfaction with the school will be identified by surveys, school town meetings, and through various parent/family events at the school. Parents/guardians will be surveyed each year in March, so that results can assist leadership and the governing board in instituting needed changes based on feedback. The surveys will be online and at special events where surveys will be available in both English and Spanish. Community partners will be available at these events to assist parents/guardians in completing surveys anonymously. Students will also complete a survey to indicate their satisfaction with the school, and suggestions for improvements.

A quarterly report from the school improvement plan will be presented to the governing board, and members of the school advisory committee (SAC) will be involved with assessing progress towards school goals. This will include achievement of students, parent and family involvement, and the overall operation of the school, including facilities, curriculum, and personnel. The school budget will be closely monitored by the administrators and the governing board. The board recognizes its fiduciary responsibilities and will ensure compliance with all policies and state and federal regulations.

The governing board will set annual goals and do a self-evaluation on an annual basis. The process that will be used is reflective of the NYSSBA guidance document for Board self-evaluation.

The school will evaluate the effectiveness of management service agreements in an informal and formal manner. The governing board will evaluate the effectiveness of each area of support service the CMO provides at least annually, and at a public board meeting will discuss the needs of the school and identify any modifications needed.

## **E. Professional Development**

The School has a comprehensive plan for the development and evaluation of staff. Each teacher who is either new to teaching or new to the School receives a veteran teacher as a Mentor. In the case of beginning teachers, mentors guide their mentee through rules and regulations, forms, lesson structure, differentiation of instruction, assessment, and classroom management.

This is implemented in addition to an orientation at the beginning of the school year, general monthly faculty meetings and weekly Professional Learning Communities which are attended by at least one administrator.

Everyone is trained in data-driven instruction, and teams of teachers are formed with professional development delivered by staff members who are proficient in data collection and analysis. Continuing in PLC's, data is analyzed and related to specific students, and action plans are developed among the teachers. The School, as a large group, in small groups or via mentors, assists other teachers in brainstorming techniques to meet the needs of individual students, and teachers consult frequently as to all aspects of the school day. Teachers will attend workshops at and outside of the school that they feel will positively impact their teaching. The priorities include data analysis, assessment, differentiated instruction, data informed instructional practice and classroom management. Upon their return, teachers share the information they have gleaned at the professional development opportunity with their colleagues and the school administration.

Feedback will be given to the teacher and mentor if applicable, and the school administration will enlist the help of other proficient faculty members to give additional assistance when necessary.

The school will follow the Annual Professional Performance Plan or Plan Document pursuant to the requirements of New York State Education Law §3012-c and accompanying regulations of the Board of Regents and the Commissioner of Education and provide professional development opportunities for all staff members that will meet the need of students. This will include classroom management, learning outcomes and benchmark assessments, instructional strategies that differentiate instruction to meet the needs of diverse learners, including students with disabilities, ELL/LEP students, and students with history of academic failure (at-risk learners). Literacy across the curriculum areas, common vocabulary, critical analysis, comprehension and measurement of student outcomes will be focused areas of supported professional development training and activities.

Teachers will have shared planning time weekly, and participate in grade level and curriculum area meetings where teachers can plan and collaborate. At least two meetings a week will afford teachers the opportunity to share practice and planning of collaborative lessons.

Plans to build the school's capacity, share resources and best practices include opportunities for district staff to participate in offered professional development training; teachers presenting proposals for sharing practice at educational conferences at state, local and national levels that are data driven and successful as measured by student achievement.

The school will establish a professional climate that supports all staff members in a respectful, purposeful manner that encourages and supports innovative practice for teaching and learning. Teachers will experience acknowledgement of successes and support by administration and colleagues. The teachers will participate in Professional Learning Communities, where current best practices are discussed, and reports of implementation of such are shared. When teachers and staff members are recognized for their contributions and value to the organization, retention levels remain high. The principal will create a collaborative learning environment for staff members by identifying leadership opportunities for faculty that enable them to lead colleagues in administratively guided projects. This creates ownership of faculty for improving school climate based on student outcomes and adult interactions and acknowledgement.

## **F. Facilities**

The facility will be located in the City of Poughkeepsie. Consideration will be given to any vacant school district building that meets the needs of the FPCS. If the application is approved, FPCS will notify NYSED and the Board of Regents within 10 days of acquiring facilities for the school. In accordance with NY Education law 2851 (2)(j), a certificate of occupancy will be obtained for the facility prior to the first day on which instruction commences at the school. The facility that will house the intended student population that is expected to enroll at Four Pillar Charter School will meet the requirements of all State and local codes and life-safety regulations for a school. In addition, the layout will include adequate resource rooms for enrichment programs, common areas for gathering (lunch, assemblies, etc.), media-lab/library, and space for school administration. The school site plan will also include appropriate outdoor recreational areas, designated pick-up and drop-off zones, and parking for staff and visitors.

## **G. Insurance**

July 31, 2012

To Whom It May Concern:

RE: Insurance Coverage for Four Pillars Charter School

We look forward to the opportunity to provide insurance services for Four Pillars Charter School. Our agency represents various carriers admitted in the state of New York that provide coverage to private & charter schools. The following are some of the carriers that we would approach to procure coverage for Four Pillars Charter School: Cincinnati Insurance Company, Philadelphia Insurance, Markel, Selective Insurance Company, Utica National Insurance Company, Harleysville Insurance Company, Guideone Insurance Company, United Educators & the New York State Insurance Fund.

On behalf of Four Pillars Charter School, the following coverages will be secured at the appropriate times to meet all requirements by authorizing agencies and/or additional insureds as appropriate:

<b><u>Coverage</u></b>	<b><u>Limit</u></b>
<b>General Liability</b>	<b>\$1,000,000 per Occurrence \$2,000,000 Aggregate</b>
<b>Workers Compensation</b>	<b>Statutory limits pursuant to NY Laws</b>
<b>NYS Disability Benefits</b>	<b>Statutory limits pursuant to NY Laws</b>
<b>Employee Benefits Liability</b>	<b>\$1,000,000 Each Claim \$1,000,000 Aggregate</b>
<b>Automobile Liability including Underinsured &amp; Uninsured as needed</b>	<b>\$1,000,000</b>
<b>Umbrella/Excess Liability above primary Program</b>	<b>\$10,000,000 Per Occurrence \$10,000,000 Annual Aggregate</b>
<b>Employment Practices</b>	<b>\$1,000,000 Each Claim \$1,000,000 Aggregate</b>
<b>Educators Legal Liability</b>	<b>\$1,000,000 Each Claim \$1,000,000 Aggregate</b>
<b>School Board Errors &amp; Omissions (Directors &amp; Officers)</b>	<b>\$1,000,000</b>
<b>Sexual Misconduct</b>	<b>\$1,000,000 per Occurrence \$2,000,000 Aggregate</b>
<b>Crime/Fidelity Coverage(Bonds)</b>	<b>\$500,000</b>
<b>Property Including Boiler &amp; Machinery Coverage</b>	<b>Blanket Limits as needed by school on an all risk of direct physical loss or damage basis</b>
<b>Student Accident Coverage</b>	<b>Primary \$25,000 Limits and CAT option at \$5,000,000</b>

As requested, all required additional insureds and loss payees can be added upon review to these policies. We will only place this school with at least an “A” rated insurance carrier as determined by AM Best rating guidelines.

**Tentative Timeline for Insurance Coverages**

As part of your planning process, we have prepared a timeline for consideration of when each coverage should be purchased:

<b><u>Coverage</u></b>	<b><u>Recommended time of purchase</u></b>
School Board Legal/Educators Legal Liability	As soon as board is formed and is making school based decisions (contracts)
Employment Practices Liability	Prior to accepting applications for employment positions
Workers Compensation	Prior to hiring first employee
NYS Disability Benefits	Prior to hiring first employee
General Liability, Excess Liability, Crime, Sexual Abuse, Auto Liability, Student Accident	When lease agreement is signed or property is purchased
Property	As soon as you acquire contents/school equipment

Please do not hesitate to call me if you have any questions.

Very truly yours,

Cathy Smith McCarty, CIC, CPCU  
Executive Vice President  
William A Smith & Son, Inc.  
380 Broadway  
Newburgh, NY 12550  
845-561-1706 x 232  
fax: 845-561-1746

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

Health services will be provided in accordance with NYSED and the FCPS will request this support from the local district, as per NYSED regulations. Students will be required to follow district and state protocols for immunizations, health and safety which will be monitored by the administration of the FCPS.

The FPCS food service plan will meet the needs of its target population by organizing nutritional food for all students (including the FRLP population) while meeting all applicable NYSED and Federal laws and regulations. We will provide breakfast and lunch, as well as a healthy snack in the morning and afternoon for each student. Moreover, students will receive nutrition and healthy eating education in the classroom. The school will hire Food service workers who will manage all Food Service operations, while in the pre-operational period the Governing Board and principal will work to develop a detailed food service plan. FPCS anticipates that 80% of students will be eligible for free or reduced lunch based on data reported on the 2012 District Report Card. FPCS will comply with all applicable standards and guidelines (Federal, State, including requirements for meal pricing, determination of eligibility, nutritional value, hygiene, sanitary standards, caloric content, food groups, reporting requirements, and any other areas of compliance.

Transportation is not provided to the students in the Poughkeepsie City School District, as it is walking district, unless students have a medical or special education exemption. The FPCS will not provide independent transportation to students, but will facilitate the districts processes and procedures for transportation for eligible students.

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

One of the most important ways for schools to nurture students is to work with parents, families and the community in proactive ways that support student success. Parents and those in parental roles (grandparents, guardians, mentors) often are unclear as to what they can do in collaboration with school personnel to help their child succeed. They do not know what questions to ask and depend on school personnel to involve them in the school community. Frequently, that involvement is reactive, such as calling home when students forget an assignment or are involved in a matter of discipline. Schools leaders need to proactively engage parents in positive ways to facilitate successful partnerships between parents, school and community. Improving communication skills between all stakeholders leads to student support systems that allow all students to reach their goals. A lack of parental involvement has a negative impact on student achievement (Hendersen, Mapp, Johnson, & Davis ,2007; Simons & Friedman, 2008; REL, 2009; Sepaniou, 2009).

All of the studies found a positive relationship between family and community involvement and increased benefits for students in academic achievement (Hendersen, Mapp, Johnson, & Davis, 2007; Simons & Friedman, 2008; REL, 2009; Sepaniou, 2009). These authors also summarized findings that students from all cultural and economic backgrounds demonstrated gains when their parents were involved in their education. This involvement varied by student age/grade;

however, the engagement of parents in the educational process demonstrated improved student performance in all grades.

President Obama (2010) stated that “a framework to guide our deliberations and shared work – with parents, students, educators, business and community leaders, elected officials, and other partners (is needed) to strengthen America’s public education system” . One of the key components of the reauthorization of NCLB (2001) is to “recognize the importance of communities and families in supporting their children’s education, because a parent is a child’s first teacher. We must support families, communities, and schools working in partnership to deliver services and supports that address the full range of student needs.” The Blueprint for Reform (March 2010).

Family support and family involvement are at the core of student success. When families work together with schools, children demonstrate more successful outcomes. As partners, parents will be expected to spend time in the school as one way of supporting their child’s program.

Volunteering for a minimum of 20 hours per family per year is part of the agreement signed when acknowledging receipt of and agreement with the student/parent handbook. The school will keep track of those volunteer hours by having parent/families sign in/out of the school. All volunteers will follow the registration requirements of the sponsor district Opportunities for volunteering will be offered during the school day, at school events (weekends and evenings) and through the PTO.

One of the critical components of successful students is working together with families and increasing parental and family involvement in teaching and encouraging reading. Family literacy nights will occur quarterly, facilitating multigenerational literacy opportunities for students, siblings, children and parents/guardians. Collaboration with adult literacy programs in the community, local libraries and encouraging, supporting, and training mentors and volunteers to help children learn to read is a focused goal.

Other ways for family members to participate include attending field trips, purchasing/donating items for the classroom or school, attending PTO meetings, or assisting teachers with approved projects. Creative options will be provided so that families will not endure hardships in order to meet the participation expectation.

The school will offer Parent University Program, a professional conference for parents that will be held twice a year. Workshops, keynote speakers and opportunities for parent discussion groups are part of this program. This event will provide an opportunity for a collaborative project with students, staff members, parents/guardians, and the community.

Family literacy nights will be held monthly to encourage shared success. Students who are reading at or above grade level will read their own works during poetry and essay nights. Reading will be encouraged throughout all programs, including collaborations with community organizations and mentoring and workplace events. The school will present workshop activities that engage students and families on:

- Differentiated Instruction

- Shared Vocabulary Across the Curriculum
- Executive Function Study Skills

Connecting literacy goals and objectives with engaging parents and guardians will assist students in being successful and demonstrating positive student learning outcomes.

The Board and school leader will facilitate the development of a Parent Teacher Organization to support the students and the school goals. The School Advisory Committee (SAC) is another mechanism for including parental involvement. Two parents will serve on that committee with the school leader, two teachers, a student, a Board liaison and a community member. The School Improvement Plan (SIP) and other state measures of accountability will be utilized to ensure compliance with state regulations and inform stakeholders of measurable gains, needed improvements and success. The School Advisory Committee (SAC) will also participate in the monitoring of the SIP to determine curriculum effectiveness, so that there is directed parental involvement. Parent and student surveys will be distributed each year that will include questions regarding the effectiveness of the curriculum and results will be shared with staff, parents, students and the governing board.

## **J. Financial Management**

The school understands the comprehensive financial management and oversight required. The fiscal responsibility ultimately lies with the governing board who intends to contract with PPY, Inc. for financial management obligations.

PPY, Inc. will provide financial management services, budgeting and reporting that helps keep the school and its Board fully informed and yet still in control of their finances. Full FUND accounting and reporting is prepared in accordance with GAAP and GASB standards. Reports are also designed to comply with the contractual financial reporting requirements of the charter, and will provide accurate, timely financial information and reconciliations. A summary of the standard reports are contained in the Financial Reports section. Because financial information is fully indexed, special reports can be prepared for almost any purpose.

- Fully GASB Compliant Fund Accounting, Cash Flow Management and Long-Range Financial Planning.
  - Financial program management
  - Budget preparation in consultation with school administration and the BOD
  - Actual-to-budget analysis and cash flow analysis, ongoing with monthly reporting
  - Purchase order system, integrated into the financial system
  - Invoice review, check preparation, Positive Pay check anti-fraud system management
  - Fixed asset system integrated into the financial system
- Financial Reports
  - Assets, liabilities, and fund balances for each fund type
  - The original budget as approved by the governing board
  - Current budget as approved by the governing board

- Revenues and expenditures, year-to-date, vs. budget
- Budget to actual report
- Transaction register
- Bank activity and reconciliation report
- Detailed Balance Sheet Account Reports
- Cash flow projection
- Produce federal and state tax reports, 1099 and W2, W3, W4
- Payroll
  - Review payroll time sheets to budget
  - Prepare and produce payroll
  - Initiate tax deposits

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

The budget presented in Attachment 9 meets all regulatory requirements of NYS. The fiscal plan is sound and the FPCS will be able to effectively operate and manage a comprehensive educational program for students who are from a high poverty, high minority area with innovative integration of instruction, assessment and technology.

Budget priorities indicate support of the school's mission, educational program, staffing and facility. Small class size, instructional technology to motivate students and reinforce skills consistent with NYSED Learning standards and Common Core State Curriculum standards, character education program support, family involvement activities and field trips to further advance student knowledge in curriculum areas are aspects of the presented budget.

The school student population qualifies for E-rate as priority level 1 and level 2 funding revenue. Students qualifying for free and reduced lunch are approximately 82-84% of anticipated student enrollment.

Strategies for meeting potential budget and cash flow challenges, particularly in the first year of operation:

- The school will carefully plan its expenditures in coordination with its marketing campaign and student enrollment information, so as not to commit to start-up expenditures levels that cannot be supported through actual student revenue.
- The school also intends to negotiate a lease that is tied to student count, in order to keep its expenses variable.

Our budget summary confirms that the school will be financially viable for each year of its 5-year budget plan, and has sufficient reserves to handle a significant downturn in revenue. The school has not budgeted for an increase in revenue for the five year period, and similarly has not increased staffing wages, which the school intends to adjust according to increases in funding, and or available surpluses in the budget.

## **L. Pre-opening Plan**

Key tasks that need to be completed during the pre-opening, 6 month period include:

- Secure facility including obtaining a certificate of occupancy prior to students entering the school
- Recruit and hire principal, instructional staff, and support staff
- Apply to district for health and food service support
- Recruit students through a comprehensive marketing plan, including advertisements, community forums, Open Houses, and distribute and collect student applications April 1<sup>st</sup>.
- Conduct student lottery
- Develop policies and plans for Human Resources, complete employee handbook, student handbook, student assessment plan
- Confirm insurance plans for school and staff
- Develop specific alignment of curriculum benchmarks with NYSED Learning outcomes and Common Core State Standards and curriculum maps for implementation
- Develop fundraising plan
- Apply for grants, including Charter School Startup Grant
- Invite business and community agency leaders to tour school
- Develop professional development plan
- Create a sound financial plan for school
- Recruit new board members

## **M. Dissolution Plan**

In accordance with state regulations, an escrow account will be established with \$75000 in case of dissolution, which is reflected in Attachment 9. As per NYSED regulations and laws, The school will ensure that in case of closure or dissolution of the school, students and student records will be transferred to the district where the school is located and for the disposition of the school's assets will be transferred to the school district in which the charter school is located or to another charter school located in the school district.

## **Admissions Policy and Procedures**

The Four Pillars Charter School (FPCS) will consider all students for admission without regard to ethnicity, national origin, gender, or achievement level in accordance with NY Education law Article 56, Section 2854. Programs shall be nonsectarian and will not discriminate against any student on the basis of ethnicity, national origin, race, religion, disability, or gender.

Efforts will be made to ensure that students with disabilities, English language learners, and students who are eligible for free and reduced lunch are encouraged to submit applications for admission, consistent with or exceeding demographic distribution of the district the school resides in.

The FPCS shall enroll any student who submits a timely application for admission, unless the number of application exceeds the grade or building capacity. Applications will be available in Spanish and English, reflective of the community need.

If the numbers of students who apply exceed the grade or building capacity, students will be selected by a random process, in a transparent and equitable manner as prescribed by regulations and law. Enrollment preference will be given to students returning to the charter school, siblings of students already attending the charter school, and students residing in the district where the charter school is located, consistent with educational law 2854(2)(b).

The random selection process will comply with requirements specified in regulations and laws. A lottery will be conducted in April of each year, having applications due April 1<sup>st</sup> as specified by regulations. Commissioner regulations specifying when and the lottery must be held will be strictly adhered to as per section 104 of the public officers law. The lottery will be open to the public.

The school will make concerted efforts to reach families in the district that are reflective of the demographics of the local school population. A comprehensive marketing plan will include community forums, advertising in local media (print and electronic) in order to disseminate information about the school, educational program, and open enrollment process and timelines.

Promotional information will be shared with local non-profit agencies, libraries, community centers and other locations that the public accesses. Open houses will be scheduled throughout the year to encourage families to tour the school and get information about the enrollment process.

The FPCS expects to achieve diversity of enrolled students that is reflective of community demographics. The school's marketing strategies will reach a broad audience, in multiple languages and mediums, including community minority publications, posting on bulletin boards that allow community access, and hosting community forums. The founding board will also

continue to work with members of the community in order to get assistance with disseminating information.

The enrollment timeline will be:

January –March: Community Outreach, Open Houses

April 1<sup>st</sup>: Applications due for enrollment for next year\*\*

\*\*Consistent with educational law, students may apply throughout the year and transfer into the charter school at other times of the year. The FPCS will follow those guidelines, including any changes that occur.

April 30<sup>th</sup>: (or date per Commissioner’s regulations) If the number of applicants exceeds capacity for a grade or school, admission lottery will be conducted in public accordance with Part 100 regulations.

Parents/Guardians will be notified by phone call and in writing if they are admitted to the school or on a waiting list. A waiting list will be maintained as per part 100 regulations and educational law. If a student is admitted when a spot opens up, the same protocol (phone call, letter) will be followed.

Parents/Guardians will be asked to review the student handbook and student discipline policy and agree to those procedures by signing the agreement page and submitted for inclusion in student file.

Community forums, school open houses, marketing will be ongoing throughout the year, even though focus will be January-March as described above.

## PUBLIC OUTREACH ATTACHMENTS

Included:

- website address
- Announcements of community forums
- Sample emails to community leaders
- Brief summary of proposed charter school made available to the community
- Letter to Assistant Superintendent of PPS
- Flyers used to announce community forums

The website url for the school is: **fourpillarscharterschool.org**  
This is a recently created site under development.

Notices announcing the two community forums which were printed in the local newspaper follow.

poughkeepsiejournal.com

WEDNESDAY, June 27, 2012

### **Charter school forum to be held**

A community forum concerning Four Pillars Charter School, a new tuition-free public charter school for students grades K-8, will be held from 6 to 7 p.m. Thursday.

The meeting is to provide the community with information about the school, which would open in September 2013 in the City of Poughkeepsie. The meeting will be in the Lateef Islam Auditorium at the Family Partnership Center, 29 N. Hamilton St., Poughkeepsie.

poughkeepsiejournal.com

SUNDAY, July 22, 2012 |

### **Charter school forum Wednesday**

At 6:30 p.m. Wednesday, there will be a community forum about Four Pillars Charter School at Beulah Baptist Church, 92 Catharine St.

The school is a tuition-free public charter school for students grades K-8 that would open in September 2013 in the City of Poughkeepsie.

Email sent to the county executive of Dutchess County on 18 June 2012

Mr Molinaro,

I am part of the founding group that is applying to the State Education Department to start a charter school in the City of Poughkeepsie. It will be a K-8 school, starting in the fall of 2013.

I have attached a brief description of the school.

As the County Executive we certainly want you to know about our efforts. In addition we would be happy to meet with you to talk further about the school and how it will be a positive force in the county.

Be well.  
Dwight Paine

Email sent to the mayor fo the City of Poughkeepsie on 17 June 2012

Mr Mayor,

I am part of a group that is applying to the State Ed Department to start a charter school in the City of Poughkeepsie. It will be a K-8 school and will open in September of 2013.

I have a attached a brief description of the school.

I would like to meet with you and talk further about the school and answer any questions you might have.

Please let me know if you would like to meet.

Thank you.  
Dwight Paine

Attached to the emails was the brief summary which follows this sheet.

Similar notes were sent to the list of community contacts in the Public Outreach section.

## SUMMARY FOR THE FOUR PILLARS CHARTER SCHOOL

Four Pillars Charter School (FPCS) will be a K-8 school in the city of Poughkeepsie to open in September, 2013. A highly qualified founding group made up of both city and non-city residents with decades of experience in education and community affairs is making this effort. It feels necessary at this time because the Poughkeepsie City School District is not fully meeting the needs of its youth. Despite the best efforts of the Board of Education and many highly dedicated teachers and administrators, the graduation rate remains unacceptably low and proficiency rates in English Language Arts and math with few exceptions are well below 50%. FPCS will provide a choice of schools for families in Poughkeepsie.

The mission of FPCS is to provide significant educational benefit for students in grades K-8 with a thorough and enriched start to their educational careers, ensuring their academic success through high school and beyond into college and/or careers. FPCS will provide a comprehensive, high quality instructional program that stimulates student achievement and a love of learning. The core program will address academic, social and developmental needs of students. The school is based on four pillars that respond directly to the essential and historical needs of the children of Poughkeepsie: literacy in all academic areas; involvement of families; involvement of the community, and character education.

The importance of students' developing **literacy** skills is the basis for the school's innovative instructional program. The instructional program will follow the structure of the NYS New Core Curriculum Standards in ELA and Math, as approved by the NYS Regents January 2011. S.T.E.M. (science, technology, engineering and math) will be integrated into these core standards and will be evident in all grades and subject areas.

**Family** support and family involvement are at the center of the second pillar. The key component is nurturing the relationship between student success and family involvement. We expect that our students' families work with us in the education of their children. We expect frequent contact; neither the school nor the family should be surprised. There will be numerous opportunities for parents to participate in the educational process, including several parent evenings. As partners, parents will be expected to spend time in the school as one way of supporting their child's program. Other ways for family members to participate include attending field trips, purchasing/donating items for the classroom or school, attending PTO meetings, or assisting teachers with approved projects. The founding members of FPCS have extensive familiarity with parent and family needs in the city of Poughkeepsie. FPCS will respond to these needs by offering family support in a variety of ways. One example is the Parent University Program, a professional conference for parents that will be held twice a year. Workshops, keynote speakers and opportunities for parent discussion groups are part of this program.

The third pillar is involvement of the **community**. The Poughkeepsie area is fortunate to have many community organizations and agencies that are interested in collaborating and supporting innovative projects for educational programs for the area's youth. There is also strong interest by municipal programs and retired professionals (educators, scientists, business leaders) and others who are eager to volunteer to work with and support student success. Volunteers will be a large part of FPCS learning community. FPCS will recruit volunteers who are members of our parent

group, the local community, and college programs. We expect to work with local CBOs, using their expertise especially in areas like the arts, technology, athletics (including dance), to provide extra curricular opportunities for our students and sometimes families as well. In addition we expect local businesses to provide expert volunteers during the school day as well as opportunities as appropriate for job shadowing, internships, information opportunities for families.

The fourth pillar employs **character education** through the teaching of an asset-based program, entitled the Circle of Courage. Character education improves the educational lives of students and is vital to the mission of the Four Pillars Charter School. The teaching of core character values is important for early elementary students to set a foundation for the development of self-worth and the confidence to succeed academically. It is this component of the school program that binds the pedagogy so that it continuously connects the academic, social and developmental aspects of each child's experience with values that promote individual well-being and happiness while serving the common good of this diverse, multicultural school community. The program is designed to foster self-esteem, a key ingredient for student success. First, this major pillar provides a positive language that is used throughout the school and all its activities. Second, it will provide the basis for self awareness, identifying and then applying one's assets, strengths and skills to further learning in all academic, social, and personal areas. All members of Four Pillars Charter School will receive training in the Circle of Courage, and there will be opportunities for families to receive training as well.

The school day will be enhanced by after school and Saturday morning activities available to all the students enrolled in Four Pillars Charter School. These activities will include academic tutoring and enrichment, activities led by school faculty and community volunteers, and internships in local community organizations.

FPCS will not limit admission on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. Each student will be scheduled for a pre-enrollment assessment review, where parents and child will meet with a team that will review student data, complete a parent questionnaire, and assess each student's basic skills and assets. An individualized learning plan will be developed for each student, with an outlined communication plan between student, parent and teachers. This system creates frequent and consistent communication between home and school, outlining student responsibilities, needs and success. Because this is a charter school, FPCS is free and open to all students from the city of Poughkeepsie, providing a choice of schools. At this time the projection is that the school will open with 108 students in grades 4 through 6, with grades added each year ending with 324 students in grades K-8 in the fifth year. A lottery will be used for any grade in which the number of applicants exceeds the number of available spaces.

Four Pillars Charter School believes that all children are capable of learning and will succeed in school if they are supported by an academic program that is strongly committed to early mastery of reading and math literacy, an integrated curriculum that reinforces learning in all disciplines, a highly trained core of school leaders, teachers and faculty, strong collaboration with the local community, a deliberate character education program, and positive family involvement. This is

true especially in a community such as Poughkeepsie where limited school choice has not responded adequately to the needs of all of its students. Families in the city of Poughkeepsie must have choices as to where their children receive an education, and must have input into that process. In this urban community, the levels of poverty, the lack of school choice and the uncertain outcomes for students create palpable but covert messages of inferiority and defeat for so many families. The families of Poughkeepsie require an option that brings hope for success for their children.

For additional information please contact: Dwight Paine: [dpainefpcs@gmail.com](mailto:dpainefpcs@gmail.com) or  
Frank Mulhern: [FranktheEagle@aol.com](mailto:FranktheEagle@aol.com)

Dr. Lynne Pampel  
Assistant Superintendent PPS  
Poughkeepsie City School District  
11 College Avenue  
Poughkeepsie, NY 12603

30 July 2012

Dear Dr. Pampel:

Please be advised that the Four Pillars Charter School Board has made final application to New York State Education Department for the establishment of a K-8 school in the City of Poughkeepsie. As a tuition-free public charter school, FPCS will be enrolling students for the September 2013-14 school year. Enrollment is open to all students, including ELL and Special Education students. A copy of our proposal to NYSED was shared with the Poughkeepsie School Board of Education and the superintendent, Dr. Wilson.

We would like to have your cooperation during the enrollment and student selection process, which is anticipated to begin in January 2013. Contact and outreach to the families who have students with disabilities will be part of the process. We would be happy to collaborate with you and the students' families, particularly those students who have IEP's.

Once the school is approved by NYSED, we will contact you and discuss opportunities for communication and collaboration for FPCS and Poughkeepsie School District office of PPS. Thank you. If you have any questions, you may reach me at [gpawith@aol.com](mailto:gpawith@aol.com).

Respectfully,

Dwight Paine  
President, Proposed FCPS Governing Board

cc: Frank Mulhern  
Allison Withers



**NUEVO  
OPCIÓN DE ESCUELA PÚBLICA  
PARA ESTUDIANTES DE  
POUGHKEEPSIE  
Grados K - 8**

**Ven a una presentación  
acerca de una nueva matrícula gratuita en las  
escuelas charter  
en la ciudad de Poughkeepsie,  
para septiembre de 2013**

**Por favor, venga a este foro de la comunidad  
para obtener información.  
Pregunte a sus preguntas y comentarios.**

**6-7 pm Jueves, 28 de junio 2012  
Family Partnership Center  
Lateef Islam Auditorio\*  
North Hamilton Street**

**\* este espacio se alquila  
a partir de Servicios para la Familia**

# Four Pillars Tuition Free Public Charter School



Come to the  
Community Forum

There is another option for  
Public School for your  
children.

The grade level is K-8.  
Kindergarten through Eighth  
grade.

Date: July 25, 2012  
At 6:30pm

- Beulah Baptist Church
- 92 Catherine Street
- Poughkeepsie New York

## Committee for Four Pillars Charter School

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Contact person: Frank Mulhern: [FranktheEagle@aol.com](mailto:FranktheEagle@aol.com)  
and Dwight Paine: [dpainefpcs@gmail.com](mailto:dpainefpcs@gmail.com)

**NUEVO**

**FOUR PILLARS CHARTER SCHOOL  
PARA ESTUDIANTES DE  
POUGHKEEPSIE  
Grados K - 8**

**Ven a una presentación  
acerca de  
UNA MATRICULA PUBLICA GRATUITA  
EN LAS ESCUELAS CHARTER**

**en la ciudad de Poughkeepsie,  
para septiembre de 2013**

**Por favor, venga a este foro de la comunidad  
para obtener información.  
Pregunte a sus preguntas y comentarios.**

**6:30 pm, miércoles, 25 de julio 2012**

**Beulah Baptist Church,  
92 Catharine Street. Poughkeepsie, NY 12601**

### Attachment 3A (1a):

#### Sample Weekly Student Schedule in Lower Elementary Classes, grades k-2. School hours are 8am to 3:30pm.

Grade	K	1	2
8:00- 8:30	Arrival/ Morning Meeting		
8:30- 10:00	ELA	ELA	ELA
10:00-10:30	Music/Art/Library	PE	Music/Art/Library
10:40-11:10	Literacy Enrichment /related services	Literacy Enrichment /related services	Literacy Enrichment /related services
11:20-12:00	Lunch/Recess		
12:00-12:15	Read Aloud/Silent Reading	Read Aloud/Silent Reading	Read Aloud/Silent Reading
12:15- 1:00	Math	Math	Math
1:00-1:35	Science	Science	Science
1:35- 2:05	Math Enrichment/ Related Services	Math Enrichment/ Related Services	Math Enrichment/ Related Services
2:05- 2:35	PE	Music/Art/Library	PE
2:35-3:10	Social Studies	Social Studies	Social Studies
3:10-3:30	Closing Meeting/Dismissal		

The FPCS Elementary School schedule will offer 7.0 hours of instruction daily in a 191 day school calendar year. ELA and Literacy Enrichment are offered daily for 90 – 120 minutes to the students in the lower elementary grades. In addition, reading sessions are conducted school wide daily for 15 minutes. The teaching of reading will also be emphasized and reinforced within the math, science and social studies classes. Letter identification, vocabulary, introduction to spelling and writing and other cornerstone steps in the process of learning to read will be introduced and practiced in all classes. The Literacy and Math periods are scheduled at the same time for all 3 grades so that students may be organized according to their current abilities and learning objectives for more targeted instruction. This period may also be used for delivery of related services for any students with disabilities requiring such as per their IEPs.

Math is offered daily for no less than 75 minutes which includes a Math Enrichment class. Science and Social Studies are taught for 35 minutes on a daily basis. PE is offered for at least 30 minutes daily as per the Commissioner's Regulations 135.

Music, Art and Library will be equally scheduled every 3<sup>rd</sup> day for all students in the grades k-2 (A-B-C schedule). Computer literacy and introduction to technology will be embedded in the library class and the core content classes. The Character Education curriculum will be delivered within the content classes. All of the elective and supplemental classes will be designed to encourage student interest through an integrated approach across subject areas.

**Attachment 3a (1b):  
Sample Teacher Schedule Lower Elementary Level, grades k-2**

<b>FPCS Sample Classroom Teacher k-2 Schedule</b>	
8:00- 8:30	Teacher is with the class for Morning Meeting
8:30- 10:00	ELA
10:00-10:30	Teacher Prep and/or Common Prep with other teachers– Class is in a Special
10:40-11:10	Teacher is with class for Literacy Instruction
11:20-12:00	Teacher Lunch Break
12:00-12:15	Teacher leads Silent Reading Session
12:15- 1:00	Math
1:00-1:30	Science
1:30- 2:00	Teacher is with class for Literacy Instruction
2:00- 2:30	Teacher has common prep/prep time or attends RTI meetings
2:30-3:15	Social Studies
3:15-3:30	Teacher is with the class for End of Day Meeting and Dismissal

Each grade level class will have an assigned elementary teacher who will teach the core subjects and the enrichment classes. Teacher schedules are designed to provide daily common planning times so that character education, music, art and the other supplemental courses are synchronized with the core learning objectives. Common planning time also enables the teachers to re-distribute their efforts during enrichment and intervention classes. There are 2 enrichment classes for 30 minutes per day for each student. Through the use of web-based progress monitoring and assessment tools (AimsWeb), teachers can organize students according to their current learning and knowledge levels. Teachers and other faculty are scheduled to have time to focus on targeted instructional components for maximum student learning, particularly in the ELA and Math areas.

**Attachment 3A (1c):**

**Sample Weekly Student Schedule in Upper Elementary Classes, grades 3-5.**

**School hours are 8am to 3:30pm.**

<b>Grade</b>	<b>3</b>	<b>4</b>	<b>5</b>
8:00- 8:30	Arrival/ Morning Meeting		
8:30- 10:00	ELA	ELA	ELA
10:00-10:45	Literacy Enrichment/AIS/Related Services	Literacy Enrichment/AIS/Related Services	Literacy Enrichment/AIS/Related Services
10:45 TO 11:15	PE	Music/Art/Library	Music/Art/Library
11:20-12:00	Recess/Lunch		
12:00-12:15	Read Aloud/Silent Reading	Read Aloud/Silent Reading	Read Aloud/Silent Reading
12:15- 1:00	Math	Math	Math
1:00-1:30	Music/Art/Library	Science	Science
1:30- 2:00	Math Enrichment/ Related Services	PE	Math Enrichment/ Related Services
2:00- 2:35	Science	Science	Social Studies
2:35-3:10	Social Studies	Social Studies	PE
3:10-3:30	Closing Meeting/Dismissal		

The FPCS Upper Elementary Schedule is constructed similarly to the K-2 schedule. The FPCS Elementary School schedule will offer 7.0 hours of instruction daily in a 191 day school calendar year.

ELA and Literacy Enrichment are offered daily for 90 – 150 minutes to the students in the upper elementary grades. In addition, reading sessions are conducted school wide daily for 15 minutes. The teaching and development of reading will also be emphasized and reinforced within the math, science and social studies classes. Literacy for fluency, comprehension and written expression will be emphasized in the 3-5, along with reading instruction, particularly in grades 3 and 4.

The Literacy and Math Enrichment periods are respectively scheduled at the same period for all 3 grades so that students may be organized according to their current abilities and learning objectives for more targeted instruction. This would include AIS for students designated for that level of service. This period may also be used for delivery of related services for any students with disabilities as per their IEPs. Some RTI interventions and progress monitoring may also be applied during the literacy and Math Enrichment periods.

Math is offered daily for no less than 75 minutes which includes a Math Enrichment class. Science and Social Studies are taught for 35 minutes on a daily basis.

PE is offered for at least 30 minutes daily as per the Commissioner’s Regulations 135.

Music, Art and Library will be equally scheduled every 3<sup>rd</sup> day for all students in the grades k-2 (A-B-C schedule). Computer literacy and introduction to technology will be embedded in the library class and the core content classes. The Character Education curriculum will be delivered within the content classes. All of the elective and supplemental classes will be designed to encourage student interest through an integrated approach across subject areas.

**Attachment 3a (1d):**

**Sample Teacher Schedule Upper Elementary Level, grades 3-5**

<b>FPCS Sample Classroom Teacher 3-5 Schedule</b>	
8:00- 8:30	Teacher is with the class for Morning Meeting
8:30- 10:00	ELA
10:00-10:45	Teacher Prep and/or Common Prep with other teachers– Class is in a Special
10:45-11:15	Teacher is with class for Literacy Instruction
11:20-12:00	Teacher Lunch Break
12:00-12:15	Teacher leads Silent Reading Session
12:15- 1:00	Math
1:00-1:30	Science
1:30- 2:00	Teacher is with class for Literacy Instruction
2:00- 2:30	Teacher has common prep/prep time or attends RTI meetings
2:30-3:15	Social Studies
3:15-3:30	Teacher is with the class for End of Day Meeting and Dismissal

Each grade level class will have an assigned elementary teacher who will teach the core subjects and the enrichment classes. Teacher schedules are designed to provide daily common planning times so that character education, music, art and the other supplemental courses are synchronized with the common core learning objectives. Common planning time also enables the teachers to re-distribute their efforts during enrichment and intervention classes. There are 2 enrichment classes for 30 minutes per day for each student. Through the use of web-based progress monitoring and assessment tools (AimsWeb), teachers can organize students according to their current learning and knowledge levels. Teachers and other faculty are scheduled to have time to focus on targeted instructional components for maximum student learning, particularly in the ELA and Math areas.

**SAMPLE 3A (1e):****Middle School student's day at the Four Pillar Charter School, grades 6-7-8.****Middle School hours are 8am to 3:30pm.**

<b>FPCS SAMPLE MIDDLE SCHOOL SCHEDULE</b>		<b>Comments</b>
8:00-8:30	Reading	ELA is offered daily for at least 90-120 minutes and is comprised of English, Reading, Creative and Empirical Writing, Grammar, Spelling and Public Speaking.
8:30-10:00	Language arts or Intensive Reading	
10:00-10:30	Study Skills	Study Skills focus is on teaching and reinforcing positive study habits and tools. Study Skills can also specialize for AIS literacy classes as needed.
10:30-12:00	Math	Math is offered daily for at least 90 minutes. Math Instruction and Math Labs are part of the 90 minutes.
12:00-1:00	Lunch//PE-Health	Lunch is 30 minutes each session. PE is 3x per week for 30 minutes each day as per Commissioner's Regulation 135. A Health curriculum is offered 2x per week.
12:00-1:00	PE-Health//Lunch	
1:00- 1:45	Social Studies/Writing	Social Studies will follow NYS Learning Standards and will reflect common core standards and emphasis on vocabulary and writing.
1:45-2:30	Science/ Labs	Science will follow NYS Learning Standards and will reflect common core standards and emphasis on vocabulary and writing.
2:30- 3:00	Art/Music/Tech Class  *Grade 8 – Foreign Language/Art/Music	Art and Music will rotate with a Tech Class on an A-B-C schedule each semester. In grade 8, a foreign language class will be offered in rotation with either Art or Music.
3:00-3:30	Study Skills	Study Skills focus is on teaching and reinforcing positive study habits and tools. Study Skills can also specialize for AIS Math classes as needed.

The FPCS Middle School schedule will offer 7.0 hours of instruction daily in a 191 day school calendar year. The curriculum will be aligned to the NYS Learning Standards and the Common Core Standards. The daily schedule allows for common planning time for the core subject teachers in Math, Science, Social Studies and English. This ensures that all instruction for each core subject is reflective of major learning objectives. The instructional time for Math and ELA meets or exceeds NYS requirements, while Science and Social Studies provide ample instruction to enable students to meet the NYS Learning Standards and the Common Core Standards.

Math and Science Labs are built into the daily schedule to provide hands on learning opportunities for deeper understanding and practical applications of these two core areas. Middle School science and math will emphasize the use of data, including graphs, grids, and charts, to understand and solve problems. The science courses will provide opportunities for students to use analysis, inquiry, and design through active laboratory work. Students will be introduced to the use of scientific tools in the labs and class, such as metric rulers, graduated cylinders and voltmeters, to explain and understand natural and scientific phenomena. The Math Labs will offer students a daily opportunity to practice their math skills in understanding and working with mathematical formulas, proportions, statistical thinking, linear equations and geometry. Students will have will have opportunities to overlap their Science and Math studies and knowledge through shared problem solving lessons and project based assignments and lab exercises. The curriculum at the Middle School grades will establish a high competency level foundation for students in the math and sciences and prepare them for entrance into Algebra and Living Environment classes at the 9<sup>th</sup> grade level in high school.

**Attachment 3A (1f):**

**Sample Middle School Teacher Schedule (MATH)**

FPCS SAMPLE MIDDLE SCHOOL TEACHER SCHEDULE		7 <sup>TH</sup> Grade Math Teacher
8:00-8:30	Reading	Math Teacher is assigned to the Morning Home Room for the Reading Session, followed by Math Section 1 class.
8:30-10:00	Math Class Section 1(gr. 7)	
10:00-10:30	Study Skills	Math Teacher is assigned to the Study Skills Class with select students for enrichment, re-teaching or AIS.
10:30-12:00	Math Class Section 2 (gr.7)	Teacher is in class. Math is offered daily for at least 90 minutes. Math Instruction and Math Labs are part of the 90 minutes.
12:00-1:00	Lunch//PE-Health	Teacher is free for 30 minute lunch and a 30 minute prep period.
12:00-1:00	PE-Health//Lunch	
1:00- 1:45	Math Class Section 3 (gr.7)	Teacher is in class. Math is offered daily for at least 90 minutes. Math Instruction and Math Labs are part of the 90 minutes.
1:45-2:30	Math Class Section 3 (gr.7) continues	Teacher is assigned to this section.
2:30- 3:00	Art/Music/Tech Class  *Grade 8 – Foreign Language/Art/Music	Common Prep Period for 7 <sup>th</sup> grade teachers in Core Subjects, including the Math teacher.
3:00-3:30	Study Skills	Math Teacher is assigned to the Study Skills Class and close of day meeting.

# Four Pillars Charter School SAMPLE CALENDAR

## 2012-2013 School Calendar

### Notes:

September 3	Labor Day
September 4	Superintendent's Conf. Day
September 5	First Day for Students
September 17	Rosh Hashanah
September 26	Yom Kippur
October 8	Columbus Day
November 6	Superintendent's Conf. Day
November 12	Veteran's Day Observed
November 21-23	Thanksgiving Recess
December 24 - Jan 1	Winter Recess
January 2	School Reopens
January 21	Martin Luther King Day
January 22-25	Mid Term Exams
February 18	President's Day
March 28-29	Spring Recess
April 8	Superintendent's Conf. Day
May 27	Memorial Day
June 11-20	Final Exams
June 27	Last Day of Classes
June 28	Superintendents Conf. Day
Total Instructional Days: 191 Days	
Total Conference Days: 4	

### September 2012

S	M	T	W	T	F	S
						1
2	X	SC	5	6	7	8
9	10	11	12	13	14	15
16	X	18	19	20	21	22
23	24	X	26	27	28	29
30						

### October 2012

S	M	T	W	T	F	S
						6
7	X	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### November 2012

S	M	T	W	T	F	S
						3
4	5	SC	7	8	9	10
11	X	13	14	15	16	17
18	19	20	X	X	X	24
25	26	27	28	29	30	

### December 2012

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	X	X	X	X	X	29
30	X					

### January 2013

S	M	T	W	T	F	S
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	X	22	23	24	25	26
27	28	29	30	31		

### February 2013

S	M	T	W	T	F	S
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	X	19	20	21	22	23
24	25	26	27	28		

### March 2013

S	M	T	W	T	F	S
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	X	X	30
31						

### April 2013

S	M	T	W	T	F	S
						6
7	SC	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### May 2013

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5	6	7	8	9	10	11
12	13	14	15	16	17	18
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### June 2013

S	M	T	W	T	F	S
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30						

### July 2013

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### August 2013

S	M	T	W	T	F	S
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11	12	13	14	15	16	17
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### **Attachment 3b: Proposed First Year Calendar**

The sample annual calendar above is adapted to match in large part to the proposed school calendar of the Poughkeepsie City School District calendar for the 2012-13 school year. This was intentionally done to match days of instruction so that bussing to the Four Pillars Charter School is coordinated and compatible. The hours of operation for the FPCS are also compatible with the elementary and middle school hours in the Poughkeepsie City Schools. One major difference to the local school calendar is that the FPCS Middle School schedule will offer a 7.0 hour instructional day in a 191 day school calendar year. The extended day allows for more time for instruction, particularly in the Math and ELA classes. Students with varying levels of academic needs will receive the time necessary for class and small group instruction, including RTI interventions, AIS and related services for students with disabilities. It also allows for enrichment and supplemental instructional periods without sacrificing elective classes.

The FPCS annual calendar is scheduled for (4) quarterly Professional Development Days so that training, curriculum planning, and delivery of instruction can be re-calibrated and appropriately managed in a timely and on-going manner. It also allows for training in specific areas and topics such as Wilson Reading Programs, AimsWeb, Differentiated Instruction, Collaborative Teaching and Math Enhancement throughout the year.

## **Four Pillars Charter School Student Discipline Policy**

The school will incorporate the District Code of Conduct into practice. The school will publish a student handbook particular to Four Pillars charter School. This will include the school's disciplinary system and expectations for student and parent conduct. Respect for adults, other students and the learning environment will be paramount, and disruptions will not be tolerated.

Students will be given a chance to explain their actions prior to a suspension, and the Principal will have the authority to dismiss a student. The parent/guardian will then have five calendar days to appeal that decision in writing to the FPCS Board President, who will make the final decision. In the meantime, the school will provide work to the child or place the child in a District alternative or intervention program, but the child may not return to FPCS unless the Board President overturns the dismissal.

Students may be suspended for the following violations on school grounds or at any school-sponsored activity:

- Failure to serve multiple detentions
- Excessive absences or tardies
- Repeated violation of the uniform code
- Disrespect towards a staff member, other student, parent volunteer, or authorized school guests
- Vandalism or stealing (under \$50.00) first occurrence only. Reimbursement will be expected.

Students may be suspended and/or expelled for the following violations on school grounds or at any school-sponsored school activity:

- Possession of a weapon
- Possession or distribution of drugs
- Verbal or Physical Assault or Battery on any member of the school staff or another student
- Repetitive disruptive behavior
- Repetitive disrespect for staff and/or other students, parent volunteer, or authorized school guests
- Parent, Guardian or Representative's repetitive disruptive behavior
- Parent, Guardian or Representative's verbal or physical assault on a school staff member or student
- Failure of the Parent, Guardian or Representative to follow the directions of school staff
- Repetitive failure to pick up the child in a timely fashion (1/2 hour) from school or after school activities
- Vandalism and/or stealing (over \$50.00) or second occurrence under \$50.00. Reimbursement will be expected.

Other measures may include "time out" or removal from the class or activity, removal from field trips or extracurricular activities, parent phone calls or notes in the Agenda book, parent letters, conferences, removal from the cafeteria for a period of time,

removal from the classroom among others. Positive reinforcements have been outlined above. FERN- where are the positive reinforcements? Also, do we need to mention the Fairness and Dignity Act? If yes here is a sample statement to add in the first paragraph:

The school will incorporate the Fairness and Dignity Act into the Code of Conduct, ensuring that there is a designated Dignity Act Coordinator at the school and that all incidents of discrimination and actions based on discrimination will receive specific attention, investigation, consequences and follow through by a school administrator.

## **BUS SAFETY AND CONDUCT**

Inappropriate behavior on a bus is any behavior that disrupts or distracts a bus driver, causes a dangerous situation for a bus driver and/or students, disturbs the orderly operation of a bus, or creates a dangerous situation for vehicles operating near a bus. Included in prohibited bus behaviors are use of any electronic devices during the operation of a school bus, including but not limited to: cell phones, pagers, audible radios, MP3's, tape recorders, compact disc players, or similar devices without headphones, or any other electronic device such as but not limited to lasers, flashes, cameras, reflective devices, or any other lights in a manner that might interfere with the school bus driver's operation of the school bus, communications equipment, or the use of mirrors.

If a student engages in acts of physical violence on the school bus, the student will be subject to the penalties set forth for that misbehavior in this Code of Conduct. In addition, if a student is found to have engaged in bullying or in physical assault or battery of another person on the school bus, the student's parents or guardian must meet with the student's principal or designee to form a school bus behavior contract for the student. The contract shall provide progressive age-appropriate discipline, penalties, and restrictions for student misbehavior on the bus. Contract provisions may include but shall not be limited to assigned seating, ongoing parental involvement, and suspension from riding the bus.

## **BYSTANDER MISCONDUCT**

### **BYSTANDER MISCONDUCT**

Bystanders engage in misconduct when they do not initiate or directly participate in prohibited conduct; but rather by their action and/or inaction they allow damage or injury which could have been prevented and/or encourage prohibited conduct. For example, a student engages in bystander misconduct when, although they do not initiate or directly participate in misconduct or an altercation with another person, they watch and/or objectively

allow, electronically record and/or share, or promote a preventable incident or conflict to take place or continue by failing to take action to immediately seek help and/or intervention from school employees and/or authorities and/or through their words or actions they encourage participant(s) in misconduct to engage in or to continue the conduct. Students who are found to be bystanders may be subject to discipline.

### **CELL PHONES & OTHER PERSONAL ELECTRONIC DEVICES**

It is important to note that this section was seen as contradictory relative to the possession and use of cell phones and other electronic devices. The revision attempts to eliminate the contradiction by making a distinction between the use of these devices as tools for instruction and the use of these devices as tools for personal communication, entertainment, and socialization.

Cell phones and other personal electronic devices have a significant presence in society. Parents, students, and teachers have come to rely on cell phones and other personal electronic devices for instruction, personal communication, entertainment, socialization, and/or safety. While cell phones and other electronic devices can be used as instructional tools under the direction of a teacher in a classroom, cell phones and electronic devices cannot be used for personal communication, entertainment, or socialization while in school during the school day.

Personal electronic devices include but are not limited to MP3 players, iPads, iPods, Nextels, pagers, and Blackberries. These devices as well as their accessories (e.g. earphones, Bluetooth devices, etc.) are not allowed to be used for personal communication, entertainment, or socialization during the school day either in the classroom, the hallways, or while in study hall, the cafeteria, or the bathroom. Except in the event of a verifiable emergency or an approved instructional activity, cell phones and other personal electronic devices and accessories should be off and put away.

### **GUN-FREE SCHOOLS ACT**

Consistent with the Gun-Free Schools Act of 1994, any pupil who is determined (in accordance with the procedures provided in Educ. Law 3214) to have brought a weapon to school shall be suspended for a period of not less than one calendar year. The Principal of Schools shall have authority to modify this suspension requirement for all students on a case-by-case basis. The Principal's determination will be subject to review by the Governing board in accordance with Educ. Law 3214(a) and thereafter to the Commissioner of Education pursuant to 310 of the Education Law. Nothing in this policy shall be deemed to authorize suspension of a student with disability in violation of either the IDEA or Article Eighty-Nine of the Education Law. The Principal shall refer a pupil under the age of sixteen who has been determined to have brought a weapon to school in violation of this subdivision to a presentment agency for a juvenile delinquency proceeding consistent with Article Three of the Family Court Act. The Principal shall refer any pupil sixteen years of age or older who has been determined to have brought a weapon to school in violation of this subdivision to the appropriate law enforcement officials

#### *Bullying Behavior*

Bullying of a student by another student is inappropriate and can be considered harassment. For purposes of this Code, the term "bullying" among students is defined, in general, as a variety of negative acts carried out repeatedly over time. Bullying involves a real or perceived imbalance of power, with **26** a seemingly more powerful student or

group attacking a seemingly less powerful student or group. Bullying can take several forms such as:

- Physical (including, but not limited to hitting, kicking, spitting, pushing, taking personal belongings)
- Verbal (including, but not limited to taunting, malicious teasing, name calling, making threats)
- Psychological (including, but not limited to spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation)
- Electronic (including but not limited to the use of cyber tools to deliberately harass, humiliate, embarrass, threaten, target, or intimidate someone)

Bullying is characterized by:

- Power Imbalance: A bully uses his/her physical or social power over a target.
- Intent to Harm: A bully seeks to inflict physical or emotional harm and/or takes pleasure in this activity.
- Threat of Further Aggression: The bully and the target believe the bullying will continue.
- Terror: The bullying increases and becomes “systematic violence or harassment used to intimidate and maintain dominance.” (Barbara Coloroso, *The Bully, The Bullied, & The Bystander*, 2003)

All types of bullying behaviors are violations of the Code of Conduct and shall be dealt with immediately with appropriate discipline. Persistent psychological bullying can easily become harassment and as such may be considered for disciplinary action.

It is important to note that a single negative act as enumerated above may also constitute "bullying" based upon the particular circumstances such as the seriousness of the act and/or the intent of the perpetrator.

Students are encouraged to immediately report any act of bullying to a staff member. The building administration shall investigate any such complaint and take appropriate action. Such action may include disciplinary action and/or referral to school counselors.

Personnel at all levels are responsible for taking corrective action to prevent bullying behavior of which they have been made aware at School, school sites or activities and/or reporting such behavior to their immediate supervisor.

Prevention, intervention, and aftercare initiatives at the School, building, and classroom levels will be implemented as determined by administration. Individual intervention will be

provided by appropriate staff members to bullies, victims, and their parents to help ensure that the bullying behaviors and victimization stops.

*Cyber Bullying:*

Cyber bullying is the use of cyber tools and informational technology such as social media, e-mail, blogging, instant messaging, text messaging, chat rooms, pagers, or cell phones to deliberately harass, humiliate, embarrass, threaten, target, or intimidate someone. Cyber bullying can include such acts as making threats, sending provocative insults that contain racial or ethnic slurs, gay bashing, or making other inappropriate comments. It might also include attempting to infect the victim's computer with a virus or flooding an e-mail inbox with nonsense messages. Cyber bullying can be disruptive to the academic environment even though it may originate from a personal computer off of school grounds and beyond the school day. Cyber bullying is prohibited behavior that may warrant an appropriate school consequence. Some cyber bullying may be considered cyber-harassment or cyber stalking which may be serious crimes. In some cases, it may be necessary to inform the local police department.

*Discrimination and Harassment of Students on the Basis of Race, National Origin, or Color (School Policy # 5020.2)*

The Governing board is committed to safeguarding the rights of all students within the school to learn in an environment that is free from discrimination on the basis of race, color or national origin, including harassment. The Board recognizes that discrimination or harassment of students can originate from a person of the same or different race, color or national origin of the victim including peers, employees, Board members or any individual who foreseeably might come in contact with students on school grounds or at school-sponsored activities.

Discrimination of students consists of different treatment on the basis of race and is recognized in two different forms:

- when the school's employees or agents, acting within the scope of official duties, treat a student differently than other students solely on the basis of race, color or national origin;
- when the education environment is not kept free from discrimination because the harassing conduct is so severe, pervasive or persistent that it interferes with or limits the ability of a student to participate in or benefit from the services, activities or privileges provided.

The Board also prohibits any retaliatory behavior against complainants or any witnesses.

Any student who believes that he/she has been subject to discrimination or harassment on the basis of race, national origin or color should report the alleged misconduct immediately, pursuant to 5020.2-R, so that corrective action, up to and including discharge of an employee or suspension of a student, may be taken at once. The complainant shall not be discouraged from reporting an incident of alleged discrimination or harassment. In the absence of a victim's complaint, the Board, upon learning of, or having reason to suspect the occurrence of any discrimination or harassment, will ensure that an investigation is promptly commenced by appropriate individuals.

<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:** CarmenM.McGill

**Charter School Name:** Four Pillars Free Public Charter School

**Charter School Address:** City of Poughkeepsie

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

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

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

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

**Background**

1. Please provide your educational and employment history. You may do so by attaching a résumé.  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 have been a parent and tax payer in the City of Poughkeepsie since 1980. Dwight Paine and I worked together on committees when he worked for the

district and I as an admissions counselor at Dutchess Community College. When he and Frank Mulhern embarked on the journey of establishing a charter school, Dwight contacted me.

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

As a resident, parent and tax payer of the City of Poughkeepsie school district for over 30 years, I have seen the decline of the schools. I am passionate about giving the children of the district a choice to achieve a better education which will help to cement a more successful future.

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 been on the boards of several non-profits, but not academically based.

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 have worked with Dwight Paine before in connection with the PCSD. I did not know any of the other board members until we embarked on this project.

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:

At this point, no potential personnel have been identified.

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.

I worked with Fern Aefsky a few years ago when she was an employee of PCSD. I don't know anyone else. Dan Rishavy was introduced to me once.

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

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

I / we have no such interest.  Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
- Not applicable because the School does not/will not contract with a management company or charter management organization.
- I / we do not anticipate conducting any such business.  Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
- None  Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

The board member would be confronted with the allegation(s) by the board.  
Any questions of improper conduct would be dealt with immediately, including expulsion from the board.

### **Educational Philosophy**

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

The mission is to treat children with respect and the knowledge that all children can learn, address all learning styles that will bring out the greatest desire to learn, excel, achieve and have pride in those accomplishments.

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

All segments of the community will have an investment in the success of the student; parents, teachers, administrators, volunteers, supporting agencies, etc. The needs of the whole child will be addressed and solutions determined by all of the invested parties, including the student.

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

A peaceful, productive, and exciting environment for learning must exist.

All personnel must have the interest of the student first and working for his/her success.

The family unit must be supportive and actively involved in a positive educational process.

A sound financial base must be sustained to ensure continued growth of the school and its mission.

### **Other**

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

The board is the governing body of the school. It sets policy and enforces them. It is accountable for the hiring of all personnel, continued evaluation of personnel and dismissal when necessary. Fiscal responsibility is a key component. The board is responsible for making sure that all state mandates are met.

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.

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

## STATEMENT OF ASSURANCE

I, Carmen M. McGill (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.

Carmen M. McGill 7/10/12  
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:** [REDACTED]

**Business Address:** [REDACTED]

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

**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]



## **CARMEN M. MCGILL**

### **SUMMARY OF QUALIFICATIONS**

- Detail oriented, creative, organized, and yet flexible.
- Highly productive in both independent and team environments.
- Skilled at utilizing employee strengths as motivational tools.
- Excellent interpersonal and communication skills.
- Able to collaborate effectively with people from culturally diverse backgrounds.
- Proficient in the areas of problem identification and resolution.
- Knowledgeable of current advances in Human Resources Management strategy and theory.

### **PROFESSIONAL EXPERIENCE**

#### **Admissions Counselor**

- Advise students about college preparation and the admissions process
  - Attend high school and college fair
  - Community liaison to promote higher education
  - Conduct tours for prospective students
  - Encourage students to do their best and work to attain excellence
  - Work with high schools and middle schools to determine strategies to “turn children on” to college

#### **Human Resources Management**

- Maintain direction over personnel processes and reports (salary increases, promotions/demotions, workers’ compensation, performance appraisals, disability, retirement, etc.)
- Handle all aspects of labor relations (grievances, disciplinary actions, and contract disputes)
- Conduct compliance reviews
- Conduct employee recruitment, interviews, and selection processes
- Accordingly, plan work and set priorities for office staff

- Design and present workshops and training sessions
- Determine reemployment opportunities and initiate appropriate action
- Serve on management teams and boards of directors to formulate policies and guidance in functional areas

**Claims Examiner**

- Conduct interviews with unemployed workers
- Compile data determining benefit eligibility and employment availability
- Adjudicate claims and implement appropriate action
- Inform claimants of labor market conditions and provide job search techniques
- Develop and foster relationships with employers
- Identify employment opportunities

*Carmen M. McGill  
Page II*

**EDUCATION**

Howard University – Washington, DC

Degree: Bachelor of Arts

Major: Government

**EMPLOYMENT HISTORY**

Dutchess Community College – Poughkeepsie, NY

12/01 – Present

Admissions Counselor

Dutchess Community College – Poughkeepsie, NY

12/99 – 12/01

Employment Specialist (PACE)

Family Services, Inc. – Poughkeepsie, NY

12/96 – 10/98

Director of Human Resources

YMCA – Poughkeepsie, NY

09/95 – 06/99

### Receptionist and Membership Coordinator

NYS Wassaic DDSO (Taconic DDSO) – Wassaic, NY

07/86 – 04/95

### Senior Personnel Administrator

NYS Department of Labor – Poughkeepsie, NY

10/63 – 07/86

### Claims Examiner

### **CIVIC HISTORY**

- Building Level Team – Poughkeepsie High School
- Parent Teachers Association – Poughkeepsie School District
- Parent-Child Mediator – The Mediation Center
- Board of Trustees – Dutchess County Historical Society
- Board of Directors – Family Partnership Center
- Board of Directors – The Mediation Center
- Black History Project Committee of Dutchess County Historical Society
- Delta Sigma Theta Sorority, Inc.
- Community Development Committee, Cornell Cooperative Extension
- Athena Award recipient for the Dutchess County Regional Chamber of Commerce (DCRCOC)
- Board member of the Chamber Foundation of the DCRCOC
- Member of American Association of University Women (AAUW)

### **REFERENCES**

Professional and personal references available upon request

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

**Name:** \_\_\_\_\_ Dwight Paine \_\_\_\_\_

**Charter School Name:** \_\_\_\_\_ Four Pillars Charter School \_\_\_\_\_

**Charter School Address:** \_\_\_\_\_ City of Poughkeepsie \_\_\_\_\_

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

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

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

### **Background**

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

Two years ago Frank Mulhern and I decided it was time to start a charter school in the city of Poughkeepsie to better serve the youth. We started then to build the concepts and to expand our working group.

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

For over ten years I have made a commitment to help the youth in the City of Poughkeepsie. As demonstrated elsewhere in this application the needs of the youth are not being well met by the PCSD. Our board and expanding working group has an excellent model for a school and it can best be put in place by serving on this board.

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

I served on the board of the Woodstock Day School in Woodstock NY for two years and I served on the board of Real Skills (a non profit created to provide after school services and more for youth in the city of Poughkeepsie) for two years. I have not been on either board for several years.

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:

We have been working together for some time so I know them all. My wife is a board member, I have known Frank Mulhern for ten years and worked with him in the PCSD, I have known Carmen McGill for a few years, I have known Will Sanchez for several years and worked with him when he was Director of the Dutchess County Youth Bureau, and I did not know Jane Ebaugh before we formed our 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:

We have not identified any prospective employees yet.

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.

I have known Fern Aefsky for about ten years and worked with her from 2002 to 2006 when we both worked for PCSD. I met Dan Rishavy once.

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

description.

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

I / we have no such interest.  Yes.

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

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

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

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

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

None  Yes

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

We would hold a meeting, ascertain as quickly and directly as possible the facts of the situation, and if there is any question of impropriety remove that board member(s) from the board.

### **Educational Philosophy**

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

The mission of the Four Pillars Charter School is to provide increased educational opportunities and improve student learning and achievement as measured by state assessments and school assessments for students in low income communities who are at risk of academic failure in grades k-8 and to facilitate school choice for parents and students in the city of Poughkeepsie with high levels of persistent poverty and high minority populations (African American and Latino).

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

Using an asset based approach and treating each individual with respect, we will through the academic programs selected and following all state requirements bring each student to a minimum of grade level in each discipline and then challenge each appropriately to high levels. This will be done with regular interaction with the family and with the support of numerous community based organizations that will provide mentors and additional support for students through collaborative after school programs. The key is the ongoing dialogue and evaluation of the work being done by all those involved with each student.

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

It must be financially stable and accountable.

The director of the school and all other employees must be of the highest caliber and each must be committed to the mission and philosophy of the school.

Students should feel appropriately challenged, respected, and positively involved in their learning.

Families need to feel that they are partners in their child's education.

### **Other**

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

Board members are responsible for developing and enforcing policies that govern the charter school, be fiscally responsible and be accountable for board directed (by regulation) activities. Board members are responsible for the hiring and firing and for the evaluation of the principal/leader of the school. Board members set policy for the school. Board members are ultimately responsible for ongoing assessments of the school and all necessary paperwork required by the state.

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

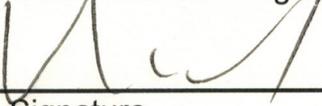
I so affirm.

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, Dwight Paine (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.

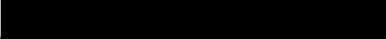
  
Signature

23 JULY 2012  
Date

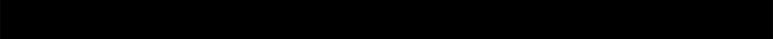
*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

Business Telephone: 

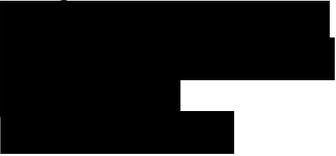
Business Address: 

E-Mail Address: 

Home Telephone: 

Home Address: 

Dwight Paine



EDUCATION: Bard College, B.A., 1968 (Mathematics, Philosophy)

EXPERIENCE: 2006-present Partner in Pawith Educators, LLC, education consultants.  
Volunteer work includes: Weed and Seed, Hospice, Family Partnership Center.  
Poughkeepsie City School District, Act for Youth, Woodstock Day School.

2004-2006 Poughkeepsie City School District, 11 College Ave, Poughkeepsie, NY 12603  
Assistant to the Superintendent

2002-2004 Poughkeepsie City School District, 11 College Ave, Poughkeepsie, NY 12603  
Coordinator of Portfolio Assessment, Circle of Courage Learning Community.

1974-2002 Poughkeepsie Day School, 260 Boardman Road, Poughkeepsie, NY 12603  
1974-2002 Math Teacher (all levels, middle and upper school)  
1974-1994 Chair, Mathematics Department  
1978-1995 Head, Upper School  
1995-2002 Assistant Director  
(Feb 2000-July 2001 Acting Director on and off with illness and then death of  
Director)

1969-1974 Hinckley School  
Hinckley, ME  
Math Teacher; Chair, Mathematics Department

1969 (Mar-June) Hampshire Country School  
Rindge, NH  
Math Teacher

1968-1969 Crowell Collier Education Corporation  
New York, NY  
Consultant, Editor

1968 (Sept-Oct) Cape Cod Preparatory School  
Mashpee, MA  
Math Teacher

Married, two children, four grand children

<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: \_\_\_\_\_ Frank Mulhern \_\_\_\_\_

Charter School Name: \_\_\_\_\_ Four Pillar Charter School \_\_\_\_\_

Charter School Address: \_\_\_\_\_ City of Poughkeepsie \_\_\_\_\_

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

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

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

### **Background**

1. Please provide your educational and employment history. You may do so by attaching a résumé.  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.  
Approximately 2 years ago, I spoke with a colleague of mine who was concerned about the student achievement scores in Poughkeepsie City School District. As a previous teacher and administrator in PCSD, I too shared his concerns. The option of starting a charter school and

developing an additional school choice was explored and determined to be a reasonable response to the current educational needs of students in the city of Poughkeepsie. I agreed to serve as a board member as needed.

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

I have a great deal of work experience as an educator in both public and private schools. I also have an extensive background in community development and family empowerment. I can lend experience and guidance to the start up and development of a school. Most of all, I have a long-standing passion for the families and children of Poughkeepsie, as well as the Hudson Valley.

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 am currently a board member for a not for profit organization, Young Rhinebeck Inc. which provides after school ELL educational programming for school age students. I have served on numerous not for profit boards in the Hudson Valley serving families and children. I was also the Chief School Officer/CEO for a NYSED 853 school in Dutchess County. As such, I reported directly to a Board of Education. I am also the founder of a not for profit organization, Mid-Hudson Coalition Inc., which provides educational support for para-professional staff, including teacher aides and teacher assistants.

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

This does not apply to me.  Yes.

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

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

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

This does not apply to me.  Yes.

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

### Conflict of Interest

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

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

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

I know the board president, Dwight Paine, as a former colleague in education and as a friend. We worked for Poughkeepsie City School District together from 2002-2006. I also know Jane Ebaugh from my current CSE work as a Director of PPS for Beacon City Schools. Jane and I have also worked together on international youth studies tours to South Africa with inner city youth from Poughkeepsie. I know Will Sanchez as the former Director of The Youth Bureau for Dutchess County. We collaborated many times over the past 5 years regarding homeless youth and youth development programs.

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.

I know one member of the charter school management company (PPY), Dr. Fern Aefsky. I worked with Dr. Aefsky in the Poughkeepsie City School District from 2003-2007. I also worked for Dr. Aefsky when she was Superintendent in Hudson CSD and Beacon CSD and I was the Director of PPS from 2007-2011.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
- Not applicable because the School does not/will not contract with a management company or charter management organization.
- I / we have no such interest.  Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
- Not applicable because the School does not/will not contract with a management company or charter management organization.
- I / we do not anticipate conducting any such business.  Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
- None  Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
- I am a professional who has spent 40 years working in non-profit and public educational systems. I am committed to ensuring that any conflict of interest is transparent and/or eliminated. As an administrator, I have handled several opportunities that addressed and removed conflict of interest.

## **Educational Philosophy**

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

I understand that the Four Pillars Charter School is designed to offer a tuition free public school choice for students in the city of Poughkeepsie. I also know that the charter school will emphasize character education and community development ensuring that each student gets a whole education and will be prepared to compete in college and in the workforce.

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

I understand that the Charter School will provide a high level educational program for students grade k-8 that will offer first rate instruction in all academic areas, increasing student's abilities to succeed in school and on applied assessments, NYS and college applications. The educational program will emphasize development of literacy skills in ELA, Math and Science. The charter school is interested in progressive and early mastery of these areas to ensure maximum student success.

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 major educational elements of a successful charter school involve solid instructional leadership, cultural and community competency, active parent involvement, and high standards for student learning. The major management and financial leadership elements of a successful charter school are competent and accurate fiscal management procedures, clear policies for direction of the charter school, trained fiscal and personnel leadership skills, and positive relationships with the community. The first steps for the board are to share a clear and concise vision, mission and values with potential constituents and stakeholders. The selection/enrollment of students in a fair and equitable manner is next. A third step is to hire the school leader(s) who are capable of fulfilling the mission of the charter school, and are capable of establishing and implementing the curriculum necessary for high-level instruction. This would be followed by recruitment of competent and capable teachers and faculty. An additional step is to hire the leaders needed to ensure that the policies and practices of the board and the Charter School are comprehensive and meet the requirements of a NYS public charter school. A last step is to make sure that policies are in place to ensure collaboration with the local school district.

**Other**

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

To ensure that policies are in place that will meet NYS compliance requirements and will provide educational, personnel and fiscal guidance to the daily activities and functions of the school. To be active and supportive of all school events and activities. To conduct business with integrity and fairness.

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 all current and existing Board documents.

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



Signature

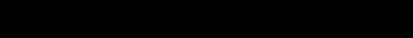


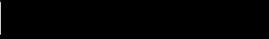
Date

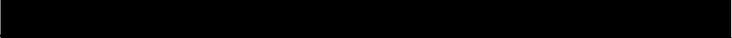
*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

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

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

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

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

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

# Frank Mulhern

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## Education

(1972) BA Sociology Lehman College, CUNY

(1994) MA Education SUNY New Paltz

## Additional Education Credentials

(1994) NYS Special Education Teacher Certificate

(1995-2000) 36 post graduate credits SUNY Albany School of Social Welfare Doctoral Program

(2005-2007) 24 post graduate credits SUNY New Paltz

(2007) NYS Supervision and School Administration Certificate

(2007) NYS School District Administration Certificate

## Work Experiences

2008- present Director Of Pupil Personnel, Beacon City School District

(2007-2008) Director of Student Services and Special Education, Hudson City School District, Hudson, New York

(2006-2007) Special Education Teacher, Poughkeepsie City Schools

(2002-2006) Coordinator of Special Projects, Poughkeepsie City Schools

(1998-2002) Director of Professional Development & QI, Pius Youth & Family Services, Bronx, NY

(1997-1998) Graduate Research Assistant, Ringel Institute of Gerontology, SUNY Albany

(1987-1997) Executive Director/CEO, Anderson School, Staatsburg, NY

(1983-1987) Assistant Administrator, Anderson School, Staatsburg, NY

(1976-1983) Director of Residential Services, Astor Home for Children, Rhinebeck, NY

(1972-1975) Youth Care Worker, Astor Home for Children, Rhinebeck, NY

Other Work  
Experiences

(2006) Consultant to St. Cabrini Home and West Park School, developing Character Education Programs and Organizational Restructuring, West Park, NY

(2004) Consultant to New Hope Community providing staff training and board development, , South Fallsburg, NY

(2000-2002) Consultant to Monticello School District through Dutchess BOCES, focus on Character Education and Classroom Management

(1998-2002) Consultant to JFK JR. Institute for Worker Education, CUNY, NY

(2000) Developed and taught undergraduate course "Introduction to Youth Development Work" at JFK JR. Institute for Worker Education, CUNY, NY

Professional  
Experiences

(2011-12) Committee Leader of Disproportionality Team at Beacon City School District

(2010-12) Leader of Quality Improvement Team (QIP) to address and improve graduation rates at Beacon High School

(2009-2011) Served and led Parent University Committees to develop conferences and workshops for parents of the Beacon City School District

(2010) Co-wrote a School Improvement Grant for Sargent Elementary School in Beacon CSD for student achievement in ELA

(2008-2012) Successfully wrote and received IDEA Grants for the Hudson and Beacon City School Districts

(2008) Project Liaison for the McKinney Vento Homeless Youth and Families Program, Hudson City School District, NY

(2008) Project Leader: Youth Employment Services Program in Hudson, New York

(2008) Leadership role in development of a Parent University Program, Hudson City School District, New York

(2007) Conducted a Youth to South Africa Study Tour, with a focus on Peer Education in HIV/AIDS Prevention, Durban, South Africa

(2007) Co-produced two youth-based educational films on Peer Education and Youth Work in South Africa in collaboration with the Children's Media Project, Poughkeepsie, New York. Films were showcased at National Association of Child Care Workers (NACCW) Biennial Conference, Durban, South Africa

(2006) Served as Convener for international conference entitled "What Works? This Works!". A conference for Child and Youth Care Leaders,

Glasgow, Scotland

(2005-2006) Project Facilitator: developed and implemented a Parent University Model at Poughkeepsie City Schools, NY

(2004) Developed and conducted a Youth Study Tour to South Africa for Poughkeepsie High School Students, with a focus on Children in Residential Programs, Capetown, South Africa

(2003) Presented paper entitled "International Perspectives On The Circle of Courage" at the National Association of Child Care Workers (NACCW) Biennial Conference in Kimberley, South Africa

(2002-2005) Served as Project Coordinator for alternative school, The Circle of Courage Learning Community, Poughkeepsie City School District, Poughkeepsie, NY

(2001) Presented paper entitled "The Circle of Courage: A Guide for Working with Youth" at the National Association of Child Care Workers (NACCW) Biennial Conference in Port Elizabeth, South Africa

(2001) Committee Chair for International Conference for Human Services at SUNY, New Paltz

(1999) Consultant to Hillside Residential School and Kibble Learning and Care Centre, Edinburgh and Glasgow, Scotland

(1999) Taught undergraduate course, "Introduction to Human Services" at Bedford Hills Correctional Facility for Women, SUNY New Paltz

(1999) Guest Panel Speaker, "The Workforce Crisis in Human Services" at the Child Welfare League Conference, Washington, DC

(1998) Taught graduate and undergraduate course, "International Perspectives in Evaluating Quality of Life", in Copenhagen, Denmark, through SUNY Albany School of Social Welfare, MSW Program

(1998) Keynote Speaker at the Quebec Association of Educators Conference, Concordia University, Montreal, Canada

(1998) Consultant and Guest Speaker to "Leadership and Learning in Residential Child and Youth Care", review and analysis of youth care agencies in Scotland, Ireland and England

(1998) Taught advanced graduate course, "International Social Welfare Policy" at SUNY Albany, MSW Program

(1998) Presented paper entitled: "21st Century Human Services: Who Is Going to Do the Work?" Treischman Conference, Cambridge, MA

(1997) Presented paper entitled: "The American Social Pedagogue: A Solution for American Social Care." University of Pittsburgh, School of Social Work

(1996) Served as U.S. representative to International Partnership for

Youth Organizations. Kibble Education and Care Centre, Glasgow, Scotland

(1994) Elected Board Member to National Association of Child Care Associations (NOCCWA), now known as Association of Child and Youth Care Practitioners (ACYCP)

(1993) Student Mentor, Kennedy Fellows Scholarship Programs, CUNY

(1992) Elected first President of Board of Directors, Mid-Hudson Coalition, Inc.; helped to establish Concentration in Direct Care Practice, B.A. Sociology at SUNY New Paltz, a program for front-line workers

(1992) Presented paper entitled: "The Generalist Model: How to Get Started." Mid-Hudson Coalition Annual Conference, New Paltz, NY

(1990) Professional Study Tour and contacts with Schools of Social Pedagogy in France, Switzerland and Denmark

(1989) Founded Mid-Hudson Coalition for the Development of Direct Care Practice, Inc., a 501c(3) corporation providing financial support and mentorship to paraprofessional and direct care staff.

Board &  
Professional  
Memberships

NACCW of South Africa member (2001-present)

Mid Hudson Coalition Board member (1990- present)

Greystone Services Board Member (2005-2008)

Poughkeepsie Real Skills Network Board Member (2008-2009)

Young Rhinebeck Inc., Board Member (2009-present)

Four Pillar Charter School Founding Group Member (2010-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: Jane Ebaugh**

**Charter School Name: Four Pillars Charter School**

**Charter School Address: City of Poughkeepsie**

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

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

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

### **Background**

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *I was contacted by Frank Mulhern. regarding the possibility of founding a Charter School. He contacted me because we have worked on different projects in the past and because I have my PHD in Literacy. I also have served as a special education reading teacher and an administrator and thus know the workings of a school on all levels.*

5. Please explain why you wish to serve on the board. *I have recently retired from public school service. In addition to public school service, I worked in a residential treatment center. Now as a retiree I would like to volunteer some of my time and my learnings from these experiences. I believe in the philosophy of the Circle of Courage and have been on trips to South Africa with students from Poughkeepsie Schools to present on this topic. I have taught reading and writing to students with special needs for many years and been an administrator. I believe that all children can learn and feel this Charter School will meet the academic and emotional needs of the children of Poughkeepsie.*

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.

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 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.

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

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

*I have known Frank Mulhern for many years as we both worked at the Astor Home for Children. He was the lead person on my two trips to South Africa. I have also known Will Sanchez for many years from Astor Home and from living in the same town. I only recently in preparing for the application have met Carmen McGill, Dwight Paine and Allison Withers.*

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 do not know any such persons.

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.

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

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

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

X I do not know any such persons.

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

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

X  I have no such interest.

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.
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
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 this came to my attention or I witnessed something that I was suspicious about, I would bring it to the attention of the Board president immediately so he/she could get the facts, present them to the board to determine what should happen.*

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. *The mission of the Four Pillars School is to offer a viable and successful option to the students and families in the City of Poughkeepsie. Poughkeepsie City has a high level of poverty and minority populations. There is a history of poor academic success. Through the four pillar approach of increased opportunities for Literacy, family support, community support and character education, entitled Circle of Courage, students will find success.*
19. Please explain your understanding of the educational program of the charter school. *The Four Pillars Charter School will follow all state requirements and use state testing to bring each student to mastery level. It will be done by supporting each student with increased support through family involvement, community involvement, a character development program that looks at the assets of each student and a strong literacy program that also offers remediation and advancement. With frequent monitoring and appropriate assessment, no child shall be left behind.*

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 financial situation must be sound.
  - ~The building must be clean and a welcoming place to learn.
  - ~The school atmosphere must be child centered to engage the students in academic learning.
  - ~The families must feel welcomed as partners in their child's education.
  - ~The staff must thoroughly understand and accept the tenets of the program. They must demonstrate the art of teaching along with the science of teaching and demonstrate respect for each student.
- The Board will be responsible before the school year starts to set the atmosphere of the program by insuring a stable financial situation, selecting an appropriate and warm setting, hiring exceptional teachers who want to be part of this adventure and understanding that family and community support are essential to have all students meet with success.

### Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
- The Board is ultimately responsible for what the Charter school does. It oversees the operations of the school, makes sure it is financially sound, and follows the law. It creates the vision for how the school should operate. Therefore, each board member is responsible for ensuring that the academic program is successful and that it is faithful to the terms of its charter. There is also responsibility to hiring and evaluating the school leader, monitoring and enhancing the school's reputation in the district and ensuring the legal and ethical responsibility of the board and staff.*
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.
- This is an exciting project and a needed option for Poughkeepsie children.*

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

## STATEMENT OF ASSURANCE

I, Jane Ebaugh (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.

Jane C Ebaugh  
Signature

7/11/12  
Date

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

**Business Telephone:** [REDACTED]

**Business Address:**

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

**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]


## EXPERIENCE

Rhinebeck Central Schools, Rhinebeck NY: 1981 to 2011  
Director of Special Education, Homeless Coordinator, ESL Coordinator (1996-2011)  
Title I Coordinator: 1992 to 2000  
504 Coordinator: 1994 to 2011  
Implementor of Steps Into Reading, a research based prevention of reading failure program for kindergarten and first grade  
Special education and reading teacher, grades K to 5: 1981-1996

Astor Learning Center: Rhinebeck, New York: 1980-1981  
Learning Disabilities Specialist

Astor Home for Children, Rhinebeck, NY: 1978-1980  
Reading teacher, NYC public school

## EDUCATION

Fordham University: Ph.D. in Language, Learning and Literacy

State University of New York, New Paltz: Advanced Certificate in Educational Administration

State University of New York, New Paltz: MS Elementary Education with Reading Concentration

College of St. Rose, Albany, NY: MS Special Education

St. Joseph College, Emmitsburg, MD: BA, Social Welfare

## CERTIFICATIONS

School Administrator and Supervisor, School District Administrator

Reading Teacher, N-12

Special Education Teacher, N-12

Elementary Education, N-6

## OTHER EXPERIENCES

Workshop presenter: Special Education Process, Tourette's Syndrome, Reading/  
Language Connection

Staff Trainer: STeps Into Reading

Presenter at a Direct Care Workers' Conference, South Africa

## PROFESSIONAL ACCOMPLISHMENTS

Co-developer of STeps Into Reading, a prevention program validated by New York  
State's Sharing Successful Programs

Co-author of the Dwyer-Pittman Screening Tests

Author: Dwyer, J.C. and Rule, D. (1997) *The Effects of a Kindergarten Prevention  
Program on Special Education Referrals, Classifications and Retention,*  
Resources in Education. Education Resource Information Center  
Clearinghouse on Disabilities and Gifted Education.

Author: Ebaugh, J.C. (2000). *The Effects of Fluency Instruction on the Literacy  
Development of At-Risk First Graders*, UMI Dissertation Services.

## School Trustee Background Information

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

**Name:** William Sanchez

**Charter School Name:** Four Pillars Charter School

**Charter School Address:** City of Poughkeepsie

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

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

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

### Background

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

Had several discussions with Frank, Dwight and Fern about the educational services and special needs the children of Poughkeepsie deserve. This group began to build a team of successful professionals from every field to address the demanding challenges before us.

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

The key reason for my involvement is because our educational system has failed to address the needs of our children and community. This is a great opportunity to rebuild a foundation so desperately needed.

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 never served on a school board, but have demonstrated leadership throughout Dutchess County school districts, non for profit agencies, county and local government as an elected official, and as the Executive Director of the Youth Bureau who lead the county strategic plan for our youth and the chair of the criminal justice council juvenile prevention committee.

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 have known Frank Mulhern for approximately 30 years; I know Jane Ebaugh for her work with children in Rhinebeck Schools; and I met Dwight about 7 years ago through community involvement and alternative school programs. I met Fern about five to six years ago through community building services for Beacon Schools. The remainder of the prospective members I have met through my professional roles in Dutchess County.

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:

Employees have not been interviewed at this stage.

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.

I have known Fern Aefsky for five or six years but have only met Dan Rishavy during our meetings to affiliate ourselves with potential partners.

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

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

I / we have no such interest.  Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
- Not applicable because the School does not/will not contract with a management company or charter management organization.
- I / we do not anticipate conducting any such business.  Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
- None  Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

The Charter School by-laws and our board policies will address issues of ethics, board member responsibilities, and offer a process to address acts of impropriety.

### **Educational Philosophy**

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

The ability to provide a safe, learning environment is essential in order to offer a higher level learning to our children. By utilizing all state standards, assessment tools and other key evidence based best practices to improve the quality of education, Four Pillars will provide the necessary tools for a community and school district that has not met the requirements to positively impact those who are at the highest risk of failure.

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

My understanding of the charter school program is to offer alternative and advanced level of educational strategies to children while embracing the families, community and organizations who will partner with us to achieve academic success. Creating an effective evaluation process to determine educational and emotional growth to all students will be the central focus of building a sense of community to all invested.

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.

Integrity, commitment, and dedication are imperative characteristics for a successful school. Effective communication and planning is crucial to guarantee long term success of the school. A strong professional work environment must be maintained while providing a sense of belonging and self-worth to our children, families and faculty.

### **Other**

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

The school board as a whole is responsible for governing all policies, rules and regulations of the charter school. There are many levels and roles of responsibility for each board member. Having subcommittees to address specific issues is a simple structure to address the concerns and needs of the school. All employees must be reviewed and approved by the board and the board must take full responsibility for all fiscal transactions for the school. The board must hold public meetings and keep a record of these meetings to answer all future state and federal audits (academic, financial).

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

I so affirm.

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, William Sanchez, 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.

William Sanchez                      July 15, 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]

# William Sanchez

████████████████████  
████████████████  
████████████████████

## CAREER SUMMARY

Experienced professional with demonstrated success in policy formulation and implementation. Expertise in strategic planning, statistical analysis, and fiscal management have been fundamental in executing organizational goals and financial objectives throughout career. Respected leader with proven ability to manage staff and promote a healthy and productive work environment. Dedication to community youth and families recognized through continual election to public office in both town and village justice positions for the last seventeen years.

## EXPERIENCE

### **Fair Hearing Representative**

*Dutchess County Department of Social Services (DSS), Poughkeepsie, NY* 2011-present

- Represent DSS in all fair hearings regarding all social service benefits to recipients
- Coordinate dissemination of complete case files, notices, and hearing dates for 18 units and over 240 staff
- Oversee quarterly Day Care Fiscal Audits for Dutchess County to the New York State Office of Children and Family Services

### **Executive Director**

2006- 2010

*Dutchess County Youth Bureau, Poughkeepsie, NY*

- Managed department consisting of eleven full-time staff, advocating services for youth in Dutchess County
- Administered state and county funding to 47 not-for-profit agencies, 13 school districts, and numerous faith-based organizations
- Coordinated Youth Gang Prevention Initiative, PINS Diversion and Juvenile Delinquent services
- Chaired the Criminal Justice Council's Prevention Committee to identify gaps of services provided to youth in order to prevent incarceration

### **Behavior Management Specialist**

2002-2005

*Highland Central School District, Highland, NY*

- Credited with helping to create the safest school in Ulster County 2002-2003 (NYS Education Dept statistic)
- Created district School Safety Plan for three school buildings, with 1,900 students and 330 faculty and staff
- Assessed student behavioral patterns and developed alternative methods to promote positive changes
- Coordinated with the School Resource Officer (SRO) to address school safety concerns and incidents
- Collaborated with central administration and the Special Education Department to design Behavioral Intervention Plans and Individualized Education Plans

### **Senior Crisis Intervention Specialist**

1990-2002

*Ulster County BOCES, Port Ewen, NY*

- Monitored all aggressive, dangerous behaviors for the Port Ewen site for 200 students and 120 staff (*Out of School Suspension Room, Alpha Program, Alternative High School, Special Education and Career & Technology Center*)
- Directed the Port Ewen Crisis Team, consisting of 6 crisis workers
- Supervised all incident and behavioral reports
- Promoted best practices by assessing statistical data

### **Elected Official -Town Justice**

2000 - present

*Town of Rhinebeck, Rhinebeck, NY*

<b>Elected Official - Village Justice</b> <i>Village of Rhinebeck, Rhinebeck, NY</i>	1996 - present
<b>Police Officer</b> <i>Village of Rhinebeck, Rhinebeck, NY</i> • Juvenile Division Team	1993-1996
<b>Youth Recreation Supervisor</b> <i>Town of Rhinebeck Winter Recreation Basketball Program, Rhinebeck, NY</i>	1983-2006 2011 - present

## **EDUCATION & CERTIFICATIONS**

<b>Certificate of Advanced Studies in School District Leadership Program</b> <i>College of Saint Rose, Albany, NY (Transition D Program)</i>	Re-enrolling August 2012
<b>Masters of Science in Educational Leadership</b> <i>SUNY New Paltz, New Paltz, NY</i>	August 2010
<b>Bachelor of Science in Human/Community Service</b> <i>Empire State College, Saratoga, NY</i>	Spring 2003
<b>New York State Judicial Certification</b> <i>NYS Office of Court Administration</i> <i>Unified Court System of the State of New York</i>	1996-present
<b>New York State Municipal Police Training Certification</b> <i>Division of Criminal Justice Services, State of New York</i> <i>Bureau of Municipal Police Training Council</i>	1993-1994
<b>School Resource Officer (SRO) Certification</b> <i>Division of Criminal Justice Services, State of New York</i>	2001

## **ADDITIONAL LEADERSHIP EXPERIENCE**

<b>Office of Court Administration/Unified Court System Trainer for Judges</b> <i>Hudson Valley Region CLE Programs</i>	2000-2009
<b>Member of NYS and Dutchess County Magistrates' Associations</b> <i>Served three years in office; one year as President in County Association</i>	1996-present
<b>Dutchess County Criminal Justice Council</b> <i>Prevention Committee Chair 2006- 2009</i>	1997- 2010
<b>Certified Trainer to NYS School Districts &amp; Families</b> <i>SAVE Legislation, Therapeutic Crisis Intervention, Life Space Crisis Intervention, Classroom Management, School Safety, Conflict Resolution, Parents with Difficult Children at Home, Power Struggles, 40 Developmental Assets &amp; more</i>	1991-2005
<b>Board of Directors, Rhinebeck Connections</b> <i>Community involvement for at risk youth</i>	1998-2003

Proposed BYLAWS for the Board  
OF  
FOUR PILLARS CHARTER SCHOOL

ARTICLE I. NAME

The name of the Corporation shall be Four Pillars Charter School and it is sometimes referred to in these By-Laws as the Corporation.

ARTICLE II. PURPOSES1. The Corporation is organized under and shall operate as a New York Not For Profit Corporation, and shall have such powers as are now or as may hereafter be granted by the New York Not For Profit Corporation.

2. The purposes of the Corporation are educational and charitable within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended, including but not limited to the establishment of a Charter School under the auspices of the State of New York.

3. The Corporation is not formed for pecuniary or financial gain, and no part of the assets, income, profit or net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to of any candidate for public office. Notwithstanding any other provision of these bylaws, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

4. The Corporation shall be noncommercial, nonsectarian, and nonpartisan.

5. The name of the Corporation or the names of any members in their official capacities shall not be used in any connection with a commercial concern or with any partisan interest or for any purpose not appropriately related to promotion of the objects of the Corporation.

6. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any assets not so disposed of shall be disposed of by the Supreme Court of New York in the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes. Notwithstanding any other provisions herein to the contrary, upon the dissolution of this Corporation, the assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or corresponding section of any future Federal Tax Code, or shall be distributed to the Federal Government, or to a State or Local Government, for a public purpose.”

7. The Corporation shall not adopt any practice, policy or procedure which would result in discrimination on the basis of race, religion, or creed.

#### ARTICLE III. REGISTERED OFFICE AND AGENT

The Corporation shall have and continuously maintain in the State of New York a registered office and a registered agent whose office shall be identical with such registered office.

#### ARTICLE IV. MEMBERS

The Corporation shall have no members.

#### ARTICLE V. BOARD OF DIRECTORS

Section 1. General Powers. The affairs of the Corporation shall be managed by or under the direction of its Board of Directors which may delegate authority to specified officers and other designated personnel.

Section 2. Number, Tenure and Qualifications. The number of directors shall be no less than five (5) and no more than eleven (11). Each individual who becomes a director after the adoption of these Bylaws shall serve a term of three (3) years. Each director shall hold office until the end of his or her respective term,

resignation, removal, or until his or her successor shall have been elected and qualified. No director may serve for more than two consecutive, full three-year terms, excluding any ex-officio tenure. At the next regular meeting following the adoption of these Bylaws, the terms of the current directors will be designated as staggered, with three (3) directors to be elected not less than fourteen (14) days preceding the annual organizational meeting during the month of June. The Board of Directors may also elect ex-officio directors from time to time, such directors being allowed to attend and participate in all open sessions of board meetings but not being allowed to vote.

Section 3. Regular Meetings. Regular meetings of the Board of Directors shall be held monthly on dates to be determined by the Board, for no less than ten (10) regular meetings each year. The meeting agenda will be posted at least 48 hours in advance according to the New York State Regulations. The annual organizational meeting of the Board of Directors shall be held on the date corresponding to the date that the regular meeting for that month in the month of June of each year.

Section 4. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any two directors. Any special meeting shall still be held at the place where regular meetings are held. Notice of any special meeting of the Board of Directors shall be given at least ten (10) days in advance according to the New York State Regulations, specifying the purpose of the meeting to each director at his or her address or by email as shown by the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. The meeting agenda will be posted at least 48 hours in advance according to the New York Open Meetings Act. No special meeting may remove a director unless written notice of the proposed removal is delivered to all directors at least twenty (20) days prior to such meeting.

Section 5. Quorum. A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board of Directors provided that, if less than a majority of the directors is present at said meeting, a majority of the directors present may adjourn the meeting to another time without further notice. Members may attend the meeting via conference call (provided that the Secretary or designee is available on site to take the official minutes of the meeting) if the communications are such that all persons attending the meeting are able to hear the communications in full, and signify this formally at the beginning of the meeting, which will be confirmed by a majority of the Board of Directors, after solicitation of all persons present at the meeting.

Section 6. Manner of Acting. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors,

unless the act of a greater number is required by statute, these bylaws, or the Articles of Incorporation. No director may act by proxy on any matter.

Section 7. Informal Action. Any action required to be taken at a meeting of the Board of Directors or any action which may be taken at a meeting of the Board of Directors may be taken without a meeting if a consent in writing, setting forth the action so taken, is signed by all of the members entitled to vote with respect to the subject matter thereof.

Section 8. Vacancies. Any vacancy occurring in the Board of Directors shall be filled by the Board of Directors unless the articles of incorporation, a statute, or these bylaws provide that a vacancy or a directorship so created shall be filled in some other manner, in which case such provision shall control. A director elected or appointed, as the case may be, to fill a vacancy shall be elected no more than 90 days after the vacancy occurs, and the term of such director shall be for the unexpired term of his or her predecessor in office. The vacant position shall be filled in the same manner in which the vacating director was most recently selected

Section 9. Resignation and Removal of Directors. A director may resign at any time upon written notice to the Board of Directors. A director may be removed with or without cause by the affirmative vote of two-thirds of the total directors.

Section 10. Compensation. Members of the Board of Directors shall not receive any salary for their services as members of the Board, but by resolution of the Board of Directors, expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; provided, that nothing herein contained shall be construed to preclude any director from serving the Corporation in any other capacity and receiving compensation therefore.

## ARTICLE VI. COMMITTEES

Section 1. Committees. The Board of Directors may by resolution designate one or more committees not otherwise provided for in Section 2 of this Article VI. Each committee, whether created by such resolution or provided for in Section 2 of this Article 2, shall consist of two or more directors, may be chaired by a director. The Board shall solicit at least one committee member being a parent of a child currently enrolled at Four Pillars Charter School. The Governance Committee shall be composed as stated in Article VI, Section 2 (D) and the Communications, Public Relations, and Fundraising Committee shall be composed as state in Article VI, Section 2 (E).

Section 2. Standing Committees. The Corporation shall have the following

standing committees, all members of which, unless otherwise noted, will be appointed by the President:

(A) Nominating Committee. The Nominating Committee may consist of no more than three, but not less than one, individual(s) appointed by the President, as well as two, but not less than one, individual(s) appointed by the Parent/Teacher/Staff Organization (PTSO) president. Except for directors elected by the parent body of the Corporation, the Nominating Committee will develop a slate for election to the Board of Directors to fill any vacancies that may result from expiration of terms of office, resignations or removals, or from any newly created directorships created by amendment of these Bylaws. The slate will be presented at the annual meeting or any regular meeting of the Board of Directors in an effort to keep director positions filled.

(B) Finance Committee. The Finance Committee shall be appointed by the President and shall include the Treasurer. It shall be responsible for oversight of the compilation of the annual budget for submission to the Board of Directors for approval, assisting the Corporation in the interviewing and selecting of accounting professionals to conduct the annual audit and reviewing any recommendations thereof upon completion of the audit, and reviewing insurance coverage and insurance companies for the Corporation. The Finance Committee will review the financial reports of the Corporation not less than monthly to determine the relationship of budgeted items to actual expenditures and revenues, and the chairperson of the Finance Committee shall report the results of such review to the Board of Directors at the next regular meeting of the Board of Directors.

(C) Excellence in Academic Programs Advisory Committee: The committee composition shall include at a minimum two Board of Director Members, in addition to the School Principal/leader, three teaching staff, and two other individuals who can contribute to the role of the committee. The Committee Chair, and the Principal and the SAC Chair will each nominate individuals who shall then be appointed by the Board President.

The Excellence in Educational Programs Advisory Committee is commissioned by and responsible to the Board of Directors to assume the primary responsibility of working with the Principal/School Leader in an advisory role to define indicators of student achievement ( in such areas as environmental stewardship, global citizenship, and standardized achievement tests). The committee will ensure that all board members know the charter promises made to the community and Sponsor regarding student achievements and to devise clear and consistent measures to monitor these goals.

(D) Governance Committee: The committee composition shall include at minimum two Board of Director Members, the Principal/School Leader, and a member of the teaching staff. The committee may invite participation by other individuals in the discussion of specific policies.

The Governance Committee will review and evaluate school policies on a regular basis to determine if policies are relevant and address the needs of the school. The committee will collaborate with the administration to identify and develop new policies, and will advise the Board of Directors on policy-related issues.

(E) Communications, Public Relations, and Fundraising Committee: The committee composition shall include at a minimum two Board of Director Members appointed by the President of the Board of Directors, one of which shall serve as Committee Chair and one shall be the Board Treasurer, and other individuals recommended by the Committee chair in sufficient number as to assure adequate manpower to carry out the work scope of the committee.

The Communications, Public Relations, and Fundraising Committee will address issues germane to internal communication and corporate branding, issues germane to corporation public relations, and issues germane to fundraising activities sufficient to sustain the corporation including policies and procedures governing the management of fundraising activities carried out by the staff of the corporation.

Section 3. Other Bodies. The Board of Directors by resolution may designate commissions, task forces, advisory bodies or other such bodies not having or exercising the authority of the Board of Directors in the management of the Corporation. The Board of Directors shall from time to time designate by resolution the scope and authority of any such body. Except as otherwise provided in such resolution, members need not be directors of the Corporation, and the President shall appoint the members thereof. Any member of such bodies may be removed by the President whenever in the judgment of the President the best interests of the Corporation would be served by such removal.

Section 4. School Advisory Council. The SAC shall be a separate body pursuant to Section 3 of this Article VI. Members of the SAC have no power to bind or act on behalf of the Corporation. The purpose of the SAC is to help the Corporation expand its perspective and achieve goals based upon its charter. Members of the SAC shall be appointed for one-year terms. There shall be an annual meeting of the SAC. Members will serve as volunteers, although the Corporation may provide travel and incidental expenses as determined by the Board of Directors.

Section 5. Term of Office. Each member of a committee or other body shall continue until the member resigns, is removed or ceases to qualify as a member

thereof, unless the committee or other body is sooner terminated.

Section 6. Chairperson. Unless otherwise specified in this Article VI, one member of each committee or other body shall be appointed chairperson by the President of the Corporation.

Section 7. Vacancies. Vacancies in the membership of any committee or other body may be filled by appointments in the same manner as provided in the case of the original appointments.

Section 8. Quorum. Unless otherwise provided in the resolution of the Board of Directors designating a committee or other body, a majority of the entire committee shall constitute a quorum, and the act of a majority of the members present at a meeting in which a quorum is present shall be the act of the committee or other body. Members may attend the meeting via conference call (provided that the Secretary or designee is available on site to take the official minutes of the meeting) if the communications are such that all persons attending the meeting are able to hear the communications in full.

Section 9. Subcommittees or Sub-Bodies. Each committee or other body may create by resolution subcommittees or sub-bodies to assist in fulfilling its purpose, which subcommittees or sub-bodies shall operate in accordance with such resolution. The chairperson of the particular committee or body shall appoint the chairperson of each its subcommittees or sub-bodies.

## ARTICLE VII. OFFICERS

Section 1. Officers. The officers of the Corporation shall be a President, a Vice-President, a Treasurer, a Secretary, and such other officers as may be elected or appointed by the Board of Directors. Officers whose authority and duties are not prescribed in these bylaws shall have the authority and perform the duties prescribed, from time to time, by the Board of Directors. Not more than two offices may be held by the same person.

Section 2. Election and Term of Office. The officers of the Corporation shall be elected at each regular annual meeting of the Board of Directors. Vacancies may be filled or new offices created and filled at any meeting of the Board of Directors. Each officer shall assume their official duties following the close of the annual meeting or the meeting at which elected and hold office until his or her successor shall have been duly elected and shall have qualified or until his or her death or until he or she shall resign or shall have been removed in the manner herein provided. Election of an officer shall not of itself create contractual rights.

Section 3. Removal. Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without cause whenever in its judgment the best interests of the Corporation would be served thereby.

Section 4. President. The President shall be the principal executive officer of the Corporation. Subject to the direction and control of the Board of Directors, he or she shall be in charge of the business and affairs of the Corporation.

Section 5. Vice-President. The Vice-President shall assist the President in the discharge of his or her duties as the President may direct, and shall perform such other duties as from time to time may be assigned to him or her by the President or the Board of Directors. In the absence of the President or in the event of his or her inability or refusal to act, the Vice-President shall perform the duties of the President and, when so acting, shall have all the powers of and be subject to all the restrictions upon the President.

Section 6. Treasurer. The Treasurer shall be the principal accounting and financial officer of the Corporation, and shall chair the Finance committee and shall perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the President or by the Board of Directors. The Treasurer shall present a financial statement at every meeting of the Board of Directors and at other times when requested by the Board of Directors and shall make a full report at the annual meeting. The Treasurer shall be responsible for the maintenance of such books of account and records as conform to the requirements of the By-Laws. The Treasurer's accounts shall be examined annually by an auditor or an auditing committee, who, satisfied that the Treasurer's annual report is correct, shall sign a statement of that fact at the end of the report.

Section 7. Secretary. The Secretary shall (a) record the minutes of the meetings of the Board of Directors in one or more books provided for that purpose; (b) see that all notices, including without limitation annual notice of the dates of all regularly scheduled meetings of the Board of Directors, are duly given in accordance with the provisions of these bylaws or as required by law; (c) be a custodian of the corporate records; (d) keep a register of the post office address of each member of the Board of Directors and the SAC which shall be furnished to the Secretary by such members; and (e) perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the President or by the Board of Directors.

#### ARTICLE VIII. CONTRACTS, CHECKS, DEPOSITS, AND FUNDS

Section 1. Contracts. The Board of Directors may authorize any agent or agents of the Corporation, in addition to the officers so authorized by these bylaws, to enter

into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances.

Section 2. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Treasurer or an Assistant Treasurer and countersigned by the President or Vice-President of the Corporation.

Section 3. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 4. Gifts. The Board of Directors, or person designated by the Board of Directors, or an officer of the Corporation, may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purpose or for any special purpose of the Corporation. No Board of Director shall accept any gift personally resulting from their activity as a Board of Director.

#### ARTICLE IX. BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors, and committees having any of the authority of the Board of Directors. These records will be available to the public in accordance with the provisions of the Government in the Sunshine laws and Public Records requests.

#### ARTICLE X. FISCAL YEAR

The fiscal year of the Corporation shall be fixed by resolution of the Board of Directors.

#### ARTICLE XI. NO CORPORATE SEAL

The Corporation shall not have nor use a corporate seal.

#### ARTICLE XII. INDEMNIFICATION

1. In the event that any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, seeks indemnification from the Corporation against expenses (including attorneys' fees), and in the case of actions other than those by or in the right of the Corporation, judgments, fines, and amounts paid in settlement, incurred by such person in connection with such action, suit or proceeding by reason of the fact that such person is or was a director, officer, employee or agent of the Corporation or is or was serving at the request of the Corporation as a trustee, director, officer, employee or agent of another corporation (domestic or foreign, non-profit or for profit), partnership, joint venture, trust or other enterprise, then unless such indemnification is ordered by a court, the Corporation shall determine or cause to be determined in the manner provided under the Not-For-Profit Corporation Law of the State of New York whether or not indemnification is proper in the circumstances because the person claiming such indemnification has met the applicable standards of conduct set forth under the Not-for-Profit Corporation Law of the State of New York and, to the extent that it is so determined that such indemnification is proper, the person claiming such indemnification shall be indemnified.

2. Expenses, including attorneys' fees, incurred in defending any action, suit or proceeding referred to in Paragraph "1" of this section may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee or agent to repay such amount unless it shall ultimately be determined that such person is entitled to be indemnified by the Corporation as authorized in this article.

3. The indemnification provided by Paragraph "1" of this Article shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under the law, any agreement, vote of disinterested Directors, or otherwise, both as to action in such person's official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a Director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

4. The Corporation, to the extent permitted by the Not-For-Profit Corporation Law, may purchase and maintain insurance on behalf of any person who is or was a Director or officer of the Corporation, or is or was serving at the request of the Corporation as a trustee, director, officer, employee or agent of another corporation (domestic or foreign, non-profit or for profit), partnership, joint venture, trust or other enterprise.

#### ARTICLE XIII. AMENDMENTS

The power to alter, amend, or repeal the bylaws or adopt new bylaws shall be vested in the Board of Directors unless otherwise provided in the Articles of Incorporation or the bylaws. Such action must be adopted by no less than seventy (70%) percent of the members of the Board of Directors at a regular meeting for which written notice of the purpose shall be given; provided, however, that no amendment to the bylaws may be adopted unless such amendment is first presented for consideration at a prior regular meeting of the Board of Directors. The bylaws may contain any provisions for the regulations and management of the affairs of the Corporation not inconsistent with the law or the Articles of Incorporation.

END OF BYLAWS DOCUMENT

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## proposed

### SCHOOL OFFICER AND EMPLOYEE CODE OF ETHICS

The Board of Education is committed to avoiding any situation in which the existence of conflicting interests of any Board member, officer or employee may call into question the integrity of the management or operation of the Four Pillars Charter School (hereafter referred to as 'school'). The Board recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school officers and staff as educators and public employees in the community. Adherence to a code of ethics promotes public confidence in the school and furthers the attainment of school goals.

The Board also recognizes its obligation to adopt a code of ethics setting forth the standards of conduct required of all Board members, school officers and employees under the provisions of the General Municipal Law. Therefore, every Board member, officer and employee of the school, whether paid or unpaid, shall adhere to the following code of ethics.

#### Statutory Conflicts of Interest

It is a conflict of interest for a Board member, officer or employee to benefit personally from contracts made in their official capacity.

- “**Contract**” is defined broadly to include any claim or demand against the school or account or agreement with the school, whether expressed or implied which exceeds the sum of \$750.00 in any fiscal year.
- An “**interest**” is defined as a direct or indirect benefit that runs to the employee as a result of a contract with the district.

No Board member, officer or employee shall have an “**interest**” (i.e., receive a direct or indirect benefit as the result of a contract with the school) in:

1. a firm, partnership or association in which he/she is a member or employee;
2. a corporation in which he/she is an officer, director or employee;
3. a corporation in which he/she, directly or indirectly, owns or controls 5% or more of the stock;
4. a contract between the district and his/her spouse, minor child or dependents, except for an employment contract between the school, a spouse, minor child or dependent of a Board member authorized by §800(3) of the General Municipal Law or §3016 of the Education Law.

#### Code of Ethics

1. Gifts: A Board member, officer or employee shall not directly or indirectly solicit any gift or accept or receive any gift having a value of \$25 or more, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

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

1. Confidential information: A Board member, officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her personal interest.
2. Representation before the Board or School: A Board member, officer or employee shall not receive or enter into any agreement, expressed or implied, for compensation for services to be rendered in relation to any matter before the school.
3. Disclosure of interest in matters before the Board: A Board member, officer or employee of the school, whether paid or unpaid, must publicly disclose the nature and extent of any interest they or their spouse have, will have or later acquire in any actual or proposed contract, purchase agreement, lease agreement or other agreement involving the school (including oral agreements), to the governing body and his/her immediate supervisor (where applicable) even if it is not a prohibited interest under applicable law. Such disclosure must be in writing and made part of the official record of the school. Disclosure is not required in the case of an interest that is exempted under §803(2) of the General Municipal Law. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.
4. Investments in conflict with official duties: A Board member, officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties. Exceptions to the conflict of interest law can be found in §802 of the General Municipal Law.
5. Private employment: A Board member, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
6. Future employment: A Board member, officer or employee shall not, after the termination of service or employment with the district, appear before the Board in relation to any action, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration.

7. Involvement with Charitable Organizations: A Board member, officer or employee may be involved as a volunteer, officer or employee in a charitable organization which has a relationship with the school. If a Board member is a board member, officer or employee of the charitable organization the Board member must disclose such relationship in writing to the school, and the Board member must recuse himself or herself from any discussions or votes relating to the charitable organization which may come before the Board. When participating in the activities of the charitable organization, the Board member, officer or employee shall not disclose any confidential information learned in the course of his or her official duties or use such information to further personal interests. Additionally, the Board member, officer or employee shall not make representations on behalf of the district unless specifically authorized to do so by the Board.

#### Distribution of Code of Ethics

The Principal/School Leader shall cause a copy of this Code of Ethics to be distributed to every member of the Board, every officer and employee of the school district. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment. In addition, the Principal/School Leader shall ensure that a copy of Article 18 of the General Municipal Law shall be kept posted in each public building under the school's jurisdiction in a place conspicuous to the school's officers and employees.

#### Penalties

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

Ref: General Municipal Law §§806-808

Adopted from NYSSBA sample policy 2160

## **Attachment 6a: CMO Information**

PPY Inc. is dedicated to developing new charter schools and helping existing charter schools achieve their vision by providing them with a comprehensive set of support services that are necessary to achieve optimal results, but are too costly for most charter schools to implement on their own. These services include School Management, Student Academic Assessment, Instructional Technology Development and Support, Leadership Training, Parent/Student Portal, Marketing, Human Resources, Accounting and Financial Reporting Services, Facility Planning and Site Development.

Additional services offered include support for charter school applications and renewals; development, implementations and evaluation of curriculum and instructional programs; grant writing; professional development training workshops. By providing shared resources, PPY Inc. will assist charter schools in maintaining comprehensive data for students and the community.

The chief financial officer, Dan Rishavy, is the Chief Executive Officer of EduLink and LinkUp, Charter Management Organizations in the state of Florida. In the past 3 years, fiscal performance has improved and the schools managed have been high performing charter schools in high poverty areas. They include Palm Beach Maritime Academy, Palm Beach County and Athenian Academy of Pasco, Pasco County Florida.

The Athenian Academy of Pasco, a K-8 school has gone from a negative fund balance (prior to Linkup's involvement) to a sound fund balance. The school received a permanent charter of 15 years this June, based on student performance and sound fiscal performance. School enrollment has increased by approximately 24% due to programmatic changes and student support.

The Palm Beach Maritime Academy (PBMA) is the highest performance, K-8, Title 1 School in Palm Beach County. Funds for a new school were solicited and received, and a school almost triple in student population will be opened this Fall due to Mr. Rishavy's work on behalf of the PBMA>

### **Charter School Support Services**

PPY, Inc. will assist in the development and implementation of policies, procedures and programs to help the Charter School meet its charter contract obligations and objectives. PPY, Inc. will provide guidance and support to the Charter School in the areas of (i) finance, (ii) administration, (iii) academic operations, (iv) compliance with local, state and federal regulation (v) program growth and sustainability, and (vi) marketing and enrollment support.

### **School Management**

PPY Inc. will provide systems and support which can be used for managing charter school's day to day business, freeing up administration and teachers to more easily collaborate and provide useful information to their students and parents will be provided. These systems allow users to store almost all of their school's information electronically, including information on students, employees, properties, teaching meteorites etc

### **Instructional Technology**

PPY Inc. will implement and integrate instructional technology platforms using cloud computing resources allowing your school to focus on results.

- Instructional Technology Support
  - Integration of instructional technology into the instructional program  
Provide instructional technology tools that support formative and summative assessment, with instant reporting at the classroom level and to administration.
  - Integrate Video Web Conferencing for PD, to expand students' academic experience, and provide collaborative support between administration and support services.

### **Student Academic Assessment**

PPY's instructional technology platform provides student performance, data analysis to better predict and help shape positive performance outcomes. The implementation of a comprehensive school information system provides data analysis and assessment that helps instructors and administrators evaluate student performance and align individual student instruction for more positive outcomes. PPY's staff and system will capture, illuminate and interpret data that helps administration to identify effective and non-effective instruction through assessment and statistical analysis.

- Data Analysis to Accelerate Student and Staff Performance.
- Computer-based entry, grading and reporting tools.
- Detailed student performance.
- Web-based School Information System.
- Instructional Technology including Video-Conferencing based support for enhanced classroom and staff development, collaboration.

PPY Inc. has a team of professionals to ensure that training workshops and ongoing support of charter school staff members have access to the necessary tools to support your schools instructional programs. Experts in each field are available to provide workshops, consults and other support in the following areas:

### **Data Informed Instruction**

- Understanding data: Using data to improve student learning outcomes
- Teacher –teacher data: Connecting teacher instructional strategies to data assessments
- Instructional Technology: Using a variety of technology tools to integrate student assessment and learning strategies for increased student achievement

### **Student Management**

- Positive behavioral interventions that work!
- De-escalating student conflict
- Increasing student achievement through service learning projects
- Creating a caring climate for educational success in classroom

### **School Leadership**

PPY Inc. will provide support to school leaders in charter schools by providing support in the following areas:

- Administrative Process for effective teacher evaluation: Using research-based practices, a practical way of completing effective evaluations for improving teaching and learning
- Teacher evaluation: A practitioner’s guide to improving student achievement through effective teaching strategies (Part 1)
- Teacher evaluation process: Connecting teacher success to student outcomes through an effective evaluation system for school leaders (Part 2)
- Instructional Strategies for increased student outcomes
- Curriculum management: understanding curriculum-based assessment, choosing appropriate curriculum for your students and school, including electives (languages, fine arts, PE/Health)
- All aspects of providing services for students in special education, ELL, ESOL, gifted education,
- Substitute Guide for Hiring, Training and Retaining quality substitutes
- Parent Involvement: Increasing student success through effective parent partnerships
- Building community capacity to increase student achievement
- Creating a caring culture for educational success in school(s) through Positive Behavior Intervention Strategies (PBIS)

### **Curriculum Implementation and Management**

PPY, Inc. provides research-based practices in managing student progress through effective curriculum implementation and management. Assistance is provided in choosing curriculum materials that meet NYSED requirements as defined in Part 100 and Part 200 regulations. Additionally, choosing and implementing instructional strategies, resources, and helping the

school leader implement their chosen materials by providing a comprehensive data collection, analysis and “next step” models of management. Through the teacher evaluation process, student performance and progress is linked to curriculum benchmarks, which is aligned with state standards. In accordance with Part 100 regulations in New York, adopted NYSED Common Core Standards for Curriculum and assessment program (all mandated state tests), school leaders and teachers will be given resources to ensure compliance and student success.

Support is also available for development of mandated school improvement plans, charter school renewal applications, and using data on a regular basis to train teachers, inform parents, and assist school leaders in their work.

### **Support staff and program support**

PPY Inc. has the ability to provide all or partial support to your school in operations including school lunch program, transportation, library-media support, and all aspects of a comprehensive school program. Our expertise includes assessing your needs, creating immediate, short-term and long-term plans for personnel and program development, and assisting you in actualizing and evaluating the implementation of those plans.

### **Parent/ Student Portal**

PPY Inc. implements and supports state-approved school Parent/Student Portals that enables parents to be informed of their child’s progress via internet access. This enables parents to participate in their child’s education through a single point of access to all of the key information students and parents need: homework, grades, attendance, progress reports, activity schedules, athletic scores, lunch menus, school news, resources and more. Through the ongoing distribution of student performance information, the school can better meet parent expectations and harness the power of parent involvement to raise student achievement.

Examples include:

- School information management system
  - Classroom assignments and calendaring
  - Student calendar
  - Parent calendar
  - Parent portal for their student’s information
  - Email control and support
  - All activities in one view
  - Administration and Board information
  - Classroom content, such as test dates, homework assignments, resources and photographs.
  - Secure student-specific reports, such as IEP progress monitoring, assigned and missing homework assignments, daily grades and attendance

- Every class, team, club, activity, committee, staff group and parent group receives its own links with no page or traffic limits.
- Email alerts notify parents and students of critical new information available at your school's website (progress reports, policies, etc.)

### **Marketing Support**

PPY Inc. will provide marketing support that helps your school foster a positive image in the community and among parents, in order to attract and retain students. PPY inc. will develop marketing plans that meet or exceed NYSED mandates for communication with the public regarding enrollment in charter schools. We will work with you to develop advertising programs and web-based information to help increase market share and student enrollment. PPY Inc. will provide survey tools and analysis of results for school administration's assessment. Examples of support include:

- Web-based marketing tools and metrics/results analysis.
- Surveys and results interpretation
- Advertising campaigns
- Public relations program
- Guaranteed enrollment targets

### **Human Resources**

A comprehensive support program of services will be provided by PPY Inc. including:

- Benefit management and development;
- Training workshops for school and business leaders in work-related human resources functions (best employment practices and procedures; workman's compensation; FMLA;
- Faculty and staff handbooks
- Contract and labor resolution and support; and
- HR audits for ensuring compliance with all state mandated HR functions.

### **Facility Planning and Expansion**

Services include site selection, facility planning and financial analysis, property development. We will locate suitable properties for school development, and provide support for your school's expansion to provide a turn-key school facility solution.

### **Accounting and Financial Reporting Services**

PPY Inc. will provide financial management services, budgeting and reporting that is helps keep the school and its Board fully informed and yet still in control of their finances. Full FUND accounting and reporting is prepared in accordance with GAAP and GASB standards. Reports

are also designed to comply with the contractual financial reporting requirements of the charter, and will provide accurate, timely financial information and reconciliations. A summary of the standard reports are contained in the Financial Reports section. Because financial information is fully indexed, special reports can be prepared for almost any purpose.

- Fully GASB Compliant Fund Accounting, Cash Flow Management and Long-Range Financial Planning.
  - Financial program management
  - Budget preparation in consultation with school administration and the BOD
  - Actual-to-budget analysis and cash flow analysis, ongoing with monthly reporting
  - Purchase order system, integrated into the financial system
  - Invoice review, check preparation, Positive Pay check anti-fraud system management
  - Fixed asset system integrated into the financial system
- Financial Reports
  - Assets, liabilities, and fund balances for each fund type
  - The original budget as approved by the governing board
  - Current budget as approved by the governing board
  - Revenues and expenditures, year-to-date, vs. budget
  - Budget to actual report
  - Transaction register
  - Bank activity and reconciliation report
  - Detailed Balance Sheet Account Reports
  - Cash flow projection
- Produce federal and state tax reports, 1099 and W2, W3, W4
- Payroll
  - Review payroll time sheets to budget
  - Prepare and produce payroll
  - Initiate tax deposits

Produce federal and state tax reports, 1099 and W2, W3, W4

### **Supporting New Charter Schools**

PPY Inc. will be supporting new charter schools in areas of need. Specifically, planned focus is opening charter schools in areas of need for at-risk student populations. Communities where options are needed for engaging students to stay in school (reduce dropout rates), create school choice options for students and families in communities that encourage student and family involvement, working with school personnel to increase student learning and outcomes (increase graduation rates) and offer innovative and rigorous curriculum

technology and STEM programs (science, technology, engineering and mathematics) to increase student options for post-secondary options will be key components of our schools.

All schools will comply with regulations as specified in the New York State Charter Schools Act of 1998, Article 56, and the New York State amendments of legislation in 2007 and most recently by Chapters 101, 102, and 221 of the Laws of 2010. As specified in those regulations, charter schools are independent public schools that operate under five year charters. A charter school is free to organize around a core mission, curriculum, theme, or innovative teaching model. A charter school controls its own budget and employs its own teachers and staff. In return for this freedom, a charter school must demonstrate success within five years or risk losing a subsequent five year renewal of its charter.

PPY, Inc. a non-profit, 501 (c)(3) corporation will assist in the development and implementation of policies, procedures and programs to help the Four Pillars Charter School meet its charter contract obligations and objectives. PPY, Inc. will provide guidance and support to the Four Pillars Charter School in the areas of (i) finance, (ii) administration, (iii) academic operations, (iv) compliance with local, state and federal regulation (v) program growth and sustainability, and (vi) marketing and enrollment support.

- Chief Finance Officer, Daniel Rishavy, is an expert at advising charter schools to achieve statutory compliance, financial planning and reporting, and the implementation of robust data analysis to accelerate academic performance. He has a Master of Finance, has completed MBA coursework, and graduate-level coursework in curriculum and instructional technology. He has worked supported charter schools as an educational service provider to 28 charter schools since 2008. Mr. Rishavy was Chief Operating Officer at Charter Schools USA, an ESP providing services to 22 charter schools during his time there.
- Chief Education Officer, Dr. Fern Aefsky, is an educator with over 30 years in public education, 16 years in higher education and two years experience with charter school operations. She received her Doctorate in educational leadership from Nova Southeastern University. For over 25 years, Dr. Aefsky served various public school districts in NY as Superintendent, Assistant Superintendent, Director of Special Education in varies communities, including over 8 years in small city school districts. Her expertise is in the areas of developing programs for students with disabilities and at-risk student populations, and assessing outcomes with high expectation of student success through community and family partnerships.
- Human Resource Director, Mark Levenson is a human resource senior executive with SHRM certification and over 30 years of HR management experience, and 6 years of experience in providing HR support to K-12 charter schools.
- Controller / Senior Accountant, Jean Classon, has over 30 years of accounting experience executing and supervising financial activities for non-profit organizations including charter schools.

## **Attachment 6b: Proposed Management Contract with CMO**

Contracting with the CMO PPY, Inc. will further the schools mission and programs. Dr. Aefsky is knowledgeable about the Poughkeepsie City School district and has a positive relationship with many parents and members of the school community, having worked in the district from 2003-2006. Her familiarity, care and knowledge supports the mission of helping students in this community achieve proficiency in learning standards, and is eager to support the founding board in a proactive and cost-effective manner.

PPY, Inc. was formed to offer support to charter schools, specifically in small city school districts and or areas of high poverty and high minority populations. PPY, Inc. has filed appropriate documentation to the state for establishment as a non-profit 501(c)(3) corporation. The comprehensive support services that charter schools can choose to access from PPY, Inc. are meant to assist governing boards and school leaders in fiscal and business function operations, including counting and financial reporting facility planning and site development, areas of school management, and providing resources such as funding sources.

Therefore, the proposed contract will be finalized based on the level of service the founding group requests, with a range not to exceed 10% of state funds per pupil funding being the cost paid to the CMO.

## **Charter School Management Agreement**

This is an Agreement for the Management and Administration of a Charter School by and between the Four Pillars Charter School (FPCS) and PPY, Inc, a non-profit, 501(c)(3) NY Corporation.

**Whereas**, the FPCS is governed by a Governing Board, and the Board must have complete autonomy and control over the school programs, staffing needs, and curriculum;

**Whereas**, FPCS desires to ensure that the school is professional managed and operated in compliance with all state and Federal laws that are applicable to the operation of charter schools as per NYSED and Commissioner regulations and Education Laws;

**Whereas**, PPY, Inc. is an educational service provider established to provide professional planning, accountability compliance, management and support services to public charter schools;

**Whereas**, it is PPY, Inc. mission to ensure that the vision of the FPCS Governing Board is faithfully and effectively implemented;

**Whereas**, the FPCS and PPY, Inc. enter into this agreement for the purpose of having PPY provide services listed below:

Financial Statements, projections and annual reports;

Grant solicitation

Coordinate budgets, solicitation of Capital Outlay Funds, if available, coordination of solicitation of state, Federal and private funds earmarked for school facilities, facility design and development.

Student assessment and accountability system management;

Governmental compliance with all state regulations and reporting as per NYSED regulations and laws.

School Management services such as Human Resource support, curriculum and instructional support, professional development activities, teacher evaluation process.

The initial term of this agreement shall commence at the start of the approved charter application. The commencement date shall be deemed to be February 1, 2013, although the parties recognize that PPY, Inc. provided services to the Board in connection with the school and charter prior to this date. The initial term of this contract shall be 5 years, unless the Board for cause terminates this agreement for breach of this agreement. Breach shall be defined as a material breach by PPY, Inc. as failure to provide educational support and management services sufficient to operate the school in a manner that complies with the NYSED regulations, legal action against the personnel of PPY, Inc. that may bring disrepute to the school or Board (i.e.: any arrest or conviction for a crime of moral turpitude or any felony) that may endanger or lessen the safety of students.

**Base compensation** shall be:

FPCS shall pay PPY, Inc. a management fee not to exceed 10% of per pupil of state funding during the term of this agreement. The fee shall be payable in equal monthly installments once the funds are disbursed to the school from the district.

PPY, Inc. will provide additional services to the Board when requested by the Board, subject to Board approval for additional compensation, such as engagement of consultants from PPY's network of consulting professionals, for specified workshops.

PPY, Inc. will be reimbursed for actual costs incurred in connection with travel, lodging, and food when traveling on behalf of the school, with prior Board approval.

No officer, employee of PPY, Inc. may serve on the Board. Any relationship between PPY, Inc. employees and any provider of services to the school, Board will be notified of that relationship prior to service initiation.

**Insurance and Indemnifications:**

PPY, Inc. shall carry liability insurance and indemnify the School for acts or omissions of personnel providing school support. Insurance certificates will be provided to the Board upon their request. PPY, Inc. agrees to indemnify, hold harmless and protect FPCS, the Board and their successors and assigns from and against any and all liabilities, claims, penalties of whatever kind and nature and the cost and expenses incident thereto which such party may incur, become responsible for or pay out as a result of claims connected to the acts, services, conduct or omissions of PPY, Inc., its employees or agents.

If any provision or part of this Agreement is determined to be unlawful void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.

This agreement is made and entered into in the state of New York and shall be interpreted according to and governed by the laws of that state.

In the event of a dispute arising from the Agreement, the prevailing party shall be awarded reasonable attorney fees and costs

Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

This agreement was approved at a meeting of the Board of directors of FPCS on \_\_\_\_\_ . In witness whereof, the parties have executed this contract as of the day and year written above.

\_\_\_\_\_ FPCS                      Date \_\_\_\_\_

Board President

\_\_\_\_\_ PPY, Inc.                      Date \_\_\_\_\_

CEO

NA

## **Four Pillars Charter School Hiring and Personnel Policies and Procedures**

The school's principal is the day-to-day manager of the school, and is supported by the administrative staff, assistant principal (once the school population is over 450), teachers, and CMO.

In acknowledgement of the anti-discrimination provision o, the hiring policy of the School will be to offer an equal opportunity to all qualified prospective employees without regard for their race, creed, color, national origin, age, sex, sexual orientation, marital status, physical or mental handicap, non-job related disabilities, or any other characteristic protected by law.

The School will consider the following qualifications as requirements for the position of principal:

- NYS certification as School Building Leader
- Master's Degree in Education and experience as an educational leader
- Teaching experience
- Demonstrated knowledge of the needs of the school's population
- Ability to work with community agencies and external resources
- Skills in using technology as a tool for learning and monitoring student progress
- Knowledge about curriculum, and related educational goals and objectives for appropriate grades of student body
- Motivation to establish innovative and creative learning programs
- Strong management capabilities
- The dedication to provide supplementary programs to enhance student learning, which will often involve evening and weekend involvement.
- A strong understanding of, belief in, and to commitment to professional development programs for faculty and school concepts
- A demonstrated ability to implement staff development and training
- A demonstrated ability to promote a positive school climate
- A commitment to engaging all students to read at their best
- A demonstrated attitude supporting the idea that we should set high expectations for all students

Prior to the beginning of each school year, the Governing Board will establish with the school principal a set of professional development objectives that will include specific tools and resources required to support the principal's professional development.

The Governing Board will utilize a systematic evaluation process that includes: Setting Performance Expectations, Monitoring Performance and Providing Coaching and Feedback, Evaluating Performance, and Aligning Rewards with Performance. Achievement of these goals are evaluated by measurable goals that will be reviewed with the Administrator/Principal monthly by the Education Committee who will provide their performance summary to the full

Governing Board at their regular meetings. Recommendations for mid-year corrections, as well as acknowledgement of positive achievement against measurable goals will be discussed by the Governing Board at their regular meetings, and the Governing Board will ensure that the Administrator/Principal is formally evaluated annually against student performance and achievement, with both compensation and job position linked to these results.

At the beginning of each year the Governing Board will establish with the school principal a set of professional development objectives that will include specific tools and resources required to support the principal's professional development.

#### Selection of Instructional Staff:

Every student deserves a high-quality teacher. Therefore, it is incumbent upon everyone involved in the teacher selection process to make the best possible selection. The School's research based interview protocol for teacher hiring relies on *The Teacher Quality Index (TQI)*'s teacher quality indicators. The tool derives from a synthesis of effective interviewing practices and research on the qualities of effective teachers. The first tool, the screening interview, narrows the pool of applicants. The building-level interview, which is more extensive, is used with the most promising candidates. The questions relate to specifics about teaching practice and ask the applicants to expand on their abilities, skills and experiences. TQI provides a systematic structure and steps for conducting reliable school level interviews. The TQI components are:

- Interview protocols based on the research on effective teaching and the research on effective interviewing;
- Legally permissible, job-related interview questions that are aligned to the qualities of effective teaching;
- Interview strategies that are drawn from concepts found in applied psychology;
- Field-tested rubrics for evaluating potential new hires based on their interview responses.

Reference: Stronge, J. H., & Hindman, J. L. (2006). *The Teacher Quality Index: A Protocol for Teacher Selection*. Alexandria, VA: Association for Supervision and Curriculum Development.

In addition, the School will focus on candidates who demonstrate the following qualifications:

- Knowledge of the needs of the student population served by the School.
- Organization and Clarity.
- Has a thorough command of the field.
- Dynamism and Enthusiasm.
- Is concerned about the quality of his/her teaching.
- Excellent communication and interpersonal skills.
- Ability to work as part of a team.

### Selection of Non-Instructional Staff:

The School's selection practice for support, non-instructional staff is critically important as well. When interviewing non-instructional applicants, the School looks for 3 types of skills:

- Content Skills, which are work specific skills such as computer programming, accounting, welding, etc.
- Functional or Transferable Skills, which are used with people, information or things such as organizing, managing, developing, communicating, etc.
- Adaptive or Self-Management Skills, which are personal characteristics such as dependable, team player, self-directed, punctual, etc.

The School's interview plan and hiring process for faculty and support staff is a team effort conducted by the Screening Committee (administrators, teachers, support staff), and the School Principal, each supporting the unique steps involved in the hiring of all employees. The plan is as follows:

The Screening Committee:

1. Advertises all vacant positions.
2. Develops interview questions for specific positions and conducts initial applicant screening.
3. Verifies applicant credentials and other required documentation.
4. Makes official recommendations to the principal

The Principal:

1. Conducts final interview.
2. Reviews recommendations of former interviewers.
3. Makes final hiring decisions and reports to the Governing Board.

### Employment History Checks:

Employment history checks shall be conducted of all candidates recommended for positions. The employment history check shall include, but not be limited to, contacting any previous employer and using the tools available on the Florida Department of Education website. If contact with previous employer(s) cannot be made, the efforts made to do so will be documented.

### Antidiscrimination:

The School will adhere to the antidiscrimination provisions of all NYS regulations and laws. The school agrees to fingerprint all employees as required all employees agree to background checks, and drug screening.

### Evaluation of Staff:

A performance appraisal system will be established to validate teacher competence. The School will use the Danielson model for teacher evaluations. All teachers will receive ongoing evaluations and feedback, which include:

- A pre and post conference;
- A discussion regarding what is expected in the lesson
- A follow-up which will point out the strengths of the lesson and areas for improvement.

In addition to formal evaluations, administrators will conduct informal evaluations, which will be less encompassing and have a more narrow focus. It might, for example, cover a teacher's ability to transition the children effectively and start them on the next task. Brief five-to-ten minute "walk-throughs" will also be conducted, giving administrators a quick and ongoing way of observing what is taking place in all classrooms at various times during the day. Based on a walk-through, informal or formal observation, the school administration may assign follow-up activities such as:

- Delving into literature in a particular area;
- Having the teacher observe a colleague with expertise in the targeted area, or
- Viewing a short video of a master teacher demonstrating the particular skill set.

Observers look for a myriad of items during observations, such as:

- Classroom management.
- Classroom organization.
- Classroom rules posted.
- Celebrating student successes.
- Respect for students and teachers.
- Well-executed student transitions from one activity to another.
- Varied methods of instruction (whole class, cooperative learning groups, teacher and student led activities).
- Integration of different subject areas.
- Level of student interest.

### Disqualified from Employment:

A candidate shall be disqualified from employment in any position that requires direct contact with students if the candidate is ineligible for such employment. Furthermore, any staff member's misstatement of fact material to qualifications for employment or the determination of salary shall be considered to constitute grounds for dismissal.

Upon hiring, all staff members shall become familiar with the policies of the School, and other such policies, regulations, memoranda, bulletins, and handbooks that pertain to their duties in the School. Any staff member employed by the School who shall be guilty of any willful violation of

the policies of the Governing Board shall be guilty of gross insubordination and shall be subject to dismissal or such other lesser penalty as the Governing Board may prescribe.

### Staff Development:

The School has a comprehensive plan for the development and evaluation of staff. Each teacher who is either new to teaching or new to the School receives a veteran teacher as a Mentor.

In the case of beginning teachers, mentors guide their mentee through rules and regulations, forms, lesson structure, differentiation of instruction, assessment, and classroom management. This is implemented in addition to an orientation at the beginning of the school year, general monthly faculty meetings and weekly Professional Learning Communities which are attended by at least one administrator.

Everyone is trained in data-driven instruction, and teams of teachers are formed with professional development delivered by staff members who are proficient in data collection and analysis. Continuing in PLC's, data is analyzed and related to specific students, and action plans are developed among the teachers. The School, as a large group, in small groups or via mentors, assists other teachers in brainstorming techniques to meet the needs of individual students, and teachers consult frequently as to all aspects of the school day. Teachers will attend workshops at and outside of the school that they feel will positively impact their teaching. The priorities include data analysis, assessment, differentiated instruction, data informed instructional practice and classroom management. Upon their return, teachers share the information they have gleaned at the professional development opportunity with their colleagues and the school administration.

Feedback will be given to the teacher and mentor if applicable, and the school administration will enlist the help of other proficient faculty members to give additional assistance when necessary.

### **Job Descriptions:**

Principal

Assistant Principal

Teachers

Special Education Teacher

Teacher aide

Administrative assistant

Custodial Worker

Food service worker

### **Anti-Harassment Policy and Complaint Procedure**

The School recognizes its obligation to work towards a community in which diversity is valued, and affirms its commitment to ensure that every faculty, staff member and student works in an environment free from discrimination or harassment based on race, color, religion, age, disability, sex; national origin, marital status, and veteran status. Such discrimination and harassment is prohibited by a variety of Federal, State and local laws, including, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, or any other Federal, State or local law concerning discrimination. This policy is intended to comply with these anti-discrimination laws.

1. This policy applies to all employees and students. It also covers harassment involving patrons, vendors, and other individuals with whom employees of the school have interaction as a condition of their employment.
2. Discrimination/harassment is defined as verbal or physical conduct that threatens, intimidates or coerces, or that impairs an employee's ability to perform his or her job based upon Protected Characteristics.
3. Filing groundless and malicious complaints of discrimination/harassment is prohibited.
4. Disciplinary action will be taken against any employee who violates this policy. Such action may include coaching, counseling, written warnings, suspension, or termination of employment.

### **B. Anti-Harassment**

1. It is the policy of the school that all employees should be able to enjoy a work environment free of disruptive elements, discrimination and harassment. This policy refers to, but is not limited to, harassment in the following areas: race, color, religion, age, disability, sex; national origin, marital status, and veteran status. Discrimination/Harassment also includes display or circulation of written or electronic materials or pictures degrading to either gender or to racial, ethnic, or religious groups; and verbal abuse or insults directed at or made in the presence of members of a racial, ethnic, or minority group.
2. The school takes allegations of discrimination/harassment seriously and will respond

promptly to complaints. In fulfilling their obligation to maintain a positive and productive work environment, managers and supervisors are expected to immediately halt any harassment or discrimination which comes to their attention and are expected to report such violations to the principal. Where it is determined that such inappropriate conduct has occurred, the school will act promptly to eliminate the conduct.

3. **Discrimination/ Harassment Training:** As of October 1, 2011, all employees, both new as well as existing, will be required to take an on-line, or in person, discrimination/harassment/diversity training tutorial. The Supreme Court has indicated that it is highly advisable for all employers to provide training for its respective employees to ensure compliance with the requirements of discrimination/harassment laws. All employees will be asked to take the tutorial, pass the mastery test, and record their certificate of completion.
4. **Actions Which Could Constitute Sexual Harassment**

The definition for sexual harassment is: Sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.

- a. Under these definitions, direct or implied requests by a supervisor for sexual favors for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment constitutes sexual harassment.
- b. The legal definition of sexual harassment is broad. In addition to the examples above, other sexually oriented conduct that, whether intended to be or not, is unwelcome and has the effect of creating a work place environment that is hostile, offensive, intimidating or humiliating to male or female employees may also constitute sexual harassment.
- c. While it is not possible to list all of the circumstances that may constitute sexual harassment, the following are some examples of conduct that, if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances, including the severity of the conduct and its pervasiveness:
  - Unwelcome sexual advances – whether or not they involve physical touching
  - Sexual epithets, jokes, written or oral references to sexual conduct; gossip regarding one's sex life; comments on an individual's body; comments about an individual's sexual activity, deficiencies or prowess
  - Displaying sexually suggestive objects, pictures, cartoons

- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comment
- Inquiries into one's sexual experiences
- Discussion of one's sexual activities

All employees should take special note that, as stated above, retaliation against an individual who has complained about sexual harassment or who has cooperated with an investigation of a sexual harassment complaint is unlawful and will not be tolerated.

Sexual harassment does not include verbal expression or written material that is relevant and appropriately related to the subject matter of a course/curriculum or to an employee's duties. This policy is not intended to abridge academic freedom the schools educational mission.

### **C. Prohibited Conduct.**

1. The following actions are prohibited:

- a. Discrimination/harassment by or between any faculty member, staff member or student, including individuals of the same sex.
- b. Discrimination /harassment by any faculty member, staff member or student against any individual who is not a faculty member, staff member or student while assigned to duties or academic programs of the school regardless of their work location.
- c. Discrimination /harassment by any vendor or individual external to any faculty member, staff member or student during the transaction of business with the school.
- d. Retaliation by any faculty member, staff member or student against any individual who, in good faith, has made any allegation of Discrimination /Harassment, or who has testified, assisted, or participated in any way in any investigation, proceeding, or hearing conducted under this policy or any Federal or State law.
- e. Knowingly making false accusations or allegations of discrimination /harassment, or making false statements in any inquiry or investigation of alleged Discrimination/harassment.

## **D. Complaint Procedure**

Individuals who believe they have been subjected to harassment from either a co-worker or a Supervisor should make it clear to the offender that such behavior is offensive to them and unwelcome. If the individual does not feel comfortable approaching the offender, he/she is not required to do so. However, he/she should immediately bring the matter to the attention of the Principal. All allegations of harassment will be immediately investigated. It is important for employees who feel that they have been harassed to report incidents to administration/management so they can be addressed and resolved.

Anyone found to have engaged in discrimination/harassment shall be subject to discipline, up to and including termination of employment.

## **E. Discrimination/Harassment Reporting and Investigation**

When the school receives notice of conduct which appears to be discrimination or sexual harassment, it will promptly investigate the allegation in a fair and expeditious manner. The investigation may, as appropriate, include private interviews with the person filing the complaint, with witnesses, and with the person alleged to have committed sexual harassment.

When the investigation is completed, the person filing the complaint and the person alleged to have committed the conduct will be informed that the investigation has been completed.

1. If the employee was engaged in inappropriate conduct, appropriate action will be taken immediately, using the schools established procedures, to fulfill its obligations under the law to promote a workplace that is free of discrimination or sexual harassment. Such action may range from counseling to termination of employment, and may include such other forms of disciplinary action as appropriate.
2. If, after the completion of the investigation, any finding of discrimination is made, a record of the complete findings will be placed in the employee's personnel file. If no finding or inconclusive findings of discrimination on any charge or complaint is made, no record of the charge or complaint will be placed in the employee's personnel file unless the employee requests in writing that the record of the completed investigation be placed in the employee's personnel file.

## **F. Retaliation**

It is the policy of the school that no one will be retaliated against for making a complaint of harassment or discrimination based upon an honest perception of the events or for cooperating in the investigation of a complaint.

1. No hardship, no loss of benefit, and no penalty may be imposed on you as punishment for:
  - a. Filing or responding to a bona fide complaint of discrimination or harassment or discrimination
  - b. Appearing as a witness in the investigation of a complaint or
  - c. Serving as an investigator

Retaliation or attempted retaliation is a violation of this Policy and anyone who does so will be subject to severe sanctions up to and including termination.

### ***1.11 NON-DISCRIMINATION AGAINST AND ACCOMMODATION OF INDIVIDUALS WITH DISABILITIES***

The school complies with the Americans with Disabilities Act and applicable state law providing for non-discrimination in employment against qualified individuals with disabilities. The school also provides reasonable accommodation for such individuals in accordance with these laws. It is the school's policy to, without limitation:

- Ensure that qualified individuals with disabilities are treated in a non-discriminatory manner in the pre-employment process and that employees with disabilities are treated in a non-discriminatory manner in all terms, conditions, and privileges of employment.
- Keep all medical-related information confidential in accordance with the requirements of the ADA and retain such information in separate confidential files.
- Provide applicants and employees with disabilities reasonable accommodation, except where such an accommodation would create an undue hardship.

### **PROCEDURES FOR REQUESTING AN ACCOMMODATION:**

Qualified individuals with disabilities may make requests for reasonable accommodation. On receipt of an Accommodation Request, the Principal will meet with the requesting individual to discuss the potential accommodation that the school might make to assist the applicant in the pre-employment process or for you in performing your essential tasks of the job.

**Four Pillars Charter School**  
**Job Description**  
**Assistant Principal**

**Job Title:** Assistant Principal

**Reports To:** Principal

**Prepared By:** Human Resources

**Summary:** Assists Principal in directing and coordinating educational, administrative, and counseling activities of primary or secondary school by performing the following duties personally or through subordinate supervisors.

**Essential Duties and Responsibilities:** include the following. Other duties may be assigned.

Assist the principal in developing and maintaining an effective educational program consistent with State and Federal guidelines and the philosophy, policies and goals of the School Board; meeting and conferring with students, parents, faculty and staff; maintaining records and files; preparing reports.

Explain and interpret curriculum/instructional goals and objectives to teachers, parents, pupils, and the community.

Assist teachers in evaluating and assessing student progress consistent with NYSED Learning standards and Common Core state standards

Assist the principal in the overall administration of the school; interpret and enforce school policies and regulations.

Assist the principal in monitoring compliance with federal, state, and local mandates and guidelines related to local and state testing programs

Assist the principal in planning and implementing a professional development/growth program for teachers and staff.

Serve as principal in the absence of the principal

Propose schedules of classes and extracurricular activities; help schedule courses, students and teachers.

Work with faculty in developing the annual budget requests.

Assist in coordinating transportation, custodial, cafeteria, and other school support services; help conduct safety inspections and safety drill practice activities.

Assist in the reporting and monitoring of student attendance.

Assist in maintaining discipline throughout the school.

Supervise teachers and departments as assigned by the principal.

Maintain and model high standards of professionalism.

Other duties as assigned

### **Job Description Special Education Teacher**

**Job Title:** Special Education Teacher

**Reports To:** School Principal

**Prepared By:** Human Resources

**Summary:** Provides instructional support to students with disabilities, including IEP service delivery, consultation with content area teachers, parents/guardians, district CSE staff members, school principal.

#### **Essential Duties and Responsibilities:**

- Provide on-site in-service training to school-based personnel on a regular basis.
- Assist regular teachers of students with disabilities (SWD) to provide services as designated in IEP;
- Coordinate related services for SWD
- Assist the CSE in recommendations for IEP.
- Maintain special education, confidential records in accordance with NYSED Part 200 regulations
- Assist teachers in implementing effective classroom management strategies.
- Participate in in-service training programs designed to improve the ability to provide procedural and instructional assistance.
- Perform other duties as assigned by the school principal.
- Follow federal and state laws, as well as School Board policies.

**Certification required:** An earned bachelor's degree or higher from an accredited institution;

New York certification in Special Education with preference of additional certification in a content area.

### **Elementary Teacher**

**Job Title:** Teacher

**Reports To:** Principal

**Prepared By:** Human Resources

**Summary:** Teaches comprehension school curriculum aligned with NYS Learning Outcomes, Common Core State Standards; administers state and school assessments; plans instructional lessons aligned with standards; assesses student outcomes via ongoing benchmark assessments; differentiates instruction for all levels of learning

**Qualifications:** NYS certified teacher with core content endorsement in literacy, math, special education or ESOL;

**Duties:**

- Present effective teaching strategies that meet the needs of diverse learners
- Monitor and assess student progress towards NYS Learning and Common Core Standards
- Create safe learning environment to increase student participation, student achievement
- Use effective classroom management skills
- Facilitates field trips connected to instructional program for assigned students
- Prepares lesson plans that are aligned with NYS Learning outcomes and Common Core State Curriculum benchmarks
- Participates in professional development training workshops
- Meets regularly with colleagues, parents and administration with student progress monitoring data
- Other duties as assigned

### **Middle School Teacher**

**Job Title:** Teacher

**Reports To:** Principal

**Prepared By:** Human Resources

**Summary:** Teaches comprehension school curriculum aligned with NYS Learning Outcomes, Common Core State Standards; administers state and school assessments; plans instructional lessons aligned with standards; assesses student outcomes via ongoing benchmark assessments; differentiates instruction for all levels of learning

**Qualifications:** NYS certified teacher with core content endorsement. Preference given to teachers with additional content endorsements, including special education, ESOL, literacy.

**Duties:**

- Present effective teaching strategies that meet the needs of diverse learners
- Monitor and assess student progress towards NYS Learning and Common Core Standards
- Create safe learning environment to increase student participation, student achievement
- Use effective classroom management skills
- Prepares lesson plans that are aligned with NYS Learning outcomes and Common Core State Curriculum benchmarks
- Participates in professional development training workshops
- Meets regularly with colleagues, parents and administration with student progress monitoring data
- Facilitates field trips connected to instructional program for assigned students
- Other duties as assigned

### **Teacher Aide**

- **Job Title:** Teacher Aide
- **Reports To:** Principal
- **Prepared By:** Human Resources
- **Summary:** Assists in the overall success of the organization by performing semi-skilled work in working with students and teachers as assigned
- **Essential Duties and Responsibilities:** include the following; other duties may be assigned:
  - Assist teachers in classrooms with delivery of instruction
  - Assist students with school tasks, including academic work and behavior guidance
  - Supervise students in lunchroom, recess and as assigned
  - Work with small groups of students with prescribed lessons
  - **Qualifications:** High school diploma or equivalent with preference given to those with a minimum of two years school employment experience

### **Administrative Assistant**

**Summary:** Assists in the overall success of the organization by performing diversified clerical/secretarial duties in a responsible and accurate manner. The employee's primary duty will be the performance of work requiring advanced knowledge, which is predominantly intellectual in character and which includes work requiring the consistent exercise of discretion and judgment.

**Essential Duties and Responsibilities:** include the following; other duties may be assigned:

Follow instructions and operate within the limits of standard practices and procedures, regulations, and policies to perform secretarial/bookkeeping, supervisory and other clerical duties; be responsible for all activities in support of the administrative function at the work location.

- Screen callers, set up appointments, arrange meetings, and disseminate requested information.
- Maintain student files, attendance records and personnel data.
- Be responsible for the distribution of incoming mail, memorandums, etc.; open, date, and designate recipient of the mail.
- Answer inquiries and advise other employees as to proper work procedures, methods, and policy changes.
- Interact effectively with the general public, staff members, students, teachers, parents and administrators, using tact and good judgment.
- Operate standard office equipment such as any generation of typewriter, calculator, CRT terminal, microcomputer, word processor, duplicator, etc., as well as equipment developed or advanced from future technology as required by the job.
- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.

Must be able to work independently, compose letters and prepare reports, working under general supervision. Must have a working knowledge of all supervised positions and be sensitive to the problems and emotional distress of students, parents and other school/department constituents and be able to respond effectively and tactfully. Must be computer literate and maintain confidentiality.

**Education and/or Experience:**

Standard high school diploma or satisfactory completion of any General Educational Development (GED) Testing Program, with a minimum of three (3) years experience in a secretarial/clerical position preferred.

Not identified yet