

phrases, melodic phrases, and harmonic sequences.

Harmony

Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unite and variety, balance, and convey expressive intent.

History

Identify how cultural and historical context inform performances and result in different music interpretations.

Critique

Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

Compare how the elements of music and expressive qualities relate to the structure within programs of music

Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

Identify how cultural and historical context inform performances and result in different musical effects.

Etiquette

Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context, and style.

Figure 28: Digital Literacy standards overview⁶⁴

Computational Thinking

Use technology resources (e.g., puzzles, logical thinking programs) to solve age appropriate problems. Use writing tools, digital cameras, and drawing tools to illustrate thoughts, ideas, and stories in a step-by-step manner. Understand how to arrange (sort) information into useful order, such as sorting students by birth date, without using a computer. Recognize that software is created to control computer operations. Demonstrate how 0s and 1s can be used to represent information.

⁶⁴ Standards adapted from Computer Science Teachers Association K-12 Standards (revised 2012):

http://www.csta.acm.org/Curriculum/sub/CurrFiles/CSTA_K-12_CSS.pdf. Standards are organized in Level 1 (K-6) and Level 2 (6-9). Fifth and Sixth grade standards listed in this section are adapted from the Level 1 Standards; seventh and eighth grade standards are adapted from Level 2 Standards.

Collaboration

Gather information and communicate electronically with others with support from teachers, family members, or student partners. Work cooperatively and collaboratively with peers, teachers, and others using technology.

Computing Practice and Programming

Use technology resources to conduct age appropriate research. Use developmentally appropriate multimedia resources (e.g., interactive books and educational software) to support learning across the curriculum. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. Construct a set of statements to be acted out to accomplish a simple task (e.g., turtle instructions). Identify jobs that use computing and technology. Gather and organize information using concept-mapping tools.

Computers and Communication Devices

Demonstrate an appropriate level of proficiency with keyboards and other input and output devices. Understand the pervasiveness of computers and computing in daily life (e.g., voice mail, downloading videos and audio files, microwave ovens, thermostats, wireless Internet, mobile computing devices, GPS systems). Apply strategies for identifying simple hardware and software problems that may occur during use. Identify that information is coming to the computer from many sources over a network. Identify factors that distinguish humans from machines.

Computational Thinking

Understand and use the basic steps in algorithmic problem-solving (e.g., problem statement and exploration, examination of sample instances, design, implementation, and testing). Develop a simple understanding of an algorithm (e.g., search, sequence of events, or sorting) using computer-free exercises. Demonstrate how a string of bits can be used to represent alphanumeric information. Describe how a simulation can be used to solve a problem. Make a list of sub-problems to consider while addressing a larger problem. Understand the connections between computer science and other fields.

Collaboration

Use productivity technology tools (e.g., word processing, spreadsheet, presentation software) for individual and collaborative writing, communication, and publishing activities. Use online resources (e.g., email, online discussions, collaborative web environments) to participate in collaborative problem solving activities for the purpose of developing solutions or products.

Computing Practice and Programming

Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning. Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning. Use technology tools (e.g., multimedia and text authoring, presentation, web tools, digital cameras, and scanners) for individual and collaborative writing, communication, and publishing activities. Gather and manipulate data using a variety of digital tools. Construct a program as a set of step-by-step instructions to be acted out (e.g., make a peanut butter and jelly sandwich activity). Implement problem solutions using a block-based visual programming language. Use computing devices to access remote information, communicate with others in support of direct and independent

learning, and pursue personal interests. Navigate between webpages using hyperlinks and conduct simple searches using search engines. Identify a wide range of jobs that require knowledge or use of computing. Gather and manipulate data using a variety of digital tools.

Computers and Communication Devices

Demonstrate an appropriate level of proficiency with keyboards and other input and output devices. Understand the pervasiveness of computers and computing in daily life (e.g., voice mail, downloading videos and audio files, microwave ovens, thermostats, wireless Internet, mobile computing devices, GPS systems). Apply strategies for identifying simple hardware and software problems that may occur during use. Identify that information is coming to the computer from many sources over a network. Identify factors that distinguish humans from machines. Recognize that computers model intelligent behavior (as found in robotics, speech and language recognition, and computer animation).

Community, Global, and Ethical Impacts

Discuss basic issues related to responsible use of technology and information, and the consequences of inappropriate use. Identify the impact of technology (e.g., social networking, cyber bullying, mobile computing and communication, web technologies, cyber security, and virtualization) on personal life and society. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources. Understand ethical issues that relate to computers and networks (e.g., equity of access, security, privacy, copyright, and intellectual property).

Computational Thinking

Use the basic steps in algorithmic problem-solving to design solutions (e.g., problem statement and exploration, examination of sample instances, design, implementing a solution, testing, evaluation). Describe the process of parallelization as it relates to problem solving. Define an algorithm as a sequence of instructions that can be processed by a computer. Evaluate ways that different algorithms may be used to solve the same problem.

Collaboration

Apply productivity/multimedia tools and peripherals to group collaboration and support learning throughout the curriculum. Collaboratively design, develop, publish, and present products (e.g., videos, podcasts, websites) using technology resources that demonstrate and communicate curriculum concepts. Collaborate with peers, experts, and others using collaborative practices such as pair programming, working in project teams, and participating in group active learning activities. Exhibit dispositions necessary for collaboration: providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, socialization.

Computing Practice & Programming

Select appropriate tools and technology resources to accomplish a variety of tasks and solve problems. Use a variety of multimedia tools and peripherals to support personal productivity and learning throughout the curriculum. Design, develop, publish, and present products (e.g., webpages, mobile applications, animations) using technology resources that demonstrate and communicate curriculum concepts. Demonstrate an understanding of algorithms and their practical application. Implement problem solutions using a programming language, including: looping behavior, conditional statements, logic, expressions, variables, and functions. Demonstrate good practices in personal information security, using passwords, encryption, and secure transactions.

Computers & Communications Devices

Recognize that computers are devices that execute programs. Identify a variety of electronic devices that contain computational processors. Demonstrate an understanding of the relationship between hardware and software. Use developmentally appropriate, accurate terminology when communicating about technology. Apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.

Community, Global, and Ethical Impacts

Exhibit legal and ethical behaviors when using information and technology and discuss the consequences of misuse. Demonstrate knowledge of changes in information technologies over time and the effects those changes have on education, the workplace, and society. Analyze the positive and negative impacts of computing on human culture.

Computational Thinking

Act out searching and sorting algorithms. Describe and analyze a sequence of instructions being followed (e.g., describe a character's behavior in a video game as driven by rules and algorithms). Represent data in a variety of ways including text, sounds, pictures, and numbers. Use visual representations of problem states, structures, and data (e.g., graphs, charts, network diagrams, flowcharts). Interact with content-specific models and simulations (e.g., ecosystems, epidemics, molecular dynamics) to support learning and research. Evaluate what kinds of problems can be solved using modeling and simulation. Analyze the degree to which a computer model accurately represents the real world. Use abstraction to decompose a problem into sub problems. Understand the notion of hierarchy and abstraction in computing including high-level languages, translation, instruction set, and logic circuits. Examine connections between elements of mathematics and computer science including binary numbers, logic, sets and functions. Provide examples of interdisciplinary applications of computational thinking.

Collaboration

Apply productivity/multimedia tools and peripherals to group collaboration and support learning throughout the curriculum. Collaboratively design, develop, publish, and present products (e.g., videos, podcasts, websites) using technology resources that demonstrate and communicate curriculum concepts. Collaborate with peers, experts, and others using collaborative practices such as pair programming, working in project teams, and participating in group active learning activities. 4. Exhibit dispositions necessary for collaboration: providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, socialization.

Computer Practice & Programming

Identify interdisciplinary careers that are enhanced by computer science. Demonstrate dispositions amenable to open-ended problem solving and programming (e.g., comfort with complexity, persistence, brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge). Collect and analyze data that is output from multiple runs of a computer program.

Computer & Communications Devices

Apply strategies for identifying and solving routine hardware problems that occur during everyday computer use. Describe the major components and functions of computer systems and networks. Describe what distinguishes humans from machines focusing on human intelligence versus machine

intelligence and ways we can communicate. Describe ways in which computers use models of intelligent behavior (e.g., robot motion, speech and language understanding, and computer vision).

Community, Global and Ethical Impacts

Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. Describe ethical issues that relate to computers and networks (e.g., security, privacy, ownership, and information sharing). Discuss how the unequal distribution of computing resources in a global economy raises issues of equity, access, and power.

e. Promotion and Graduation Policy

Standards for Promotion

Students will earn promotion from grade to grade based on demonstrated mastery of our school's standards, which are informed by and align with the NYS P-12 Common Core Learning Standards. We detail our approach to and requirements for grading and promotion to teachers during our Summer Staff Summit each year. Training includes strong focus on how we intend to support every student's success through promotion, and our commitment to avoiding social promotion based on age rather than readiness for the next grade. Teachers will grade students on a 100-point scale, with corresponding letter grades. These grades will be provided to families on two mid-trimester and two end-of-trimester grade reports and on one end-of-year summative report card. We will use IEP goals to inform grades as indicated on the student's IEP; otherwise all grade level goals apply. Standards for promotion are detailed in **Figure 29**. Classes considered for Promotion are Reading, Writing, Math Procedures, Math Problem Solving, Science, Social Studies, and Performing Arts.

Figure 29: Standards for promotion (exit standards)

97-100%	Demonstrating advanced levels of mastery with the content standards.
93-96%	
90-92%	
87-89%	Demonstrating proficiency with the content standards.
83-86%	
80-82%	
77-79%	Demonstrating basic competency with the content standards.
73-76%	
70-72%	
Below 70%	Not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standard before credit will be earned.

For grade-level promotion, mastery is indicated by a 70% or higher. Internally developed comprehensive assessments are given at the end of each trimester and account for 25% of each trimester's grade. A student who earns a 70% or higher in all core classes (defined as those that meet four or five times per week) and reaches annual reading targets (see **Figure 11**) earns promotion; a student who fails to earn 70% in one or two classes is eligible for a two-week Summer Academy, at the conclusion of which the student must pass a comprehensive assessment in each subject(s). A student

who fails three or more courses is retained. Students with IEPs will be individually evaluated for promotion based upon their satisfaction of schoolwide goals and individual goals as outlined within their IEP and which differ from schoolwide goals. All students with IEPs will receive progress reports on their growth and performance towards IEP goals to the same extent and at the same intervals as all regular education students. A student must also fulfill attendance requirements, and may be retained if s/he is absent for more than 10 days of the school year. We will closely monitor all daily attendance, and meet with families when a student has earned three absences, six, and then nine, working as needed from attendance improvement plans to best support the success of every student. Further, families will receive weekly performance snapshots through our STRIVE Report (for more detail, see **R-09 – School Culture and Discipline**) and will have multiple opportunities throughout the year to discuss academic progress and performance, especially if a student is at-risk academically for retention. The Executive Director and Director of Curriculum and Instruction as hired will track students' academic progress, and ensure all academic supports are in place. The Executive Director will make all final promotion decisions.

Attendance Policy

Forte Prep believes that timely attendance to school every day is critical to long-term academic success. Our expectations for attendance⁶⁵ are very clear, as detailed in **Figure 30**.

Figure 30: Forte Prep attendance policy

Forte Prep Attendance Policy

No Absences in a Trimester: The student and family are congratulated and recognized for exceptional attendance and commitment to their education.

Three Absences in a Trimester: Forte Prep considers three absences in a single trimester a serious issue. When this occurs, the school reserves the right to notify the student's parent/guardian, and further steps such as requiring families to attend formal meetings and create attendance "action plans" may be required.

Six Absences in a Year: Forte Prep considers six absences over the course of a school year a serious issue. When this occurs, the school reserves the right to call the student's parent/guardian to the school to meet with the school leader. At such a meeting, the problem will be discussed and an attendance plan will be developed.

More than Nine Absences in a Year: If a student is absent more than nine times in a year, the student may be considered a truant. When this occurs, the student is at risk of not being promoted to the next grade. The parent/guardian will be called to the school to meet with the school leader. The school leader reserves the right to retain any student who misses more than nine days of school. In addition, a report may be filed with the New York City Administration for Children's Services or the New York State Office of Children and Family Services.

Twenty Absences in a Year: If a student is absent twenty times in a year, the student may be considered a habitual truant. At this point, the school administration may file a written complaint with a relevant court or child services agency alleging the belief that the acts or omissions of the child are such that his/her family has service needs. The Board of Trustees or its designee will submit an annual report to the New York State Office of Children and Family Services that reports the number of habitual truants at its school.

⁶⁵ Attendance Policy modeled from Democracy Prep Endurance Middle School attendance expectations in their student handbook.

Tardiness

A Forte Prep student is considered tardy if they arrive to school after 7:30AM.

No Tardies in a Trimester – The student and family are congratulated and recognized for being “on time” and for their true commitment to education.

Three Tardies in a Trimester – If a student is late three times in a Trimester, it is considered a serious issue. Should this occur, the school reserves the right to call the parent/guardian to discuss the problem and develop an “On Time” plan.

Three Tardies Equals One Absence – Three tardies is equivalent to one absence and will be recorded as such in the student’s file.

Seven Tardies in a Year – If a student is late seven times in a year, it is considered a serious issue. Should this occur, the school reserves the right to call the parent/guardian to the school to meet with the school leader. At such a meeting, the problem will be discussed and an “On Time” plan will be developed, or — if such a plan is already in place — will be modified or reinforced.

Since every three tardy arrivals will be recorded as an absence, excessive tardiness is also a truancy problem. If a student is absent more than nine times (and some or all of these absences may actually be due to excessive tardiness), the student will be at risk of not being promoted to the next grade. Students with excessive tardy arrivals may also be considered habitual truants. In such cases, the school administration may file a written complaint with a relevant court or child services agency alleging the belief that the acts or omissions of the child are such that his/her family has service needs.

Graduation Requirements

To graduate from eighth grade, the terminal grade at Forte Prep, students must earn a 70% or better in all core classes (see above for definition), meet annualized reading goals for eighth grade (see Figure 11) and meet the above attendance requirements (**Figure 30**). Students who take Algebra in 8th grade will also take the Regents exam for Algebra before graduation. While we expect high pass rates for eligible students, passing this exam will not impact eighth grade graduation.

R-05f – Programmatic Audit

Financial Audit

The Forte Prep Board of Trustees will form from its membership a Finance Committee, which will be responsible for selecting an auditor to annually certify the accuracy and reliability of the financial statements, accounting systems, and methods of financial control of Forte Prep. The Board of Trustees will ensure that both internal and external controls are in place to prevent any fiscal mismanagement. It will also ensure that the auditor will have access to all needed financial and, where required, non-financial records and documents maintained by the school. Preparation for the annual audit by the school will begin with the preparation, approval, and adoption of the annual budget and continue throughout the year. The list of documents prepared, collected, and provided to auditors to enhance the performance of the annual audit is subject to the request of the auditor. According to the NYSED Audit Guide, and "in accordance with the charter school's charter agreement, the charter school shall retain an independent Certified Public Accountant ('CPA'), licensed in New York State, to perform an audit of the charter school's annual financial statements in accordance with GAAS ('Generally Accepted Auditing Standards') and GAGAS ('Generally Accepted Government Auditing Standards') issued by the Comptroller General of the United States as well as any additional requirements and guidelines provided by the Board of Regents."¹

At the first Board meeting at the end of the academic year, the selected auditing firm will provide the Board with an overview of the audit process and the timetable for completion, and respond to any comments or questions. This approach ensures that everyone involved is aware of the auditor's needs and expectations, and also helps avoid miscommunication or unnecessary disruptions of the daily operations of the school. After the audit is complete, the Board's Finance Committee will review any audit exceptions or deficiencies and with the auditor will report to the Board of Trustees with recommendations on how to resolve the deficiencies. An audit finding will be considered major if it indicates a deliberate act of wrongdoing, reckless conduct causes a loss of confidence in the abilities or integrity of the school, or jeopardizes the continued operation of the school. An audit finding will be considered minor if it indicates that problems can be addressed via existing mechanisms. When relevant, the Board will report a corrective plan to SUNY and The Board of Regents via the Annual Report regarding how the exceptions and deficiencies have been or will be resolved.

Annual Reporting

In adherence to Education Law § 2851(2)(f), Forte Prep will conduct annual audits to ensure the fidelity of instructional methods, curricular resources, and assessments in service of our mission to prepare all students for college preparatory high schools. We plan to submit an annual report to our authorizer as well as The New York State Board of Regents, including the following information:

- Financial health of the organization
 - Revenues
 - Expenditures
 - Enrollment
- Academic health of the organization
 - Student outcomes
 - Student growth
 - Student attrition

¹ New York State Education Department. *Charter School Auditing Guide*. April 2015.
<http://www.p12.nysed.gov/psc/documents/NYSEDAuditguide2014-15041515FINAL.pdf>.

- Student discipline rates
- Special student populations (IEP, ELL) performance
- Organizational outlook
 - Action planning for specific issues
 - Highlights from the previous year

Forte Prep will hire an outside contractor to perform a whole school review to assess our entire educational program. Audit events will include:

- Interviews with board, staff, students, families
- Operational observations
- Instructional observations
- Interview with Forte Prep leadership team

We intend to create a transparent environment for the audit process, sharing any and all information with our staff as requested. Based on the outcomes of the audit, Forte Prep leadership will present outcomes to all staff as well as the Board of Trustees of the organization. Annual Reports will be available on the Forte Prep website as well as SUNY's website.

Administrative Review

The Board of Trustees will conduct an annual internal administrative audit, consisting of:

- Board of Trustees' self-review
- Board of Trustees' review of the Executive Director
- Executive Director's review of the Director of Curriculum and Instruction

This internal review will involve a performance review and an opportunity to discuss ways of improving administrative structure and policies.

Follow-on Support from Building Excellent Schools

Forte Prep plans to hire Building Excellent Schools to provide administrative and program operation support and auditing services for the school. After chartering and during the initial operational years, Forte Prep will receive support from Building Excellent Schools in the form of follow-on services focused on successful start-up and early operation. The follow-on services will include, but not be limited to: school culture, curriculum development, recruitment and hiring, and governance.

R-06 – Calendar and Schedules

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a. School Calendar

Forte Preparatory Academy Charter School (“Forte Prep”) will offer 8 hours and 10 minutes of instruction four days per week Monday through Thursday, 5 hours and 45 minutes of instruction on Fridays, and 3 hours of instruction during Saturday Academy. Saturday Academy is reserved for students who have been identified as needing additional academic support in core subject areas, as measured by Interim Assessments. School will be in session for 185 weekdays for all students and for 15 Saturdays for students who need supplemental supports. Instructional time, as a result, will total 1417 hours¹, which is 517 more than the 900 mandated by New York State², and 1462 hours for those students who attend all Saturday Academy sessions.

School will begin Wednesday, August 23, 2017 and will include a student orientation period. The last day of school will be Wednesday, June 27, 2018. There will be 19 full-day Professional Development days during Summer Staff Summit and 11 during the course of the year, and will be further augmented by weekly PD each Friday. Forte Prep has adopted a trimester system to coordinate with the interim assessment system, which we will use to diagnose and effectively respond to students’ academic needs. Each trimester of 60-65 days allows staff members to effectively collect and analyze student achievement data which they will then use to drive individual instructional practice and student supports. Progress reports will be distributed at the mid-point of each trimester and report cards will be issued at the end of each trimester. To address the needs of families and give full access to teachers, parent teacher conferences will take place at the end of the first and second trimesters during the school year, on an invitation and appointment basis as needed at the end of the third trimester, and parents of all incoming students will attend one of our three parent orientation sessions during the summer.

Saturday Academy³

Saturday Academy will focus on supplemental support for both reading and math skills. For students struggling with reading, the program will continue to offer extended time to reinforce and build basic reading skills, with an emphasis on reading comprehension. For students with learning gaps in math, this program will serve as the primary means for offering academic support. Saturday Academy will be

¹ Instructional time includes all Core Courses, Focus/tutoring block, and Accountable Independent Reading, Community Meetings, and Advisory Periods, but does not include meals, arrival/dismissal, transitions, or breaks.

² Per New York Education Law § 3205, a minimum of 5 hours per day of instruction for 180 days per year is required by law.

³ Design elements informed by Democracy Prep’s Saturday Academy.

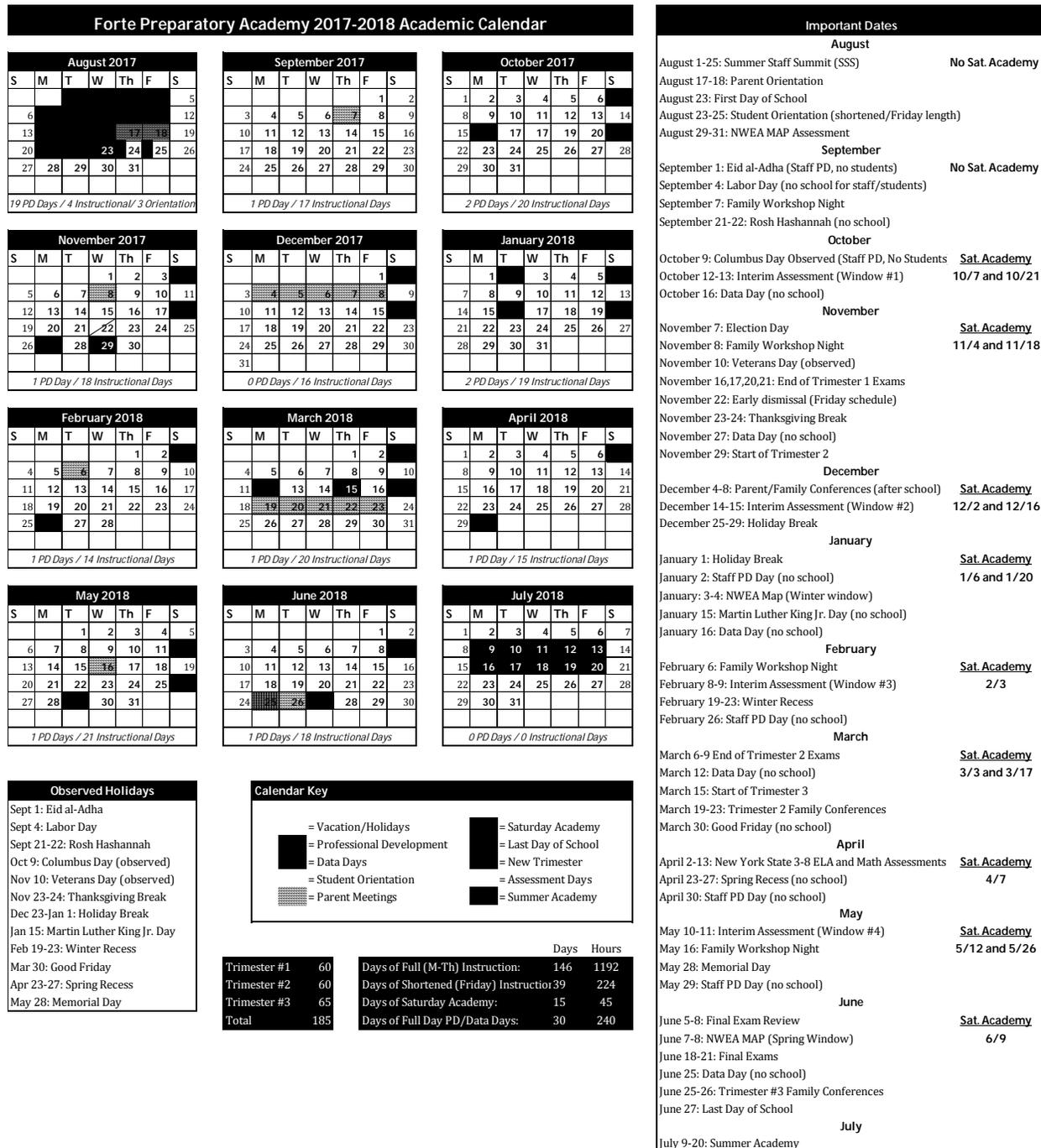
typically offered two Saturdays each month for a total of 15 sessions.⁴ This supplemental program will provide struggling students with additional academic support in small groups tailored to their specific academic needs. Students enrolled in Saturday Academy will also be required to attend tutoring during the week as part of our extended day schedule. Attendance is mandatory for students enrolled in Saturday Academy. Students will be identified for enrollment based on performance on Interim Assessments, and will remain in Saturday Academy and/or tutoring groups until satisfactory improvement on the next Interim Assessment. Absences will be counted the same as absences that occur during the regular school week.

Summer Academy

At the end of the year, students scoring below 70% in any one or two core academic class(es) will be required to attend our two-week Summer Academy. During Summer Academy, students will review the subject area(s) in which they struggled. At the end of the Summer Academy, students will be re-tested on the comprehensive assessment(s) in the appropriate subject area(s). If a student scores below 70%, s/he will not be promoted to the next grade. Families who believe that their student(s) requires additional support, regardless of their end-of-year academic performance, may self-select to attend Summer Academy for any course offered with the prior approval of the Director of Curriculum and Instruction. In the event permission is granted and a student self-selects to enroll in Summer Academy, s/he will be held to the same academic and behavioral standards as students required to attend, except that s/he will not receive a formal grade or be required to take the comprehensive assessment. Our Summer Academy will be offered starting the summer after the first year of operation. Attendance is mandatory for students enrolled in Summer Academy, even students who self-select to enroll. Absences will be counted the same as absences during the regular school year.

⁴ February and April will have 1 Saturday Academy for scheduling reasons.

Figure 1: Forte Prep 2017-18 Academic Calendar



b. Sample Student Schedule

School doors open at 7:10 AM and students can enter the school between 7:10 AM and 7:30 AM. Forte Prep students begin the day with a handshake from the Executive Director or another School Leader.

Upon entering the school, students sit down to Breakfast and Brainwork⁵ in their advisories from 7:10 AM – 7:30 AM. Students must turn in their homework from the previous day in the homework bins for each class by 7:30 AM, which is the official start to the school day. Students who arrive after 7:30 will be marked late, and their homework will be marked late as well. Students are individually greeted at each classroom door by their teachers with a handshake. After advisory, students will take part in a fun, five-minute energizer, where teachers will lead them in an advisory cheer, boost their physical energy levels, and set goals for the day. Monday through Thursday, all students will have 50-minute academic periods on a block schedule. The full schedule will rotate each trimester among the three advisories, so that each advisory will experience the same order of classes. After two academic periods, students will have a 10-minute Break for bathrooms and nutrition. Students will be encouraged to stand up by their chairs and stretch, because classroom teachers will rotate to each room, rather than students transitioning between classes. Students will take two separate 50-minute periods of ELA (Reading and Writing) courses, as well as two 50-minute periods of Math (Math Problem Solving and Math Procedures). Each student will have one 50-minute period of Social Studies and Performing Arts Monday through Thursday. Science, Digital Literacy, and Physical Education will share two periods over the course of the week, providing three 50-minute blocks of science, two 50-minute blocks of Digital Literacy, and three 50-minute blocks of physical education per week. Before lunch, students will have 25 minutes for Accountable Independent Reading (AIR) Time to silently read their independent reading books and reflect in their reading journals. Lunch will encompass a 30-minute period. At the end of the day, students will have a 40-minute Focus/tutoring block to receive extra support, start homework, or independently read. Dismissal at Forte Prep is at 4:35 PM.

Figure 2: Monday - Thursday Schedule

Monday - Thursday Schedule

Duration	Start Time	End Time	Brown	Queens College	NYU
0:07	7:00 AM	7:07 AM	Staff Huddle		
0:03	7:07 AM	7:10 AM	Staff transition to posts		
0:00	7:10 AM	7:10 AM	Doors Open		
0:20	7:10 AM	7:30 AM	Breakfast and Brainwork		
0:25	7:30 AM	7:55 AM	AM Advisory	AM Advisory	AM Advisory
0:05	7:55 AM	8:00 AM	AM Energizer	AM Energizer	AM Energizer
0:50	8:00 AM	8:50 AM		Social Studies	
0:50	8:50 AM	9:40 AM	Social Studies		Math Problem Solving
0:10	9:40 AM	9:50 AM	AM Break/Energizer	AM Break/Energizer	AM Break/Energizer
0:50	9:50 AM	10:40 AM		Writing	
0:50	10:40 AM	11:30 AM	Math Problem Solving		Writing
0:25	11:30 AM	11:55 AM	AIR Time	AIR Time	AIR Time
0:30	11:55 AM	12:25 PM	Lunch/HW Club		
0:50	12:25 PM	1:15 PM			Social Studies
0:50	1:15 PM	2:05 PM			
0:10	2:05 PM	2:15 PM	PM Break/Energizer	PM Break/Energizer	PM Break/Energizer
0:50	2:15 PM	3:05 PM	Writing	Math Problem Solving	
0:50	3:05 PM	3:55 PM			
0:40	3:55 PM	4:35 PM	Focus/tutoring	Focus/tutoring	Focus/tutoring
0:00	4:35 PM	4:35 PM	Dismissal	Dismissal	Dismissal

⁵ "Brainwork" is an opportunity for students to practice critical skills in practice packets during the breakfast period. These brainwork folders will give students vital practice in foundational skills, and will be checked for completion regularly and for accuracy weekly. Brainwork has been proven effective at schools such as North Star Academy in Newark and Purpose Prep in Nashville, TN.

Fridays are shortened days for students, with dismissal at 2:00 PM. Staff will stay until 5:00 PM that day for 2.5 hours of weekly Professional Development. Students will have two 50-minute periods of Literacy, two 50-minute periods of Math and one period of Performing Arts before the entire school convenes for a 30-minute Community Meeting. After Community Meeting, students will have the opportunity to participate in extracurricular activities and student clubs, receive their progress reports for review with their families and returned with parental signature, and independent reading.

Figure 3: Friday Schedule

Friday schedule

Duration	Start Time	End Time	Brown	Queens College	NYU
0:07	7:00 AM	7:07 AM	Staff Huddle		
0:03	7:07 AM	7:10 AM	Staff transition to posts		
0:00	7:10 AM	7:10 AM	Doors Open		
0:20	7:10 AM	7:30 AM	Breakfast and Brainwork		
0:15	7:30 AM	7:45 AM	AM Advisory	AM Advisory	AM Advisory
0:05	7:45 AM	7:50 AM	AM Energizer	AM Energizer	AM Energizer
0:50	7:50 AM	8:40 AM		Writing	
0:50	8:40 AM	9:30 AM	Writing		Math Problem Solving
0:10	9:30 AM	9:40 AM	AM Break	AM Break	AM Break
0:50	9:40 AM	10:30 AM		Math Problem Solving	
0:50	10:30 AM	11:20 AM	Math Problem Solving		Writing
0:50	11:20 AM	12:10 PM			
0:30	12:10 PM	12:40 PM	Lunch/HW Club		
0:30	12:40 PM	1:10 PM	Community Meeting		
0:40	1:10 PM	1:50 PM	Extra-curriculars/Clubs/Receive progress reports/AIR time		
0:10	1:50 PM	2:00 PM	PM Advisory		
0:30	2:00 PM	2:30 PM	Dismissal	Dismissal	Dismissal
2:30	2:30 PM	5:00 PM	Professional Development (staff) / Friday Extension (students)		

If a student has been identified for additional instruction based on Interim Assessment performance, s/he will be required to attend Saturday Academy, during which the student will engage in tutoring and additional support in ELA and Math for 90 minute periods each. If a student requires Math or ELA tutoring only, they will remain in the tutoring for that subject for the entire time. See **Figure 4** for details.

Figure 4: Sample Saturday Schedule

Saturday schedule

Duration	Start Time	End Time	Group #1	Group #2
0:15	8:45 AM	9:00 AM	Doors Open	
1:30	9:00 AM	10:30 AM		Math Tutoring
1:30	10:30 AM	12:00 PM	Math Tutoring	
0:00	12:00 PM	12:00 PM	Dismissal	

Total weekly instructional minutes are detailed in

Figure 5 below:

Figure 5: Total weekly instructional minutes

Type	Subject	Weekly minutes
Core	ELA	600
	Math	500
	Performing Arts	250
	Social Studies	200
	Science	150
	Non-Core	Physical Education
	Digital Literacy	100
Total weekly instructional minutes (including tutoring, etc)		2305

c. Sample Teacher Schedule

Classroom teachers will be required to arrive each day ready for full participation in Staff Huddle that starts immediately at 7:00 AM. The school day officially ends with dismissal at 4:35 PM with teachers supporting dismissal logistics until 4:45 PM. Teachers must stay a minimum of 30 minutes after student dismissal for any needed debrief(s) with the Director of Curriculum and Instruction and Executive Director and action planning for the next day. Therefore, the full teacher work day will be from 7:00 AM to 5:15 PM. Teachers will typically lead three classroom periods in their subject, 150 minutes, or one period for each of the three advisories. Teachers will typically have at least 100 minutes of prep time throughout the day. Teachers in English Language Arts or Mathematics will co-teach subjects with their subject-level counterpart, and will typically be responsible for small group tutoring during this time. This additional instructional time results in a 300 minute instructional day for those teachers. Teachers will be typically required to cover non-instructional periods on a rotating basis (e.g. covering lunch/HW club twice per week), determined by the Executive Director. A typical Monday through Thursday schedule for a Reading teacher is detailed below.

Figure 6: Teacher schedule: Monday-Thursday

Duration	Start Time	End Time	Brown
0:07	7:00 AM	7:07 AM	Staff Huddle
0:03	7:07 AM	7:10 AM	Staff transition to posts
0:00	7:10 AM	7:10 AM	Doors Open
0:20	7:10 AM	7:30 AM	Observe Breakfast and Brainwork; check-in with students
0:25	7:30 AM	7:55 AM	Lead AM Advisory
0:05	7:55 AM	8:00 AM	Lead AM Energizer
0:50	8:00 AM	8:50 AM	
0:50	8:50 AM	9:40 AM	
0:10	9:40 AM	9:50 AM	AM Break/Energizer
0:50	9:50 AM	10:40 AM	Writing (support teacher)
0:50	10:40 AM	11:30 AM	Writing (support teacher)
0:25	11:30 AM	11:55 AM	AIR Time
0:30	11:55 AM	12:25 PM	Cover Lunch/HW Club
0:50	12:25 PM	1:15 PM	PREP
0:50	1:15 PM	2:05 PM	PREP
0:10	2:05 PM	2:15 PM	PM Break/Energizer
0:50	2:15 PM	3:05 PM	Writing (support teacher)
0:50	3:05 PM	3:55 PM	
0:40	3:55 PM	4:35 PM	Lead Focus/tutoring
0:10	4:35 PM	4:45 PM	Dismissal
0:30	4:45 PM	5:15 PM	Debrief and Action Planning

A Reading teacher will start the day by joining the all-staff huddle at 7:00 AM, and then transition to her post at the door of her advisory to greet students as they arrive. At 7:10 AM, the teacher will welcome each student at the door with a handshake and a smile, and when the last student has arrived, prepare to lead AM advisory at 7:30 AM. During AM Advisory, the teacher will collect homework and give morning announcements, including a quote or video of someone embodying one of our STRIVE values. Five minutes before the first instructional period, the teacher will lead her class in an AM energizer comprised of a chant and another high energy activity to kick off an engaging day of learning. The teacher will then lead two advisories of Reading class, followed by leading an AM stretch break. After break, she will support the Writing teacher for two periods and then oversee AIR time with her advisory, providing individual support to struggling readers. Two days per week, this teacher will be required to cover lunch or HW Club. After lunch, she will have 100 minutes of Prep periods to co-plan with her Writing counterpart, to collect grade exit tickets and make modifications to the afternoon lessons, and/or to receive coaching from the Director of Curriculum and Instruction. After leading her classroom in a PM energizer, she will co-lead Writing and lead Reading class until 3:55. During the 40 minute Focus/tutoring period, the teacher will support students in small groups within her advisory on ELA content, and then will be responsible for dismissing her advisory at 4:35 PM. The teacher will lead her advisory out of the building and to the appropriate transportation channel (car, bus, toward the subway). She will then return to the school to debrief with the Director of Curriculum and Instruction and the Executive Director about the day and to ensure that her classroom is prepared for the next day. Her professional day ends at 5:15 PM. Friday's shortened schedule concludes for students at 2:00 PM. The teacher will have 30 minutes to dismiss their class, reset mentally and prepare for 2.5 hours of professional development with the rest of the teaching staff.

R-07 – Specific Populations

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Forte Preparatory Academy Charter School (“Forte Prep”) is committed to educating all learners, regardless of their home language, special needs, or academic ability upon matriculating to our school.

Our mission is clear, and for all students: Through rigorous academics, quality instruction, and a positive culture of individual and collective responsibility, Forte Preparatory Academy Charter School equips all students in grades 5 through 8 to excel in college preparatory high schools and use their leadership and voice to change the world.

To be effective in achieving our mission, we know that we will have tailor our educational program to meet the needs of the diverse student population that we anticipate serving. In addition to our general education staff, our program will employ dedicated ELL and Special Education staff equipped with training and curricular resources to support the academic and behavioral success of struggling students, English Language Learners, students with special needs and gifted and talented students. Our program, outlined in more detail below, includes proven strategies and tools and a comprehensive, research-based approach to supports these specific student populations toward high school and college success.

In order for our work to be successful, we first need to best understand the demographics that our student population will represent. **Figure 1** provides a demographic snapshot of the two districts from which the majority of our student population will come.

Figure 1: Demographic snapshot of Districts 24 and 30

60,211	41,470	303,836
4,641	2,902	21,586
4,134	3,423	21,246
4,181	3,215	20,852
4,333	3,241	21,029
47%	49%	48%
53%	51%	52%
20%	22%	28%
3%	7%	19%
62%	54%	38%
1%	2%	2%
14%	16%	13%
14%	13%	16%
22%	18%	14%
85%	84%	77%

Forte Prep's strategies, programs, approach to staffing, and teaching have been drawn from the best practices of high performing charter schools to serve our local target student population. As a charter school, utilizing a small school design, we will have the ability to use the autonomies of a charter, trained high capacity leadership, and access to a network of high performing schools to implement methods that collectively are proven to meet our students' specific academic needs, especially those often classified as "at-risk." Everything we do is grounded in a strong understanding of our vision and beliefs, enumerated below.

1. Rigorous academics and quality instruction will lead to game-changing outcomes for students.
 - A. **We believe** that every student deserves the opportunity to transform his or her life through access to and preparation for success within college – all of which rests on a world-class public education.
 - Unwavering belief that all students can learn at a high level if given the support they need from a determined and well-prepared teaching staff and supportive school environment
 - B. **We believe** that high-quality teachers are critical to creating and sustaining a culture of academic excellence, urgency, and intellectual curiosity.
 - Highly skilled teachers who use a variety of effective teaching strategies and techniques
 - Frequent use of assessments and specific feedback from teachers
 - Targeted professional development to refine instruction to support all learners
 - C. **We believe** that our school community must be held to the most ambitious state and national standards, with a distinct and prioritized focus on literacy and math, and we have the responsibility to develop our curriculum and assessment systems to meet and exceed those standards.
 - Extended time for literacy (reading and writing) instruction
 - Extended time for math instruction
 - Systematic reading strategies and textual analysis instruction
 - Extensive independent reading at each student's level
 - Word Walls to reinforce and extend academic vocabulary
 - Phonics, decoding, and fluency groups during Focus and Literacy Intensive
 - Systematic writing and grammar instruction
 - D. **We believe** that students equipped with the core knowledge and analytical skills to succeed in college and their communities can emerge as future leaders and responsible citizens.
 - Use of graphic organizers to represent ideas
 - Use of scaffolded notes in 5th through 8th grades to teach organizational strategies
 - Reinforcement of reading and writing across the content areas
 - Explicit vocabulary instruction in all content areas
 - E. **We believe** that providing high-caliber arts and technology curriculum and enrichment is critical to inspiring and equipping low-income students with essential skills to transform the 21st century economy.
 - Use of individual student computers and adaptive electronic curricula to support instruction
 - Use of programming, robotics, and keyboarding curriculum to build digital literacy
 - Music programming to build cultural appreciation and creative capacity, as well as to support multiple modes of learning

2. A positive school culture that emphasizes individual and collective responsibility will prepare students to become strong leaders and achieve their long-term goals.
 - A. **We believe** that no individual within our community can be *truly excellent* unless we are *all excellent*. A culture of high expectations for every member of our community will undergird high academic achievement at Forte Prep.
 - Small school size, slow growth model, and safe environment
 - Supportive culture of high expectations and discipline
 - Predictable class structure in all content areas
 - B. **We believe** that a rich character education, a deliberate approach to community building, and a diverse array of enrichment opportunities will drive student success.
 - Inclusive community-based activities that emphasize interpersonal skill building
 - Character education delivered during advisory and community-wide forums, reinforce core values while celebrating the diversity of our school community
 - C. **We believe** that the active development of student voice through debate, public speaking, spoken word, and leadership training will prepare students to exhibit responsible leadership and advocacy in high school, college, and their communities.
 - Partner work, group work, and oral presentations in all content areas
 - Emphasis on high levels of student verbal engagement throughout the school day increases opportunities for all students to practice speech
 - D. **We believe** that families and communities are true assets to our school, and deep community partnership will support and sustain our long-term success. We will communicate regularly with families, make them feel welcome and appreciated in our school, and partner with them to set the most ambitious goals for students.
 - Frequent communication and engagement with parents in supporting expectations
 - Identification of community partners to support learning
 - Many opportunities for parents to come to school and interact with each other to share home learning tips, as well as to meet with school leadership to share progress
 - E. **We believe** that a seamless transition from middle school to college preparatory high schools requires a deliberate focus on building independent student ability and intrinsic motivation as middle school students mature into college-bound young adults.

Additionally, Forte Prep will use other strategies for students with other needs: students far above or below grade level, English Language Learners, and students with disabilities. Forte Prep will also contract with a special services provider to ensure that as appropriate additional services are provided by licensed professionals in order to meet the needs of our students as mandated by their IEPs if our core staff are not qualified to provide those services.

Interventions for struggling students are built into the extended school day at Forte Prep. During double daily Math blocks (Procedures and Problem Solving) and three daily Literacy blocks (Reading, Writing, and Accountable Independent Reading – AIR – Time), and daily interventions provided during the Focus/tutoring block, students are able to access additional supports individually and in small groups with teachers. Students who are struggling (as measured by performance on Interim Assessment results and/or general trends in classroom performance) will be assigned to an ELA or math tutoring group and will have additional practice made available to them during Saturday Academy until the next Interim Assessment. A student will stay in those groups until s/he shows that s/he is no longer struggling with those standards, as assessed by performance on the following Interim Assessment.

Teachers will meet with their advisories each morning, conferencing with students one-on-one and managing personalized learning plans for each student that are formally updated and discussed with the students' other teachers and family members every six weeks. Our centralized data system (such as Kickboard or SchoolRunner) will produce reports generated by our Operations Manager every six weeks that teachers will then share with families. Successfully implemented at hundreds of district, charter, and independent college preparatory schools nationally, the advisory system will provide a clear link between the student's family and the staff, ensuring the family members have continuity in their relationships with individuals at the school and that there is an adult in the school for every child who knows that child's educational profile well and is highly invested in that child's academic progress and performance.¹

a. Struggling Students

With proficiency rates for CSD 24 and CSD 30 hovering between 20% and 40% for fifth through eighth grade ELA and math for different student populations and a diversity of learners, we know that it is highly likely that students will enter Forte Prep missing foundational skills or knowledge necessary to perform on grade level in many subjects. However, it is our commitment and primary goal that (a) every student is provided with ample opportunities to practice skills and build a foundation upon which they can grow academically and that (b) we execute on our mission equip all students with the skills to succeed in college preparatory high schools. Therefore, we strategically dedicate the time, personnel, and resources to ensure that every student who struggles at school is supported academically, organizationally, emotionally, and behaviorally.

To first identify struggling students, upon entry into the school we will use diagnostic tests in literacy and mathematics such as the Scholastic Reading Inventory (SRI) and Northwest Education Association Measure of Academic Progress (NWEA MAP). These assessments will take place during the first week of school in order for our leadership team (Executive Director and Director of Curriculum and Instruction), instructional staff, and Student Supports Coordinator (a licensed special educator) to identify the school-wide and individualized supports that students need to be successful. We understand that some of the challenges involved in academic success may stem from other challenges (e.g. social-emotional, behavioral) and will work diligently to create supportive interventions sensitive to these other challenges. Throughout the year and in subsequent years, we will use student performance data collected throughout the academic career of students to determine and prescribe appropriate interventions. Further, the data collected from formative and summative assessments throughout the year will give us actionable data for ongoing student supports, which we will create during designated Data Days within our academic calendar (for more detail, please see **R-06**). This data will inform the design of our Saturday Academy program, Focus/tutoring block, and what additional resources are required to maximize student success.

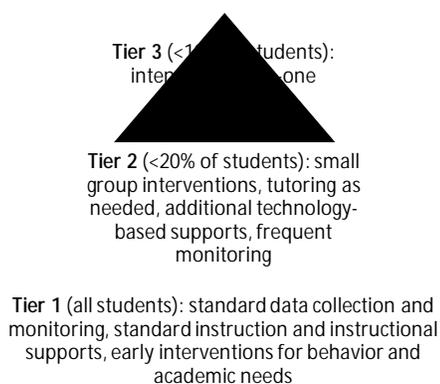
Forte Prep will employ a Response to Intervention model (RtI) led by our Student Supports Coordinator. The RtI model addresses the needs of all students, with a focus on the students who struggle the most academically, and offers a variety of channels of academic, behavioral, organizational, and social-emotional supports before students are referred for specific special education services.

¹ Forte Prep's advisory system will be most closely modeled from Democracy Prep Endurance Middle School's advisory system, as Lead Founder Graham Browne has completed multiple month-long residencies there.

Identification of Struggling Students

During each of our five Data Days, under the leadership of the Executive Director and Director of Curriculum and Instruction and with the technical support of the Operations Manager who will compile and process student data, our instructional staff will dissect student data, analyze the performance and identify trends of the students in our school community. Based on student performance and need, and using the Rtl model, we will offer three tiers of intervention to support all Forte Prep students.

Figure 2: Response to Intervention (Rtl) model²



Tier 1. With a school design based upon the successful approaches of high performing charter schools serving a similar population, and with the national support of Building Excellent Schools, we believe that our schoolwide approaches to teaching and learning will be effective for at least 70% of our student population. For all students, as part of our extended day and prioritized use of time within our daily schedule, we will provide daily tutoring and academic support throughout our extended Literacy and Math blocks (100 minutes daily), during AIR (Accountable Independent Reading) Time (25 minutes daily), and Homework Club (30 minutes daily), as well as during the Focus/tutoring block (40 minutes daily). Additional tutoring for all students will take place during Saturday Academy (3 hours per day, for 15 Saturdays per year), with a specific focus on ELA and math support. Advisory periods (25 minutes daily) with our all-hands-on-deck approach (with two teachers in each advisory) will provide an opportunity in the morning and in the afternoon for teachers to provide one-on-one check-ins with each student and collect data to share with parents and families. Weekly data on student academic and behavioral performance will be compiled in the weekly performance reports that are sent home with students. In the beginning of the school year, during our Friday professional development, we will devote time during Professional Development to practice delivering feedback on student performance to parents. Based on student academic and behavioral performance, as well as feedback data from advisory teachers, we will develop personalized learning plans (PLP) which will provide a framework for advisors to track and improve student academic and behavioral performance (e.g. attendance, performance on diagnostic and formative assessments, reading growth and level). The personalized learning plans will be available for all students, but only implemented for the subset of students who are struggling. This approach will enable Forte Prep to differentiate programs, instruction, and interventions so that all students receive the necessary support structures to meet rigorous state and national standards.

² Forte Prep's Rtl model is adapted from the New York State Response to Intervention Technical Assistance Center Framework. www.nysrti.org.

Tier 2. Using data from the PLP for each student, we will provide additional, small group supports for students based on their academic needs. Enhanced tutoring blocks, held during Focus/tutoring, and AIR Time and led by our Student Supports Coordinator, SPED teachers as hired and other teachers as needed, will be designed based on academic performance and student growth to date. These supports will also be tailored to students based on their ability-to-date to respond to our behavioral guidelines and our code of conduct. Students will receive Tier 2 interventions for at least three (3) weeks but no more than six (6) weeks. In addition to small group tutoring and individual academic interventions as needed, activities during Tier 2 interventions include frequent check-ins and data collection by teachers (including using data the NWEA MAP as a norm-referenced tool to identify specific academic gaps), social-emotional check-ins to learn more about student motivation and emotional challenges inside and outside of the classroom (e.g. low self-confidence, lack of focus, or student anxiety), and guided practice on organizational skills. We believe that target support in these areas in fifth grade will build a strong foundation for future success of our students in college preparatory high schools. Teachers will meet to discuss intervention success informally during morning staff huddles, during prep blocks and during dedicated time in weekly professional development time. The Student Supports Coordinator will attend formal meetings during weekly PD.

Tier 3. For those students for whom Tier 1 and Tier 2 Interventions, after a six-week review, have been unsuccessful or insufficient to allow them to make academic progress, we will provide targeted behavioral and academic support on a one-to-one basis. This support will be coordinated by the Student Supports Coordinator or other skilled and appropriately credentialed professionals as hired and executed by teachers during Focus/tutoring, AIR Time, Homework Club and further augmented through Saturday Academy as needed. The cycle of support will require significant data collection (e.g. student reading growth, details of all interventions attempted), and analysis to determine whether specific interventions are working, and what additional supports (e.g. additional time) are necessary to allow students to succeed. According to the RTI Action Network, "This goal is accomplished by gathering information (e.g., direct observation, interviews, rating scales, curriculum-based measures of academic skills, review of records) from a number of sources (e.g., the student, teacher, parent, peers, administrator) to answer questions helpful in furthering our understanding of why (i.e., under what conditions) the problem is occurring. Specifically, we want to know where, when, with whom, and during what activities the problem is likely or unlikely to occur."³ If these supports are ineffective, we will then commence a process of referral to identify if the student needs specific special education services.

With the oversight of the Executive Director, the Student Supports Coordinator will review the RTI process on a semi-annual basis to assess effectiveness of interventions, will share the results of that analysis with the Director of Curriculum and Instruction and student advisors, and will suggest process and programmatic improvements to the Executive Director to meet the needs of all learners. Final programmatic decisions informed by the semi-annual reviews will be the responsibility of the Executive Director, who will also ensure that appropriate resources are being devoted to struggling students and who will report both the review data and the action plan to the Board of Trustees, including its Academic Achievement Committee.

³ Ervin, Ruth. "Considering Tier 3 Within a Response-to-Intervention Model" RTI Action Network. Retrieved November 15, 2015. <http://www.rtinetwork.org/essential/tieredinstruction/tier3/consideringtier3>.

b. Students with Disabilities

Assurances

Forte Preparatory Academy Charter School (the Education Corporation for purposes of this section) will uphold and adhere to all assurances⁴ related to Special Education if granted approval by SUNY. The assurances are outlined below:

The Education Corporation provides the following assurances regarding the provision of special education and other services to students to be enrolled in the proposed charter school.

- *The Education Corporation will adhere to all provisions of federal law relating to students with disabilities including the IDEA, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act ("ADA") which are applicable to it.*
- *The Education Corporation will, consistent with applicable law, work with Local Educational Agency ("LEA") school districts to ensure that all students with disabilities that qualify under the IDEA:*
 - *Have available to them a free, appropriate, public education ("FAPE");*
 - *Are appropriately evaluated;*
 - *Are provided with an Individualized Education Program ("IEP");*
 - *Receive an appropriate education in the least restrictive environment (LRE);*
 - *Are involved in the development of and decisions regarding the IEP, along with their parents; and,*
 - *Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.*
- *The Education Corporation will employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include coordinating with Committees on Special Education ("CSEs"); providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. The Education Corporation may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504 and Title II of the ADA.*
- *The Education Corporation will make available, as required by law, a student's regular and special education teachers (and other required school personnel) for meetings convened by such student's CSE, and provide such teachers and personnel with copies of the student's IEP.*
- *The Education Corporation will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.*
- *The Education Corporation will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights Privacy Act (FERPA) as they relate to students with disabilities*

⁴ Assurances from Appendix B of 2015 SUNY RFP.

including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.

- The school's special education coordinator will retain such data and prepare such reports as are needed by each disabled student's school district of residence or NYSED in order to permit such entities to comply with federal law and regulations.*
- The Education Corporation will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111, and will provide appropriate notification to parents in connection therewith as applicable, including notifying them prior to providing a child's name to a CSE for potential evaluation.*
- The Education Corporation will not convene its own CSE, make IDEA evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs or conduct due process hearings. The Education Corporation understands that these responsibilities are left solely to the CSE of the student's district of residence and will implement IEPs as written.*
- Appropriate Education Corporation personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the SUNY Trustees including those sponsored by the NYSED.*

Forte Preparatory Academy Charter School ("Forte Prep") will provide students with disabilities with a Free and Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE) possible. We will comply with all regulatory special education requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Likewise, we will fully comply with additional regulations and policies of the state of New York (Education Law § 2851(2)(s)) and the New York City Department of Education. Forte Prep will work with the Committee on Special Education in New York City to ensure effective and appropriate service delivery for students with disabilities or special education needs, and will work with the district directly to identify the best alternative options in the event that Forte Prep is not the appropriate provider of those services. In this case, we will either contract with a third party provider to offer these services, or partner with the community school district where the student lives to provide those services.

Our special education program will be led by Student Supports Coordinator, a special educator licensed in the State of New York in Year 1. This individual will divide their time equally between instruction (0.5 FTE) and administration of our special education programs and other student support services (0.5 FTE). Additionally, in Year 1, we will hire 1 FTE Special Education teacher ("SPED teacher"), also licensed in the State of New York, to support special education instruction at Forte Prep. We have based our staffing plan on the projections of student needs prior to enrollment, and will update the staffing plan each year per particular student needs as they present themselves post-enrollment.

The Student Supports Coordinator focuses on the entire special education program. During the first year of operation, the Student Supports Coordinator will dedicate .5 time on administrative duties associated with student IEPs and identification of other needs and .5 time on special education instructional duties for students either within classrooms with the regular education teacher during inclusion or for those students requiring pull-out time in special education classes.

Pending enrollment of special education students, the first full-time SPED teacher will be hired in Year 1, based on the total enrollment of students requiring special education services, growing to 2 teachers by

Year 3. By Year 5 we will have 1 Student Supports Coordinator and 2.5 SPED teachers⁵. Our special education teaching staff will be licensed, experienced, and employed to ensure that the diverse learning needs of our student population are met. Whenever possible, we will educate all students within the general education classroom, unless the nature of the disability requires an alternative setting. We will strive to provide the least restrictive environment for all learners at Forte Prep. SPED teachers will coordinate with general education teachers to ensure that the instruction, modifications and accommodations for, and inclusion of Special Education students fully meets their needs and propels their success. Classroom teachers will be informed of their responsibilities for particular students, trained and guided by the Student Supports Coordinator, SPED teachers and/or the Director of Curriculum and Instruction on how to successfully meet those responsibilities, and will implement any modifications or accommodations in their classes in accordance with the students' Individualized Education Plans ("IEPs"). As required (outside of the classroom) tutoring, counseling, physical, occupational, speech and language therapy services will be provided by specifically contracted and appropriately licensed expert professionals. We anticipate partnering with the Special Education Collaborative from the New York City Charter Center for program support, technical assistance, and training for our staff on how to support the special needs population at our school.⁶ Our special education staffing structure through full enrollment is outlined below.

Figure 3: Forte Prep Special Education Staffing

11	1 SSC; 1 SPED teacher
22	1 SSC; 1 SPED teacher
32	1 SSC; 2 SPED teachers
43	1 SSC; 2.5 SPED teachers
43	1 SSC; 2.5 SPED teachers

Identifying Students with Special Needs

In compliance with IDEA and the implementing federal regulations, 34 CFR § 300 et seq., coupled with Education Law §§ 2853(4)(a) and 2856(1), when students are admitted to the school, the Student Supports Coordinator will follow up with the sending schools and/or the CSE within thirty days to determine whether the students have IEPs and will ensure these records are transferred to Forte Prep prior to the beginning of the school year.

If a student's IEP needs to be reviewed for updated goals and services or to determine continued eligibility for special education, either upon entry to the school or at any time during the student's time at Forte Prep, the Students Supports Coordinator, and upon notice to a student's parents, may seek to have a student's IEP reviewed, and possibly revised, by the CSE of the student's district of residence, or to have the student's status as a special education student re-evaluated by the CSE. Forte Prep will work closely with the CSE to ensure that a full and complete understanding of the approaches and

⁵ This combination of staff will result in 2.5 FTE of special education instruction with the Student Supports Coordinator providing 0.5 FTE instruction as well. Staffing is subject to modification based on student need.

⁶ Lead Founder Graham Browne has met with Dixon Deutsch, Vice President of Special Education Collaborative & ELL Supports, to discuss future partnership between Forte Prep and the SEC, and benefits of membership. The Special Education Collaborative includes over 170 charter schools in New York City with a strong track record for providing expert guidance to schools on special education programs.

⁷ Special education population estimated based a 12% estimate of students with disabilities based on SUNY enrollment targets for year 4. 12% is higher than our Year 1 SUNY effective target of 10.5% and slightly higher than the 11.9% effective enrollment target in Year 4 based on grades pan and total enrollment. <http://www.newyorkcharters.org/enrollment%E2%80%90retention%E2%80%90targets/>.

programmatic elements at Forte prep inform this process.

Throughout the school year, Forte Prep's frequent internal assessment program provides an efficient means to identify students who are struggling academically. Weekly, each teacher will review the progress of his/her students based upon their performance on homework, class work, tests, quizzes and projects. The Executive Director and the Director of Curriculum and Instruction will monitor student assessment using quiz and test data on, at minimum, a biweekly basis. This will allow students who are struggling with the course material to be identified quickly. If a student is not making sufficient academic progress, the Student Supports Coordinator, in consultation with the Director of Curriculum and Instruction, will develop a pre-referral strategy (please refer to the RtI approach listed in section (a) on Struggling Students) that may include tutoring and/or other supports. The effectiveness of the RtI on the student's progress will be carefully monitored for up to six (6) weeks. In addition, other information will be gathered to determine if a student may have a learning disability, such as parent questionnaires, classroom observations, analysis of work samples, and teachers' anecdotal data. If the school suspects disability at the end of the RtI process, our Student Supports Coordinator will initiate a formal diagnostic process to determine special needs.

Evaluating Students with Special Needs and Monitoring Progress

Our Student Supports Coordinator (SSC) will be responsible for tracking the progress of our special education students and ensuring that they are receiving the services that are mandated by each student's IEP. The SSC will engage in a monthly assessment process to monitor progress of students with special needs, and track performance data based on similar student populations at other regional schools.

Section 504

Section 504 requires schools receiving federal funds to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. Section 504 prohibits discrimination on the basis of disability. Forte Prep will adhere to all obligations under IDEA (Individuals with Disabilities Education Act) and Section 504. We will immediately evaluate and identify any students protected under Section 504. This includes any student determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such impairment, or (3) be regarded as having such impairment.

Our Student Supports Coordinator will serve as the Section 504 coordinator to ensure that the legal rights of such students are met and that their special needs are effectively served.

Our 504 Identification Process is as follows⁸:

1. Teacher or parent requests referral for 504 accommodations
 - 504 Coordinator contacts parents to discuss referral and process
2. Seek permission for evaluations and inform parents of rights and non-discrimination within 5 school days
 - 504 Coordinator coordinates permissions for evaluations and sends home non-discrimination and parental rights summary

⁸ Adapted from Achievement First's 504 Identification Process, provided by NYC Charter School Center:
http://www.nyccharterschools.org/sites/default/files/resources/Section_504_Identification_Flowchart_0.pdf

3. If no need for a special education referral (IEP), 504 Coordinator will schedule a 504 meeting with parents within 30 days, giving parents at least 5 days' notice
4. If the 504 Coordinator determines that the child has a disability that impacts educational attainment, the child qualifies for 504 accommodations
5. 504 Coordinator will write the 504 Eligibility and Accommodation Plan
6. 504 Coordinator will document and ensure 504 Accommodation plan is implemented
7. 504 Team (coordinator, parents, other teachers familiar with child's abilities) reconvene annually to determine continued eligibility.
8. If 504 Accommodation Plan is still needed, parents sign continuation template and receive new copy of the 504 Accommodation Plan

c. English Language Learners

Forte Prep will provide a rigorous college preparatory middle school education for all of our students. In CSD 30 and CSD 24, our target community, we know that 18% of students and 22% of students, respectively, identify as English Language Learners (ELLs).⁹ Selected schools in the community are detailed in **Figure 4**.

Figure 4: Selected local middle schools and ELL population

District			
30	I.S. 227 Louis Armstrong	1687	5%
30	I.S. 141 The Steinway	1209	6%
30	I.S. 145 Joseph Pulitzer	2079	22%
24	I.S. 077	1083	21%
24	I.S. 125 Thom J. McCann Woodside	1734	17%

As a result of these demographics, our commitment to cultivating a student body that reflects the broader diversity of our local community, as well as our dedication to supporting every learner who enrolls at Forte Prep, we will work diligently to ensure that every student can move toward reaching and surpassing our high standards. We will equip each student with individualized and small group support as needed for his/her academic success. We will serve any and all students with limited English proficiency using structured English language immersion so that they receive appropriate support and reach high levels of proficiency in English as soon as possible. We know that our goal of preparing every student for success in a college preparatory high school environment requires those students reading, writing, and speaking English with fluency.

Our ELL work will be led by a part-time ELL Coordinator who will split their time between administrative support (identification, tracking, test administration) and instructional support. By Year 2, this individual will be brought on full time to support the 5th and 6th grade program. In Years 3 and 4, we will add 0.5 FTE ELL Teachers to support instruction, tutoring, and program implementation for our growing population of ELLs. Our staffing plan will remain nimble to adapt in the event that our ELL population exceeds our expected targets. Further, we will prioritize the hiring of educators for core courses with bilingual education certifications to support the learning needs of ELLs. We will comply with all federal,

⁹ NYC Department of Education. "Demographic Snapshot – Citywide, Borough, District, and School; SY 2010-11 to 2014-15 – All Grades."

state, and district requirements regarding English Language Learning education and re-designation of ELLs and will ensure equal access to ELL curriculum.

Process for Identification

All incoming students will receive a Home Language Questionnaire (HLQ).¹⁰ Students with a home language other than English whose English proficiency has not been previously assessed (by normed assessments in earlier grades, for example), will then be informally interviewed in their native language (if feasible) and in English. If the student speaks little or no English, they will then take an initial assessment through the New York State Identification Test for English Language Learners (NYSITELL). Students will be identified as Limited English Proficient (LEP) / ELL students, at which point our staff will place the student in the appropriate program. Each year in the spring, students will take the New York State English as a Second Language Achievement Test (NYSESLAT), which will determine if they keep the LEP/ELL designation or if they will enter the full general education program at Forte Prep.¹¹

Our ELL Teacher/coordinator will manage the process of communicating with parents and keeping them updated on results from assessments and next steps.

Approach for Meeting ELL Needs

Forte Prep believes that development and support of English Language Learners should be integrated into all aspects of our full curriculum, with targeted ELL support for a portion of the day for those identified students. Our program will comply with all regulations and laws related to LEP/ELLs, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and Castaneda v. Pickard (1981). No student will be discriminated against or denied equal access to services or programs at our school because of the language s/he speaks at home.

Given that our school day and school year extend instruction across all subjects, ELL students will benefit from additional hours of instruction to allow for increased growth within the school year. A recent study released by the National Center on Time and Learning finds that extended day school models, such as the one Forte Prep proposes, have significant positive effects on growth and achievement of ELLs.¹² The study details the most effective strategies for supporting ELLs: (1) Extended Literacy Blocks, (2) Designated Academic Intervention, (3) Continual Support, and (4) Teacher collaboration, planning and professional development.¹³ Informed by this work and the best practices of high performing charter schools serving ELL populations, Forte Prep will effectively meet the needs of ELLs and close academic gaps.

Forte Prep's school day is almost 3 hours longer than comparable local middle schools, providing much needed time to support ELL students via small group tutoring during the Focus/tutoring blocks, Accountable Independent Reading (AIR) Time, Breakfast and Brainwork¹⁴ and during small group instruction during ELA and Math.¹⁵

¹⁰ A copy of the questionnaire can be found here: <http://www.p12.nysed.gov/biling/docs/HLQEnglish8.20.2015.pdf>.

¹¹ For additional information about the process for LEP/ELL identification, please see the New York State Department of Education: www.p12.nysed.gov/biling/bilinged/pub/LEPproc.pdf.

¹² National Center on Time and Learning. "Giving English Language Learners the Time They Need to Succeed: Profiles of three expanded learning time schools." December 2015. http://t.timeandlearning.org/sites/default/files/resources/ell_report_12.14.15.pdf.

¹³ Ibid, page 6.

¹⁴ Brainwork, or additional practice packets provided during Breakfast, serve as an additional opportunity for ELL students to reinforce learning in ELA and in Math with materials adapted to their language ability.

¹⁵ Forte Prep's school day is from 7:30 AM to 4:35 PM; Nearby IS145 is open from 7:55 AM to 2:15 PM. Source: <http://www.opt-osfns.org/opt/Resources/SchoolRouteStSearch/schTrans.aspx?coptsch=30145>.

Our academic support for ELLs will be informed by New York State English as a Second Language Standards for Intermediate Grades 5-8.¹⁶ To support ELL students, we will offer targeted curricular resources, small group supports and tutoring, as well as additional time and other individualized supports for students who need them. Small group learning will be comprised of groups of students who struggle in ELA or Math proficiency, regardless of language spoken at home or ELL status in an effort to promote integrated learning opportunities for ELL and native English students. Teachers will be equipped with access to materials such as www.colorincolorado.org and www.engageny.org among others to supplement English language curriculum, and to provide students with additional opportunities to improve and practice in designated periods throughout the day. Additionally, teachers and the ELL coordinators will use planning time and weekly professional development to plan for the week's lessons, how best to flag weaknesses in lesson plans for ELL students, and develop strategies to maximize support to those students throughout the academic day.

We will ensure that students and families receive the appropriate communication about school activities, translated to their home language as needed. All major forms (e.g. field trip, photo release, consent, health), policies (e.g. code of conduct, family handbook, complaint policies), and notifications (e.g. family nights, Saturday Academy, weekly dashboards) will be translated into the most spoken home languages based on student enrollment demographics. For all district-wide communications, we will leverage the resources of the Translation and Interpretation Unit of the New York City Department of Education as authorized by Chancellor's Regulations A-663. Forms such as student dashboards may be communicated orally into home languages or by using professional freelance services such as TextMaster.¹⁷ During the summer before the first school year and every year thereafter, we will ensure that materials such as the student and family handbooks as well as critical notices are translated into the most spoken home languages.¹⁸ After-school and summer programming will be available to all ELLs. We will translate all announcements and materials as reasonably expected for ELLs to allow for maximum participation. We will make all reasonable efforts to identify service providers for our after school and summer programming that offer multilingual services. One such organization, Urzua Queens Performing Arts Center, provides performing arts instruction in English and Spanish. We will hire part-time translators as needed to translate written or oral communications, as well as encourage parents to bring a trusted relative or friend with them to interpret any communications regarding student achievement or the identification process while respecting student and family privacy concerns (e.g. FERPA).

We strongly encourage all families to stay updated and to participate in Family Workshop Nights¹⁹ and other events open to the Forte Prep community, so we will proactively communicate with ELL families via phone, text, and email in their language spoken at home to encourage them to attend events and stay informed about the school. Family Nights will be timely, accessible, and interactive, to boost future engagement for ELL families.²⁰

¹⁶ New York State Education Department. "English as a Second Language: Intermediate Grades 5-8." 2004. <http://www.p12.nysed.gov/biling/resource/ESL/04Inter.pdf>.

¹⁷ <https://www.textmaster.com/>.

¹⁸ Potential vendors include Legal Interpreting Services www.lis-translations.com; Propio Language Services www.propio-LS.com. We will select a translation provider based on cost, turnaround time, and ability to translate in all languages spoken or read (without corresponding English fluency) at Forte Prep.

¹⁹ We will host at least four Family Workshop Nights throughout the year to support families in helping their children succeed academically and socially at Forte Prep. (Please see Calendar for Workshop dates.) We will cover topics such as homework help, supporting school values at home, and reading along with children at home. This will also serve as an opportunity for families to meet one another and to share updates and accomplishments of Forte Prep. Further, in celebration of the diverse cultures that our school community will contain, we will invite families to share food, stories, and entertainment to add a personal touch to the workshops.

²⁰ Robertson, Kristina. "How to host a successful family night for bilingual families." Colorin Colorado. <http://www.colorincolorado.org/article/bilingual-family-night-ell-families>.

It is critical to note that ELL students will not be automatically designated as having a disability just because of their limited proficiency in the dominant language. Students will also be assessed for math and reading capacity in their home language to better gauge reading and math level and proficiency independent of English. For example, because we anticipate that the majority of the ELL students in our school will speak Spanish, Forte Prep will administer the NWEA MAP in Spanish (for students who have no English fluency) and English to establish a strong diagnostic baseline and to better support a higher portion of our ELL population. Our ELL Coordinator with support from our Director of Curriculum and Instruction will identify the appropriate resources to assess the academic level of all other ELL students who speak a language other than Spanish at home.

Resources and Personnel Required to Meet ELL Needs

Forte Prep will ensure that students are supported on their pathway to English proficiency, and we will plan for, secure, and provide the resources to do so. To the extent possible, we will make sure that these students have a seamless transition into Forte Prep, and that the diversity of home language is celebrated at our school. Our respect for students' background will drive our staff to establish a high rigor bar for all students, including our ELL population, and specifically with the goal of eliminating the trend of low college participation by ELLs. Research indicates, for example, that "[i]n 2006, only 19% of ELLs advanced to four-year institutions directly from high school compared with 45% of monolingual English-speaking students and 35% of linguistic minority students who were fully proficient in English."²¹ We will ensure that all ELLs have equal access to our college preparatory middle school programs and enrichment opportunities to ensure that they have equitable access to the foundational middle school education that will allow them to be successful in college preparatory high school environments.

Our ELL Coordinator is scheduled to be hired on a part-time basis at the beginning of the fiscal year in 2017 to help lay the ground work for early diagnostic assessment for LEP/ELLs during or shortly after home visits before student orientation. This staff member will take the lead on all ELL student identification, communication and processing with New York State and the NYCDOE regarding the NYSESLAT and the NYSITELL and reporting. The ELL Coordinator will also lead sections of our Summer Staff Summit (SSS) related to professional development to support our diverse learner population, how to coordinate and communicate needs and progress of individual students to the Student Supports Coordinator as well as how to practice building language acquisition skills and modifying lesson plans without lowering the rigor to allow for maximum ELL participation in all classes. We will expand the ELL Coordinator to full-time status in Year 2 to provide intensive language support for students who are Entering and Emerging English Language Learners as determined by the NYSITELL. In the unlikely event that we are unable to hire a part-time ELL Coordinator in Y1, responsibilities will be shared between the Student Supports Coordinator and the Executive Director.

Teachers at Forte Prep will use the New York State's English as a Second Language Development Standards to inform curriculum and lesson planning and to assess the progress of our ELL students on an ongoing basis. Students of Limited English Proficiency (LEP) will receive the same academic content as those students who are native English speakers. All instruction will take place in English; on occasion, targeted primary language support may be provided to students. All teachers will use Specially Designed Academic Instruction in English (SDAIE)²² strategies to enhance the English Language development of all

²¹ Kanno, Yasuko, and Sara Kangas. "I'm Not Going to Be, Like, for the AP': English Language Learners' Limited Access to Advanced College-Preparatory Courses in High School." *American Education Research Journal*. Month XXXX, Vol. XX, No. X, pp. 1–31. <http://aer.sagepub.com/content/early/2014/08/04/0002831214544716.full.pdf+html?jkey=D0qfrtleG1rBw&keytype=ref&siteid=spaer>.

²² A 2011 study by Michael Genzuk, Director of the Center for Multilingual, Multicultural Research at USC found that SDAIE method of teaching ELLs maximizes access to the core curriculum and the student's ability to use their primary language to develop literacy in their second language. Genzuk, Michael. "Specially Designed Academic Instruction In English (SDAIE) For Language Minority Students" University of Southern California, 2011. http://www.usc.edu/dept/education/CMMR/DigitalPapers/SDAIE_Genzuk.pdf.

of our students, and all teachers will receive additional professional development on best practices to adapt instructional strategies and materials to meet student needs.²³ Incorporating SDAIE strategies, teachers will develop and execute lesson plans that deliver grade level appropriate content and skills that fall within students' zone of proximal development. SDAIE will promote:

1. Access to the core curriculum,
2. English language development, and
3. Opportunities for social integration into the multicultural classroom community.

Additionally, we will recruit a diverse staff that among its membership has primary or secondary expertise in working with ELLs and/or speak languages such as Spanish, as spoken by our student population. Through targeted professional development from our Student Supports Coordinator and ELL Coordinator, teachers will be trained on the best methods of ELL engagement in class, resources available to them to supplement their instructional methods for ELLs, and how to track various accommodations (e.g. extra time) for ELL students for testing.²⁴

Finally, we will identify alternative languages for the assessments that we plan to use to track student growth. Diagnostic assessments such as the NWEA MAP Math are available in Spanish, and will serve useful to understanding the academic entry point of Hispanic students who have not yet achieved fluency in English.

Process for Review of ELL Program

We will measure the success of our ELL program based on two key criteria: (1) the percentage of students advancing in their ELL status and/or testing out of ELL services based on their performance on the NYSESLAT at the end of the school year, and (2) student progress and performance on internal Forte Prep assessments compared to the larger student population. We will monitor the progress of these students over time, making internal decisions about appropriate methods of support if the student appears to need them after testing out. At the end of each academic year, the Executive Director, Director of Curriculum and Instruction, ELL Coordinator, and Student Supports Coordinator will meet to review the efficacy of the ELL program, review the student performance data, and design professional development modules for the following year's Summer Staff Summit to share modifications to the service offerings to the rest of the staff. Results from the review of our ELL program offerings will be included in our broader programmatic audit (see **R-05 – Curriculum and Instruction**).

d. Gifted and Advanced Students

Forte Prep will provide opportunities for both gifted and advanced students to continue to accelerate on their path to a college preparatory high school.

Identification of Gifted and Advanced Students

We will use a battery of diagnostic assessments upon a student's enrollment, including but not limited to, the Northwest Education Association Measure of Academic Progress (NWEA MAP) to identify which students are already performing above their peers. The battery of assessments will continue frequently through our interim assessments and the re-administration of the NWEA MAP in January and June of each year. The roster of information that we will use to identify these students is:

²³ Ibid, 12.

²⁴ This approach is adapted from California Collegiate, a grades 6-12 BES school to open in Los Angeles in August, 2015.

- NWEA MAP diagnostic assessment
- Scholastic Reading Inventory
- Classroom performance
- Interim Assessment performance (Achievement Network mid-trimester assessments and school-created, standards-based end-of-trimester and end-of-year assessments)
- (If new student) Recommendations from prior teacher or administrator
- (Pending review) Parent, Peer, or Self recommendations/nominations

Based on this information, gifted or advanced students will be given a wide variety of outlets to maximize their potential. Students will be given access to educational enrichment accelerators such as Khan Academy, the new language acquisition application Duolingo, or coding through Scratch. They will be able to use their Focus/tutoring time (40 minutes per day) to work on special projects or extend their thinking on a subject through individualized support with a teacher. Finally, we will partner with local organizations such as the Queens Library and the New York Hall of Science to expand academic offerings for these students. Our Director of High School Placement, hired in Y2, will work with all students starting in sixth grade to identify the best college preparatory high school options available to them, including, but not limited to Specialized High Schools, Magnet Schools, Parochial Schools and Charter Schools. Test preparation for the SHSAT will be given to all students who wish to pursue specialized high school, and it is our goal to provide all students at Forte Prep with the tools and resources they need to be successful in navigating the high school admissions process.

Instructional Leadership

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a. Instructional Leadership Roles

The leadership structure of Forte Prep begins with the **Executive Director**, proposed in our Lead Founder and Building Excellent Schools (BES) Fellow Graham Browne. All operational and external responsibilities belong to the Executive Director. Within the day-to-day life of the school, the Executive Director will hire and work closely with an instructional and operational Leadership Team that with the Executive Director will implement the school’s instructional, cultural, and operational vision.

In the planning year, the Executive Director will be responsible for coordinating and executing the Action Plan, found in **R-22**. Primary activities will include identifying and finalizing school vendors, identifying a facility, hiring the Director of Curriculum and Instruction and the Operations Manager, collecting and codifying exemplar end-of-year and trimester assessments for core courses from high performing BES schools, hiring the founding staff, leading the student recruitment process, and overseeing all major financial activities (grant procurement, budget building, managing enrollment and expense projections). The Executive Director will also participate in a leadership residency with Building Excellent Schools in the summer to learn firsthand about the professional development, summer recruiting, and planning aspects of running a high performing charter school.

During the operational years of the school, the Executive Director will be responsible for overseeing the instructional leaders of the school, providing targeted coaching on leadership development, managing teams, and providing feedback. Instructional leaders will provide data and feedback on the effectiveness of instructional approaches at the school, and will work collaboratively with the Executive Director on long-term planning and organizational growth.

The proposed Executive Director, Graham Browne, brings the deep training of Building Excellent Schools, and wide access to a network of high achieving school leaders, including those at Democracy Prep Endurance where Mr. Browne is completing extensive leadership residency this winter. Comprehensively, we believe that a high capacity, mission-aligned Instructional Leadership Team will drive success in teaching, learning, and student supports and ultimately will allow our school to deliver on its mission to prepare students for college preparatory high school environments on a path to college.

We will conduct aggressive local and national recruitment to identify members of our Instructional Leadership Team, using channels including, but not limited to:

- Building Excellent Schools’ extensive national talent database
- Teach For America alumni networks

- National Alliance of Public Charter Schools
- Relay Graduate School of Education
- Idealist.org
- Indeed
- Columbia Teachers' College
- Bank Street College of Education
- Independent charter schools and CMOs

These channels will be coordinated through a comprehensive national search, and the Executive Director will make decisions based on mission alignment, previous academic success, growth mindset, and responsiveness to feedback in demonstration lessons and coaching exercises. The specific roles of the Forte Prep Instructional Leadership team are outlined below.

Director of Curriculum and Instruction (DCI): This individual oversees curriculum and assessment development and alignment with state and national standards, instructional planning and execution, and the professional development of teaching staff, most specifically in providing frequent feedback and active teaching coaching. With the oversight and support of the Executive Director, the Director of Curriculum and Instruction develops and administers the assessment system, analyzes its results, and guides instructional and individualized supports in response to those results, and reports directly to and is evaluated by the Executive Director.

Student Supports Coordinator: This individual will be responsible for maintenance of all special education records for special needs students, oversight of the Response to Intervention (RtI) process and the IEP process, and will be the primary person responsible for ensuring that students with special needs receive the appropriate accommodations and/or modifications within the classroom and any additional services as required by the IEP. The Student Supports Coordinator also provides direct special education services to students as needed. The Special Education Director works with the DCI, and reports directly to and is evaluated by the Executive Director.

ELL Coordinator: This individual will take the lead on all ELL student identification, communication and processing with New York State and the NYCDOE regarding the NYSESLAT and the NYSITELL and reporting. The ELL Coordinator will also lead sections of our Summer Staff Summit (SSS) related to professional development to support our diverse learner population, how to coordinate and communicate needs and progress of individual students to the Student Supports Coordinator, as well as how to practice building language acquisition skills and modifying lesson plans without lowering the rigor to allow for maximum ELL participation in all classes. The ELL Coordinator works with the DCI and SSC and reports directly to and is evaluated by the Executive Director.

Grade Level Leaders (Year 2-5): The Grade Level Leaders will function as managers of the culture and overall academic integrity of their grade level team, and particularly in regards to ensuring that student achievement is being supported fully and faithfully at the grade level. Each grade will have a Grade Level Leader resulting in four Grade Level Leaders when the school grows to full capacity in 2021-22. As classroom teachers, Grade Level Leaders will receive an annual stipend for their additional responsibilities. Grade Level Leaders, if possible, will be selected internally from teachers experienced in working in the Forte Prep professional culture, be seen as leaders within their grade level, and will be recommended by the DCI and selected by the Executive Director.

Subject Leaders (Year 2-5): The Subject Leaders will provide content expertise and oversee the vertical development of their subject area across the school. Subject Leaders for each discipline will be established once there are at least three teachers in place for that subject (ELA and Mathematics in Y2; all other subjects in Y3). Specifically, they will conduct subject alignment audits and focus groups to

ensure that curricula for each core subject area is effectively integrated within and across subjects and years. Additionally, they will be involved in coaching and support for other teachers within their subject. As classroom teachers, Subject Leaders will receive an annual stipend for their additional responsibilities. Subject Leaders, if possible, will be selected internally from teachers experienced in working in the Forte Prep professional culture, have strong academic outcomes in their content area, and will be recommended by the DCI and selected by the Executive Director.

Dean of Students (Year 3): This individual will focus on student culture and discipline and will be hired in Y3. S/he will hold Forte Prep students accountable to the Code of Conduct and establish and maintain family relationships to support the high behavioral expectations of the school. S/he also will oversee community outreach efforts to ensure that students have access to educational enrichment opportunities beyond the school's offerings. The Dean of Students will coordinate school events and work with the Executive Director and Operations staff to plan and execute college visits and end-of-year excursions with students, and will work with the Executive Director to identify and facilitate extension and enrichment opportunities for student participation over the summer months.

An overview of the staffing model for the instructional leadership team can be found in **Figure 1**.

Figure 1: Forte Prep Staffing Model for Instructional Leadership

Year	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Student Enrollment	0	90	180	270	360	360
Executive Director	1	1	1	1	1	1
Director of Curriculum and Instruction	0.5	1	1	1	1	1
Student Supports Coordinator (SSC)	0	1 ¹	1	1	1	1
ELL Coordinator	0	0.5	1	1	1	1
Grade Level Leader²	0	0	2	3	4	4
Subject Level Leader (not additional FTEs)	0	0	2	6	6	6
Dean of Students	0	0	1	1	1	1

Review of Academic Program

The Executive Director and the Instructional Leadership Team, consisting of the Director of Curriculum and Instruction, ELL Coordinator, and Student Supports Coordinator work a 12-month calendar. They work as a team to prepare for summer staff training, with disaggregated duties for planning and execution of summer training based upon the details of their role and as outlined in their job descriptions. During the school year, the Instructional Leadership team also encompasses teachers who have taken on additional responsibilities as Grade Level Leaders and the Subject Level Leaders. The team meets monthly to review the efficacy of the academic program, and will devote a portion of each Data Day as a group to review how well students performed based on estimates. They will employ

¹ The SSC will be a licensed special education teacher and will provide special education instruction as well as administrative responsibilities related to special education intake and processing in year one.

² FTEs for grade level leaders and subject level leaders represent existing staff members who are given the designation of leader as opposed to additional staff members brought on for this role.

intensive data tracking and feedback loops to make sure that rapid, targeted support for every teacher and student at the school is being provided. Formal evaluation of the entire academic program will take place biannually, and will be directed and overseen by the Executive Director, facilitated and coordinated by the DCI, with input from each member of the Instructional Leadership team as well as other instructional staff, and with significant time for planning and adjustments made in the summer. Central to the review will be the academic program's impact on student achievement across all student groups. Second, the review will evaluate the efficacy and execution of scopes and sequences, pacing guides, unit, and lesson plans in service of our academic goals by evaluating feedback from instructional staff. Third, the review will focus on the instructional practices and methods used to execute lessons, and evaluate professional development used to build teacher ability. The outcome of the review will be an action plan to make material adjustments to the instructional program for the second half of the year or the next year as needed. The Academic Achievement Committee on the Board of Trustees will oversee the review process and will report back to the full Board after each review on successes, areas of growth and major elements of the resulting action plan. The review of the academic program will be a major component of the broader programmatic audit that the school conducts over the course of each year, and will inform the annual report.

b. On-going Teacher Supervision and Support

At Forte Prep, we believe that the Instructional Leadership team should work hard to support and supervise teachers on a regular basis. We will have the great benefit of being a small, dynamic staff, and as such should establish a culture of ongoing coaching and support, as well as a culture of open collaboration and feedback to ensure that all teachers are getting the help they need to improve their craft and deliver top-quality results for students. The Executive Director and the Director of Curriculum and Instruction will focus on identifying the vision and priorities of on-going teacher support, with the DCI taking the lead on executing on the instructional vision.

Coaching will be performed by the Director of Curriculum and Instruction at first, and then later by a combination of Grade Level Leaders, Subject Level Leaders, and the DCI. **Daily.** The DCI and other Instructional Leaders as selected will engage in live-coaching teachers during class periods on a daily basis. By establishing a culture of continuous learning through live feedback and transparency, Forte Prep teachers will expect to receive quick in-the-moment support for their craft, and know that every other teacher, coach or school leader is committed to their success. From research and outcomes of some of the best Uncommon Schools in the nation, Paul Bambrick-Santoyo has concluded that "the primary purpose of observation should not be to judge the quality of teachers, but to find the most effective ways to coach them to improve student learning."³ Teachers, especially in Y1-Y3 of operation, can expect a member of the leadership team observing their classroom daily. **Weekly.** Core teachers, with a focus on new teachers, will be responsible for submitting annotated lesson plans on a weekly basis to the DCI and to their Co-Teacher if applicable for review and feedback. **Biweekly.** The Director of Curriculum and Instruction will lead a coaching meeting, using feedback, observations and video of teaching practice. Meetings will take place during a prep period during the week, and will typically last 30-45 minutes. **Cyclically.** Twice each year, Instructional Leadership will conduct Instructional Evaluations of teaching staff and provide action planning and guidance based on ongoing observations feedback provided during that review period. These practices are common at Democracy Prep, and have been observed by Lead Founder Graham Browne. As the school grows and curricula, routines, and processes become more developed and teaching staff grow into master teachers at Forte Prep,

³ Bambrick-Santoyo, Paul. *Leverage Leadership.* San Francisco, CA: Jossey-Bass. 2012. Print.

Instructional Leadership will visit individual classrooms slightly less frequently in order to devote additional time to long-term planning and other school needs. Specifically:

Figure 2: Evolution of ongoing support by teacher expertise level

	At least twice/wk	At least once/wk	Three/month	Longer observation twice monthly
	Biweekly	Biweekly	Biweekly	Biweekly
	Often	Sometimes	Sometimes	Rarely
	Weekly	Weekly	Monthly	N/A

Teacher goal setting and support sessions will take place during Summer Staff Summit and be revisited periodically throughout the school year. Teachers will identify their growth areas and their areas of expertise, and will discuss these elements of their craft with their assigned teacher coach (in Y1, this individual will be the DCI).⁴ This goal setting will inform individual teacher growth plans, which will be used as a development roadmap for teachers for reflective practice as well as performance evaluation.

Professional planning time will be provided to teachers for at least two class periods (100 minutes) daily. Teachers are encouraged to collaborate with others, especially with regard to subject matter alignment (i.e., social studies and reading vocabulary words should aim to overlap in relevance). This planning time will be supported in the early weeks and months of the school year by the DCI, who will then provide regular feedback on Lesson Plans without being involved in the original drafting or generation. Unit Plans in Year 1 will be developed in large part by the DCI, a curriculum consultant as hired with approval by the ED, but will be modified during the summer by teaching staff at the end of the year.

Demonstration lessons and modeling of best instructional practices will take place whenever they are most useful, i.e., during daily morning huddle (7 minutes) or during weekly staff PD (150 minutes) on Fridays. Practice-based learning is a very effective way to improve teaching, and Forte Prep intends to remove all barriers to allowing teachers to practice with one another and with leadership staff. *Practice Perfect* emphasizes that to establish a highly professional, practice-based teaching culture, there are 42 critical rules in doing so. Among the rules from the book that are critical to the success of Forte Prep’s program are:

- **Shorten the feedback loop:** attempting to give feedback as quickly as possible
- **Use the power of positive:** as with students, highlighting the assets of an attempt to encourage continued practice
- **Normalize error:** establishing a culture where it is okay to make mistakes

⁴ There are many ways to continue the conversation of goal setting, and to infuse it into the broader culture of the school. At Democracy Prep Charter Middle School in Harlem, for example, teachers have signs in the entryway of their classrooms about which areas of their teaching practice are considered strong and which are their identified growth areas. This way, other teachers, coaches, and leadership know what to look for (e.g. 100%, Stretch It, other Teach Like a Champion taxonomies) when they enter the room.

- **Correct instead of critique:** Instead of simply telling someone where they went wrong, return to the task to improve⁵

Data Analysis practice and support will also be provided on a regular basis by the DCI, with the systems assistance of the Operations Manager, to ensure that every member of our teaching staff has the skills and ability to effectively organize, cut, and digest student data to improve instruction. This practice will typically take place weekly during the first part of Professional development, as well as informally during Prep periods throughout the day. Much of this support can be performed in groups, with individualized support as needed. We will rely on Bambrick-Santoyo's *Driven By Data* as a benchmark for how to create a strong data driven culture and how to support teachers in that environment. Additionally, this book will be required reading for the Summer Staff Summit.

Training for supporting special populations will be led by the Student Supports Coordinator, ELL Coordinator and the Director of Curriculum and Instruction during the Summer Staff Summit to equip teachers with tools, instructional strategies and resources to support the learning needs of ELLs, students with disabilities, and gifted and talented students. Practice-based professional development will comprise the majority of the support in the summer, with context-specific practice continuing throughout the school year.

c. Professional Development

A comprehensive and targeted Professional Development (PD) program, informed by the successes of high achieving schools and integrating lessons learned from mission-aligned schools here in NY and across the country is essential for the successful delivery of Forte Prep's college preparatory mission.

We believe that three factors drive quality professional development: (1) The effective use of data to drive instruction, with data populated from reliable and rigorous state, national, and internal assessments, and with targeted teacher and leader actions planned from that data, (2) The consistent implementation of operational, cultural, and instructional systems and structures to maximize instructional minutes⁶, teacher impact on student achievement, and student engagement in learning and (3) The thoughtful and detailed development of effective vertical and horizontal teaming to improve instructional practice and deliver success for a diversity of learners towards one goal – students' access to and preparation for success within college preparatory high schools on the road to the college of their choice. These pillars are underpinned by the best practices of the highest performing charter schools in the country: Excel Academy, Democracy Prep, South Bronx Classical, Achievement First, and KIPP, and informed by the research in *Driven By Data*, *Mission: Possible*, *Teach Like a Champion* and *The National Center on Time and Learning*, all referenced throughout this proposal. In order to make these best practices and leading research come to life at Forte Prep, we will execute thoughtfully designed Professional Development in the summer and throughout the school year.

These three pillars together drive the PD plans for our Summer Staff Summit, and Friday Professional Development.

⁵ Lemov, Doug. *Practice Perfect*. San Francisco, CA: Jossey-Bass, 2012. Print.

⁶ According to the National Center on Time and Learning's "The Case for Improving and Expanding Time in School," The evidence makes clear that expanding school time holds this potential because, when planned and implemented well, it confers three distinct, though interdependent, benefits to both students and teachers: a. More engaged time in academic classes, allowing broader and deeper coverage of curricula, as well as more individualized learning support; b. More dedicated time for teacher collaboration and embedded professional development that enable educators to strengthen instruction and develop a shared commitment to upholding high expectations; and c. More time devoted to enrichment classes and activities that expand students' educational experiences and boost engagement in school.

Professional Development is delivered throughout the school year, including during 19 summer days pre-opening of school, and 10 full days during the school year, at least five of which will be devoted to Data Analysis and Action Planning. (For more detail on our calendar, please see **R-06**.) Teachers have additional opportunities for professional growth through outside courses, chosen on an individual basis, such as a PD opportunity at Lincoln Center for Performing Arts teachers or a literacy workshop for middle school ELLs. There will also be planning and collaboration periods (at minimum 100 minutes) scheduled for every teacher, every day. Embedded in our budget is Instructional Leadership time during the summer to plan and develop meaningful PD opportunities for our staff throughout the school year.

The Executive Director will work closely with the Director of Curriculum and Instruction (DCI) to develop our internal Professional Development (PD) program. The Executive Director oversees all group trainings, ensuring that organizational PD objectives are met, while the responsibility of the delivery of the training on instructional planning, development, and execution will be delegated in large part to the DCI. The DCI focuses on the coaching, observation, and the development of teachers to improve academic outcomes as well as determine areas of weakness to inform the objectives of future PD. Outside consultants may be invited to present or facilitate a workshop for the entire staff. PD days may also include visits to exemplary schools, teachers, or curricula. We are eager to share the best practices of Building Excellent Schools' network of effective schools with our staff.

Summer Staff Summit

Before students enter Forte Prep for the school year, the founding staff will engage in a four-week Summer Staff Summit, which will establish the foundations of the school, including the mission, vision, overarching school culture, academic and behavioral systems, and interpersonal dynamics of our school team. We will practice our school's systems and procedures for every aspect of the school, including, but not limited to: arrival/dismissal; classroom transitions; positive narration, 100% and other elements of the Lemov taxonomy; giving consequences for behavior; grading; communications with parents and families. We will model the specific content and schedule of sessions on the effective Summer PD models of Democracy Prep and other high performing BES charter schools. A sample Summer Staff Summit Schedule can be found below in **Figure 3**.

Figure 3: Sample content for 2017 Summer Staff Summit⁷

Week	Day	Topic title	Leader	Pre-work/readings
1	1	Forte Prep Mission and Vision	ED	Forte Prep Mission, Vision, and Educational Philosophy
1	1	Forte Prep Acronyms	ED	
1	1	Icebreakers - Get to Know the Team	ED	
1	1	MBTI, Leadership Style Tests	ED	
1	1	Interpersonal Dynamics and Norms	ED	
1	1	Coaching and Development At Forte Prep	ED/DCI	
1	1	Curriculum and Test Analysis	DCI	
1	1	Teacher Work Time	All	
1	1	HR Details	ED/OM	
1	2	Team Building	All	
1	2	A Culture Of Practice	DCI	<i>Practice Perfect</i>
1	2	The 3 Ps Of Feedback	ED	
1	2	5 Aspects Of Classroom Management	DCI	<i>5 Aspects of Classroom</i>

⁷ Many topics covered in sample SSS are derived from Democracy Prep Endurance's Summer PD schedule. Order of schedule is not final; topics may be added or removed as deemed appropriate by the Executive Director

				<i>Management</i>
1	2	Review Staff Handbook	ED	<i>Forte Prep Staff Handbook</i>
1	2	Teacher Work Time	All	
1	3	A Year In the Life Of Forte Prep (Calendar Overview)	ED	
1	3	Social Justice Reader Reflection	ED	Social Justice text TBD
1	3	Making the Most of Every Minute	ED	
1	3	Teacher Work Time	All	
1	3	Sweating the Small Stuff	ED	
1	3	Family Communication	ED	
1	3	Other People's Children	ED	<i>Other People's Children - excerpt</i>
1	4	Teacher Work Time	All	
1	4	STRIVE Values For Staff	ED	
1	4	Data-Driven Instruction	ED/DCI	<i>Driven by Data</i>
1	4	Interpersonal Dynamics: Difficult Conversations	ED	
1	4	Norms For Shared Space	OM	
1	4	Set Up Desks	OM	
1	4	Team Building: Community Based Activity	All	
1	4	Team Photos For Website	OM	
1	4	Weekly Gratitude	All	
2	1	Team Building: Off-Site (Queens Farm, Louis Armstrong House, NY Hall of Science)	All	
2	2	Saturday Academy Overview	DCI	
2	2	Systems/Portals/Tech/Filessharing	OM	
2	2	SRI/AR	DCI	
2	2	Taxonomy Practice: 100%, Stretch It, Etc	DCI	<i>Teach Like a Champion 2.0</i>
2	2	Teacher Work Time	All	
2	2	Mastering Advisory	DCI	
2	2	Using Student Information System	ED	
2	2	Recording Our Practice: Using Video to Observe	DCI	
2	2	Joy Factor	ED	<i>Teach Like a Champion 2.0</i>
2	3	Teacher Work Time	All	
2	3	English Language Learners	ELL/DCI	
2	3	Coaching, Evaluations, and School Review	DCI	
2	3	Our Board of Trustees	ED	
2	3	Student Supports (IEP, 504, G&T)	SSC/DCI	
2	3	Normed Consequences	ED	
2	3	Behavioral Systems and Practice	ED	
2	4	Teacher Work Time	All	
2	4	Taxonomy Practice: Warm/Strict, Positive Framing, Etc	ED	<i>Teach Like a Champion 2.0</i>
2	4	Intellectual Preparation	DCI	
2	4	Effective Lesson Planning	DCI	
2	5	Teacher Work Time	All	
2	5	Operations Overview	OM/ED	Operations Handbook
2	5	Staffing and Teamwork	ED	
2	5	Weekly Gratitude	All	
3	1	Integrating Performing Arts and Digital Literacy Into What We Do	ED/DCI	

3	1	Taxonomy Practice	DCI
3	1	Procedure Practice: Walking In Hallways	ED
3	1	Procedure Practice: Habits of Discussion	DCI
3	2	Procedure Practice: Arrival	ED
3	2	Using Video to Inform Practice	DCI
3	3	Procedure Practice: Dismissal	ED
3	1	Personal and Professional Organization	ED
3	3	Practice: Family Orientation	ED
3	4	Family Orientation Prep	ED
3	4	Family Orientation Day 1	ED
3	5	Family Orientation Day 2	ED
3	5	Weekly Gratitude	All
4	2	Practice: Student Orientation	ED/DCI
4	3	Student Orientation Day 1	All
4	3	Student Orientation Day 1 Debrief	All
4	4	Student Orientation Day 2	All
4	4	Student Orientation Day 2 Debrief	All
4	5	Student Orientation Day 3	All
4	5	Student Orientation Day 3 Debrief	All
4	5	Teacher Work Time	All
4	5	SSS Closing + Gratitude	All

Friday Professional Development

Each Friday, Forte Prep staff will have a 2.5 hour professional development session to delve into curriculum and other instructional topics. Staff will spend time reviewing and, more importantly, practicing taxonomy techniques, analyzing instructional videos for lesson study, and sharing upcoming lesson plans and materials. Overseen by the Executive Director, Friday PD will be developed by the Director of Curriculum and Instruction during the Planning Year, with support by the Grade Level Leaders and Subject Leaders as selected in subsequent years. Our staff will, on occasion, invite consultants or outside experts to provide Professional Development. Topics for Professional Development will be organized into three categories across the school year:

- Building Culture and Systems, e.g. maximizing time on task, infusing joy into classroom management, practicing giving praise and consequences
- Refining Instructional Methods, e.g. making more effective Do Nows, Improving Turn and Talk quality, Using Cold Call
- Reflecting on Practice and Action Planning, e.g. goal setting, celebrating wins, refining personal development roadmaps

We will focus the majority of Professional Development in the early weeks towards building a strong school culture, with a focus on the creation of strong operational systems that allow our school to run safely and effectively and which establishes a powerful platform for learning throughout the school and across all classrooms. We will ensure that the school is a joyful and engaging place to study, and employ practice-based PD to maximize the “joy factor” of being a student or staff member at Forte Prep. For example, teachers will practice celebrating the resilience of a student when the struggle through a challenging problem in math by leading a cheer, using a nonverbal, or using positive narration for the benefit of other students in the classroom. Once a strong student culture is established, PD will shift focus to practicing and building strong instructional methods that maximize time on task, boost student

engagement, and accelerate student learning. For example, teachers will practice the use of timers and time-based activities to minimize the minutes lost to imprecise classroom activities. In another PD session, teachers will evaluate their minute-by-minute planning against video observations to evaluate their execution. Professional Development on use of Data and Action Planning will take place before the first Interim Assessment, and will kick off the first half of Forte Prep's first Data Day in the fall. Teachers will learn best practices in how to create flexible data analysis tools, how to use the student information systems and IA output reports effectively, and evaluate student performance and trends using key questions from *Leverage Leadership's* Action Planning framework.

Individual Teacher Professional Development Plans

Starting with the goal setting documents created in the summer outlined above in **part b**, Forte Prep teachers will focused on continuous improvement and the development of their teaching craft. We anticipate that some teachers will struggle to consistently perform at high levels. The Director of Curriculum and Instruction will be responsible for collecting and reviewing all relevant performance information to facilitate conversations about teacher development, especially when a teacher has demonstrated that they are struggling. Student performance data from Unit tests, Trimester exams as well as Interim Assessments will inform conversations to calibrate teacher goals with their performance. Over the course of the school year, clear improvement plans will be established by the DCI and agreed on by the teacher as well as the DCI and Executive Director to ensure improvement during a specified period of time. These conversations will happen as soon as possible from the time that the issue was identified, but may also take place during the formal evaluation timeframe detailed in part (d) below. At the end of that period, the teacher must have demonstrated marked improvement against predetermined goals to maintain good standing at Forte Prep. During this period, the teacher may receive increased coaching, support, collaborative planning time and feedback on lesson plans by the DCI. If the teacher has been unable to show marked improvement, the teacher, DCI and Executive Director will have further discussions about future employment at Forte Prep.

d. Teacher Evaluation and Accountability

Forte Prep will recruit and hire teachers who love their work, are true nerds about their content areas, and who have a growth mindset that allows them to expand their thinking about what they are able to do and the results they can achieve. Ben Marcovitz at Sci Academy in New Orleans⁸ explicitly hires for these qualities, as evidenced in a 2011 article: "In establishing a growth mindset at Sci Academy, I've found that being all about the kids means being all about the teachers...In doing so, we hope to ignite an application process that screens in the adults with the greatest growth-mindsets, increases that mindset."⁹ Forte Prep, teachers will be aligned to our mission and beliefs, the most important of which is that all students, regardless of their background, can learn at the highest levels and that like students, teachers have the capacity to grow. Given the type of teacher we bring on to our team, and our implementation of data driven instruction, Forte Prep will establish and honor a growth mentality in our teacher evaluation process. All evaluations will serve as an opportunity for teachers to identify growth areas, identify support channels, and receive feedback. We will be establish this baseline expectation

⁸ Sci Academy, the founding school in the Collegiate Academies network, is a high school serving students in grades 9-12. Sci Academy graduated its first class of seniors in 2012. More than 95% of Sci Academy's seniors received acceptances to 4-year colleges and universities. College acceptances include LSU, Dillard, Bard College, Louisiana Tech, Wesleyan, Loyola, Millsaps, and Amherst.

⁹ Marcovitz, Ben. "The Steepest Slopes." 28 September 2011. MindsetWorks, <http://community.mindsetworks.com/blog-page/home-blogs/entry/the-steepest-slopes-article>.

during Summer Staff Summit, and reinforce it during Professional Development Days throughout the year.

Since our school will have an open door policy for other teachers or leaders to enter any classroom throughout the day, thus de-privatizing instructional practice school-wide, school leaders will be collecting significant amounts of information about teacher performance, and providing real time feedback about observed teaching practices. Our culture will make our formal evaluation process less daunting to teachers, because it will simply be a formal opportunity to codify trends and practices observed over the course of the school year. There should not be any surprises during evaluations, and all presentations serve as an opportunity to reflect on teacher performance in the context of student achievement, and create a space for candid discussion on how teacher performance could be improved in a targeted way. Our school learning community will be deeply aligned with the U.S. Department of Education's RESPECT Project and its perspective on professional learning: "Professional learning is an important priority in school learning communities, with learning plans inextricably linked with current classroom practice and with teachers observing and helping to sharpen each other's methods."¹⁰ Professional learning will fit seamlessly into our school day with our commitment to ongoing support evidenced above and the culture of growth we have for our staff and students.

We will evaluate teachers on a biannual basis, first in January and then in May, during which teachers will conduct a self-evaluation at the same time that the school's instructional leadership (led by the DCI) will complete a teacher evaluation rubric adapted from Kim Marshall's *Teacher Evaluation Rubrics*, an approved NYSED teacher practice rubric. Our goal for our rubric is to capture all domains of teacher responsibilities:

- Planning and Preparation for Learning
- Classroom Management
- Delivery of Instruction
- Monitoring, Assessment, and Follow-Up
- Family and Community Outreach
- Professional Responsibilities¹¹

Teachers will be rated on a four-level scale:

- 4 – Highly Effective – Master teacher performance that meets very demanding criteria
- 3 – Effective – Solid, expected professional performance; teachers should feel good about scoring at this level
- 2 – Improvement Necessary – Performance is mediocre; no teacher should be content to remain at this level
- 1 – Does Not Meet Standards – Unacceptable performance leading to an improvement plan, intensive support, and, if improvement isn't made within a reasonable amount of time, dismissal¹²

The full rubric will be finalized during our Planning Year. Additionally, through additional student achievement data collection and input from instructional staff, we will create a 360-degree view on teacher performance, with the following goals:

- Focus on the growth impact and growth mindset of our teaching staff

¹⁰ U.S. Department of Education. "The RESPECT Project: Envisioning a Teaching Profession for the 21st Century." Revised September 4, 2012.

¹¹ Marshall, Kim. "Teacher Evaluation Rubrics." January 2, 2014. Retrieved from: <http://usny.nysed.gov/rttt/teachers-leaders/practicerrubrics/Docs/marshall-teacher-rubric-jan-2014.pdf>

¹² Ibid.

- Emphasize student learning and student outcomes
- Celebrate the successes of strong instructional practice
- Build actionable plans for rapid, continuous improvement

In January, or earlier if there are significant challenges even earlier in the year, teachers may be put on an action plan if they are struggling to implement feedback and struggling to successfully reach the school's academic goals for all students as measured by our assessment system and/or if, despite ongoing support, they are struggling to meet professional growth goals. During the first session, it is important for teachers and leaders to be totally transparent about the development areas for teachers, even those who are not struggling, so that we can ensure the best possible outcomes for all students. Evaluations conducted each May will determine annual contracts for the following year. In addition, we have designated an amount equal to 2% of annual salary costs for staff performance incentives, which will be allocated based on the teacher's performance and growth on the evaluation rubric and student achievement and growth data. All allocation decisions will be made at the discretion of the Executive Director.

The Executive Director will make all final decisions related to employment, but will take into account the perspectives and feedback from other teachers, staff and families as appropriate.

R-09 School Culture and Discipline

A culture that supports learning

Our Vision

Walking through the halls of Forte Preparatory Academy Charter School (“Forte Prep”), a college preparatory expanded middle school in Queens, will be a remarkable experience.

In every classroom, teachers are delivering high quality lessons and students rise to the high bar set before them. Our teachers hold students to high academic expectations because consistent classroom management expectations are enforced by every teacher. Teachers deliver excellent lessons, students are engaged and joyful, and are growing into the best version of themselves. Classes are run in a timely manner with clear communications about where to go and what to do from teachers to students. Teachers are proactive in their work to avoid misbehaviors. Consistency in application of consequences drive student actions away from negative behaviors. Positive incentives and celebrations encourage students to do the right thing. Teachers use schoolwide systems, consistent techniques, strong student-teacher relationships, and strong teacher-family relationships to promote and reinforce behavioral excellence. Parents feel welcome at the school and are proud to see how much learning is going on in a safe and positive learning environment. Teachers feel well supported by school leadership on their path to professional growth and learning. Students progress thoughtfully on Kohlberg’s Stages of Moral Development from consequence- and incentive-based actions to doing the right thing because that is who they are and that is what they believe as valued members of a broader school community. Staff and students understand the importance of individual and collective responsibility and their role in making Forte Prep a successful institution. *Ubuntu* is embodied by all members of our school community. Staff, teachers, students, and families work together to achieve, sustain, honor, and celebrate a college-preparatory environment for every student and a college-bound future for every child – a future in which they have voice and through which they can change the world.

Our Philosophy

With a clear Code of Conduct as one important foundation for academic achievement, Forte Prep will build a school-wide and classroom culture that rewards and teaches positive behavior.

Our culture of positive behavior is based upon the teaching and practice of our Core Values of **Service, Team, Resilience, Integrity, Voice, and Excellence**:

- Be in **Service** of your community. Seek out opportunities to help one another whenever possible without expecting something in return.
- We are a **Team**. Look out for one another, lend a helping hand, and do your part to ensure that our community is safe and productive.
- Be **Resilient**. Pick yourself up when you falter and work toward achieving your goals with optimism and zeal.
- Exhibit **Integrity**. Perform, every day, as if the spotlight is on you, even when it is not. Value making a good impression to your peers and to your community.
- Use your **Voice** with respect and purpose at all times. Value the diversity of background of your school community, and stand united in the belief that our strength lies in our ability to have all voices of our community strengthened, refined, and most importantly, heard.

- Seek **Excellence**. Constantly push to achieve mastery across our curriculum and in everything you do at school. Come to school ready to give your very best in service of this goal.

In various courses, including Social Studies, Science, and Reading, students study a diverse array of modern, historical and literary figures exemplifying our core values and use the values as common language to discuss their lives. Further, these examples will span a wide array of backgrounds, in order to reflect the gender, racial and ethnic backgrounds of our student population. Examples include: Cesar Chavez, Frederick Douglas, Sonia Sotomayor, Mother Theresa, Gandhi, Buddha, Jackie Robinson, Langston Hughes, Louis Armstrong, Malcolm X, and characters from fables, myths and modern stories, e.g. Shel Silverstein's *The Giving Tree*.

Examples of individual actions correlated to the Core Values are included in the **Figure 1** below.

Figure 1: Core Values examples

I can do my homework every night even when an adult doesn't remind me to do it.	EXCELLENCE
I am alert and engaged during class.	EXCELLENCE
I use time well. I don't dawdle or go to the bathroom or office unless I really need it.	EXCELLENCE
I can receive a consequence without becoming upset.	INTEGRITY
I tell the truth immediately any time someone asks me a question, even if the truth is hard.	INTEGRITY
I make good choices in the bathroom and respect all physical spaces in the school building, even when no one is watching.	INTEGRITY
I do my own homework and do not copy other's work or let others copy mine.	INTEGRITY
I have a positive mindset with regard to my school work, even when it is challenging.	RESILIENCE
I am never afraid to ask or try to answer a question, even when I am not confident in my knowledge.	RESILIENCE
I can talk to anybody in my class, and I respect their opinions even when we disagree.	TEAM
I am always willing to work with a classmate with their academic or social challenges.	TEAM
I participate in group projects willingly.	
I always speak up to compliment my classmates' work and behavior in class.	VOICE
I am an advocate for all members of my school community.	VOICE
I answer questions in complete sentences, and in a loud and proud voice.	VOICE
I pick up trash from the floor and throw it away whenever I see it.	SERVICE
If I am finished with my work early, I find opportunities to help the teacher or my classmates.	SERVICE
I am engaged in volunteering efforts around my community and encourage others to do so as well.	SERVICE

Each day at Forte Prep ends with a Focus/tutoring and dismissal from advisory. During this time, the classroom teacher may revisit one of the Core Values and provide concrete examples of how students' words and actions did or did not meet that value's spirit. In addition, students are evaluated on all five values on a daily basis, informed by their demonstration of the values in their academic and social behavior. Grade level teams work together during Summer Staff Summit to scope and sequence actions correlated to the school's values so that all students in the school are learning how to embody the school's values at the same time throughout the year.

A Culture of Individual and Collective Responsibility

Many of our Core Values and the overall ethos of the school are rooted in the term **Ubuntu**, the Southern African ideal that represents teamwork, compassion, empathy, advocacy, and individual and collective responsibility. Ubuntu is defined by Bishop Desmond Tutu as a term that "speaks of the very essence of being human. [If you have Ubuntu] ...then you are generous, you are hospitable, you are friendly and caring and compassionate. You share what you have. It is to say, 'My humanity is caught up, is inextricably bound up, in yours.' We belong in a bundle of life. We say, 'A person is a person through other persons.' [...] A person with Ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good, for he or she has a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished, when others are tortured or oppressed, or treated as if they were less than who they are."¹ Through Ubuntu, an individual can only be truly great when *everyone* is truly great. This idea will evolve and develop as students mature through fifth and sixth grade, with seventh graders internalizing the aforementioned Core Values as core expectations, and adopting a more complex set of Core Values rooted in the principles of Ubuntu, e.g. **empathy, courage, and advocacy**.

We have a profound opportunity in our proposed territory in Queens to maximize the leadership potential of a distinctively global student population, and by empowering them to embody these core principles in a diverse school environment, we will prepare them for leadership for the rest of their lives.

Practicing Ubuntu in our school community will take several forms:

- **School Community Drives:** School community-wide competitions to maximize energy conservation or raising money for local causes via programs like Penny Harvest.
- **Student Voices in Community Meetings:** Student-led key elements of the Community Meeting proceedings, as well as the use of performance, readings, or shout-outs to other exemplary members of our student community.
- **Local Community Engagement:** Forte Prep student and staff attendance at local civic events such as Community Board meetings, and establishment of a partnership with Community Board representatives to learn about local government and the responsibility of young people to take care of their local community.
- **Conflict Resolution:** Led by the Dean of Students and advisory teachers, students learn effective practices in conflict resolution and empathy to see all potential negative outcomes of conflict as impactful and harmful to the rest of our school community.
- **Forte Friends Program:** Starting in Year 2, sixth graders are paired with incoming fifth graders as "Forte Friends" to promote social inclusion of new members to our school community; sixth graders write a letter to their future Forte Friends at the end of their fifth grade year, and deliver to them at the beginning of the next school year; this program will blur the lines between grade levels, and eliminate perceived barriers to communication across classes, and

¹ Tutu, Desmond. *No Future without Forgiveness*. New York, N.Y: Doubleday, 2000. Print.

will be the first of many cross-class bonding activities that our school community will create to build connections across our school.

- **Student Government:** In Year 3, establishment of an active Student Government responsible for organizing school-wide activities and advocating to Forte Prep leadership on behalf of the student body.

Moral Development

The goal of our Core Values is for students to exit Forte Prep with an internalized moral code that can serve them as they pursue and achieve personal excellence in college preparatory high schools, college, and life. This end goal is reflected by a child's growth according to Kohlberg's Stages of Moral Development, as outlined **Figure 2**, and which provides a framework for actions that fulfill our Core Values.

Figure 2: Kohlberg's Stages of Moral Development²

Level I Pre- Conventional	Children at this stage are focused on an obedience and punishment orientation, and conform to avoid "getting in trouble." Students respond most strongly to explicit provision or denial of privileges.
Level II Conventional	Children at this stage are focused on conforming to acceptable roles in a given social structure. They do not want to be singled out as being bad and are concerned about pleasing others. Students respond most strongly to being acknowledged as being an exemplary member of their social group.
Level III Post- Conventional	Children at this stage are internalizing beliefs about what is right and wrong, based upon recognition that mutual respect and acceptable behavior are necessary to maintain order in society. Students at this stage are more intrinsically motivated and will respond most strongly to opportunities to engage in self-reflection and opportunities to modify their own behavior.

We expect our students will likely be in Level I of their moral development, with tendencies to be driven by a punishment orientation when they first arrive to Forte Prep. Students in the early grades (5-6) receive behavioral feedback once per week, unless a behavior occurs of such gravity or is of such a highly positive nature that it warrants immediate parental notification. Students' behavior reports integrate information on academic and social behaviors. The report is modeled after Excel Academy's PREP reports.³ Students with a "positive" report at the end of the week will have special privileges in the school community, such as leading Community Meetings, given jobs or responsibilities throughout the school, or given the opportunity to participate in special school trips or college visits.

We will use a token economy system, wherein teachers will manage a bonus and deduction sheet that tallies points for students to use for additional autonomy, school-wide auctions, and other opportunities. Reflection guides produced by students on Fridays are taken home and discussed with parents. By the Spring of Grade 7, our goal is to completely eliminate external positive reinforcement

² Adapted from best-practice research at award-winning BES school Excel Academy in Boston, MA, and <http://www.simplypsychology.org/kohlberg.html>.

³ Excel Academy in Boston, MA is a BES school with few disciplinary problems and is the highest performing urban middle school in the city. They use an elaborate system with an Excel database to track classroom behaviors, homework completion and socially acceptable acts within the school.

and focus our positive rewards systems solely on academic achievement and high levels of student autonomy in common spaces in order to prepare our students for the transition to high school.

Intrinsic and Extrinsic Consequences

Students will know that if they violate the rules, they are making explicit choices which will have both intrinsic and extrinsic consequences. **Figure 3** details a system of messaging for students, originally developed at Excel Academy.⁴ By deliberately outlining the intrinsic and extrinsic consequences of behavior, we encourage students to think about their role in shaping their personal development as well as their impact on members of the school community.

Figure 3: Intrinsic and extrinsic consequences for behaviors

<i>If you CHOOSE to violate the rules, you choose...</i>	
<i>Intrinsic consequences:</i>	
<i>To disrespect yourself, peers, staff and/or school</i>	
<i>To jeopardize the respect and trust of staff and peers</i>	
<i>To negatively impact your future opportunities</i>	
<i>To harm your community and the learning of others</i>	
<i>To limit your choices for high school, college, and beyond</i>	
<i>To hurt the reputation of yourself and your school</i>	
<i>Extrinsic consequences</i>	
<i>Demerits, detentions, absences, incomplete days</i>	<i>Low score on student report</i>
<i>Seven demerits in the four behavior categories</i>	<i>Excluded from events</i>
<i>Three demerits in one behavior category</i>	<i>Detention</i>
<i>Low level disrespect</i>	<i>Detention</i>
<i>Academic integrity infractions</i>	<i>In-Class Suspension</i>
<i>Three referrals in one week</i>	<i>In-Class Suspension</i>
<i>High level disrespect in staff, peers or school</i>	<i>Suspension</i>
<i>Additional consequences</i>	
<i>Students who earn detention will receive a call home from staff</i>	
<i>Students who are repeatedly disruptive or non-compliant will earn a referral to the Dean of Students' Office and their parents will be notified.</i>	

A Culture of Goal Setting

Research from Character Lab proves that deliberate goal setting can boost academic performance, focus, effort, homework completion and attendance.⁵ Further, goal-oriented students are best suited for success in college preparatory high schools where they will need to be self-motivated and organized to be successful.

WOOP Cards: Our weekly **WOOP Cards** ("Wish, Outcome, Obstacle, Plan," Forte Prep's system for personal goal setting) will be implemented with teacher support during advisory or Focus blocks at the beginning of the week. Signed WOOP Cards will be checked the following day.

⁴ Ibid.

⁵ Character Lab. "WOOP Works: They Evidence." <https://cdn.characterlab.org/assets/WOOP-Evidence-139772c970ae23f8de613ad6a9437b04b015dddffd233154021c51c7a1b11ea8.pdf>.

Figure 4: Weekly student WOOP card

	<p>Wish: What is an important wish that you want to accomplish in the next _____ [time period]?</p> <p>Your wish should be <i>challenging but feasible</i>. Write your response in 3 to 6 words:</p>
	<p>Outcome: What will be the best result from accomplishing your wish? How will you feel?</p>
	<p>Obstacle: What is the main obstacle inside you that might prevent you from accomplishing your wish?</p>
	<p>Plan: Select an effective action to tackle the obstacle?</p> <p>If _____</p> <p>then I will _____</p>

Sweat the Details

A student’s ability to be successful academically, socially, and behaviorally requires intentionality of each teacher and staff member of Forte Prep. Because of the high academic bar for our students and our mission and ultimate goal of preparing students for college preparatory high schools and beyond, we believe it is essential that we create a culture and environment of order and respect in which our students can focus on what is most important in school. We establish a high standard of behavior and address all minor infractions immediately, to ensure that other issues do not occur. Creating this culture, however, requires us to be crystal clear about the expectations of our students, and reiterating and reinforcing those expectations as often as possible. We will make sure that we are constantly reinforcing and rewarding positive behaviors in a consistent way that maximizes teaching time and the positivity of our school community. Examples of how teachers will sweat the details include:

- Making sure Common Blackboard configuration is complete before student arrival, and preparing Common Blackboard configuration for the next day at the end of the day
- Laying out breakfast and/or brainwork folders in the morning prior to staff huddle
- Making sure Math manipulatives are laid out and ready to go prior to student arrival to class
- Turning on laptops and preparing them for log-in screen
- Putting out snack bin for students who bring in their own snacks in the check-in area
- Posting lesson plans on clipboard for all classes
- Emptying pencil sharpener reservoir at the end of the day
- Replenishing all supplies (e.g. hand sanitizer, tissues, pencils, highlighters, loose leaf paper) at the end of each day

- Ensuring that teacher desk is neat and organized⁶

Building Trust throughout our School Community

We believe that students will respond most positively to one another and to adults when a bond of deep trust is formed within the school community. Trust can also maximize student engagement and willingness to comply with school rules. To build trust in Forte Prep, we will use several of the techniques cited in Doug Lemov's *Teach Like a Champion 2.0*. We will use **positive framing** to deliver directions and academic and behavioral corrections in all classes. By assuming the best in our students and avoiding passive-aggressive responses or negativity, we can build a sense of collective buy-in for the systems and structures of Forte Prep. Students will recognize that all teachers have the best intentions for them, and will use language that is affirming and supportive of their efforts to participate in our school community. We believe that students should hear and give **precise praise** to one another in academic and social settings. Teachers will model this behavior in class by narrating to students how their actions meet the objectives or goals of a lesson or activity. We believe that a **warm and structured** school environment sets clear and consistent expectations for students, and teachers will never allow bad feelings to linger in themselves or in students for misbehavior. Teachers will be constantly excited for students to return to task in their classrooms.⁷

Family Involvement

Forte Prep Parents are educational partners with the school and we will be relentless in engaging every family in the academic success and social growth of their children and the growth of our school. We know that learning is a 24-hour process, and we need to collaborate and coordinate with our families to ensure that maximum student is happening all of the time. Further, it is a big decision for any parent to commit to send their child to a school and entrust the school with the student's academic wellbeing and emotional growth, so we will go above and beyond traditional parent engagement to build confidence in us, and confidence in our school.

Forte Prep Contract of Excellence: Students, parents, and teachers will sign a Forte Prep Contract of Excellence that details student behavioral expectations during family orientation prior to the start of school. This contract offers clarity to expectations and consequences of student behavior, detailed in our Code of Conduct. The Forte Prep Contract will be cited when addressing infractions.

Forte Family Champions: Forte Prep will have a volunteer advisory council of 10-15 family members who will have the opportunity to provide regular feedback to Forte Prep leadership and the Board of Trustees. Additionally, they will be responsible for supporting family engagement and attendance and school events and supporting monthly cafecitos. This group will be managed by our Community Coordinator. See **R-10 - School Management and Leadership** for the FFC's location on the organizational chart.

Home Visits: After the spring admissions and enrollment process, school leadership at Forte Prep will visit every new student's family to introduce ourselves, thank the families for trusting us with their child's education, and share information about the school mission, design, and philosophy. During our home visits, we will also conduct an overview or homework expectations, code of conduct, uniform policy and opportunity for future family involvement. Families will sign the Contract of Excellence during the home visit. When necessary, we will administer Home Language Surveys to identify English

⁶ Additional organizational strategies will be derived from BES Schools, codified by Lead Founder Graham Browne, as well as online resources such as "Maximizing the Efficiency and Structure of Your Classroom" from Teaching As Leadership:

www.teachingasleadership.org/sites/default/files/Related-Readings/CMC_Ch3_2011.pdf

⁷ Adapted from Doug Lemon, *Teach Like a Champion 2.0: 62 Techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass, 2015.

Language Learners within our school population to allocate appropriate resources to support them from Day 1. School leadership will also be accompanied by a native speaker or translator from our staff or a local community based organization, if the family has limited English proficiency.

Family Workshop Nights: We will host at least four Family Workshop Nights throughout the year to support families in helping their children succeed academically and socially at Forte Prep. (Please see Calendar for Workshop dates.) We will cover topics such as homework help, supporting STRIVE values at home, and reading along with children at home. This will also serve as an opportunity for families to meet one another and to share updates and accomplishments of Forte Prep. Further, in celebration of the diverse cultures that our school community will contain, we will invite families to share food, stories, and entertainment to add a personal touch to the workshops.

Cafecitos (Coffee and Conversation): Once per month, we will host a morning open house with free coffee and pastries for parents and families to meet each other and ask Forte Prep school leadership any questions they might have. We see this as an opportunity to open the doors of our school to our families while school is in session, and giving them a great opportunity to interact with one another.

Frequent Communication: We will communicate with parents on a regular basis to ensure maximum engagement. Materials will be translated as needed to meet the language needs of our families.

- Weekly behavior report card sent home
- Positive phone calls home to share student accomplishments
- Bi-weekly phone calls to discuss student academic progress and character development
- Monthly newsletter of classroom and school-wide news and information

Family Conferences: At the conclusion of each trimester, families are invited to the school for a conference to discuss academic and behavioral performance of their children. These meetings include quantitative evaluation of student achievement. Each conference includes assets and challenges as well as a concrete plan for the student's approach going forward. Conferences are mandatory for the first trimester. (Please see **R-06 - Calendar** for Conference dates.)

College Emphasis: We will clearly articulate our goal of college access and success for all students during our home visits and in subsequent conversations with families. We will emphasize how critical our work is in setting students on the path to college, with the first major milestone being access to and measurable preparation for success within college preparatory high schools. We believe in the power of a college-bound mindset, and seek to instill that mindset in all Forte Prep families. We will lead field trips to local colleges and college preparatory high schools throughout the school year; we will reserve for families the opportunity to join their children and the school on these trips. For local trips, we will utilize free transportation services from the Office of Pupil Transportation. Additional costs for these trips is anticipated to be minimal, and will be funded through external fundraising targets and programs such as DonorsChoose.org or Board of Trustees' donations.

Academic and Behavior Reports

To reinforce our culture of continuous improvement and our data-driven school environment, we will track student in weekly STRIVE reports. Modeled from PREP reports at BES school Excel Academy, these reports will capture positive and negative behaviors observed and input by staff. Positive and negative points will be earned by students who demonstrate behaviors aligned with our Core Values: Service, Team, Resilience, Integrity, Voice, and Excellence. Each week, students will receive 50 STRIVE points at the beginning of the week and will receive additions and deductions according to a pre-determined scoring rubric. Delivering consequences and inputting this information into the appropriate online tool will be taught and practiced at Summer Staff Summit and throughout the school year. An example

STRIVE report can be found in **Figure 5**. Further, to reinforce the value or collective responsibility, we will allow students to grant a limited number of points to their classmates for positive behaviors that they see as contributing to a strong school culture. The norms around these process will be practiced during Summer Staff Summit and introduced to students on the first day of school. Reports will be sent home at the end of each week to families, who will need to sign and return the document to school on Monday. Data will be input into a centralized behavioral data management system such as DeansList by classroom teachers and maintained by the Operations Manager, and will be integrated with our student information system. A sample of the full, integrated dashboard can be found in

Figure 6.

Figure 5: Sample STRIVE report for students – detail on behaviors⁸

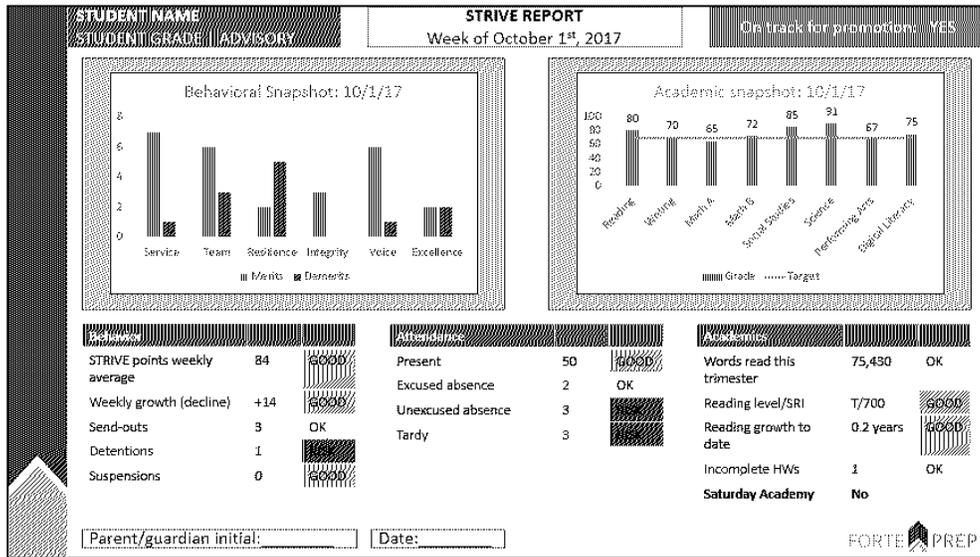
STUDENT NAME
STRIVE REPORT for the week of NOVEMBER 30, 20XX

- Starting STRIVE points (+50)
- Integrity (+3) (Being candid about your views in Social Studies)
- Excellence (+1) (awesome entrance to science class)
- Excellence (+1) (exit ticket)
- Resilience (+1) (nice hypophysis – stayed focused during A/R time)
- Service (+1) (Helping out during break)
- Voice (+1) (Excellent discussion habits during Esperanza Rising)
- Team (+1) (Math groupwork was tremendous today)
- Excellence (-5) (tardy to school)
- Excellence (-2) (Disrupting class by calling out)
- Excellence (-2) (refusing to fix posture despite multiple personal reminders)

You have earned +50 STRIVE points this week.

⁸ This report is inspired by Kickboard for Teachers and Excellence Girls Charter School in Brooklyn, NY.

Figure 6: Forte Prep weekly STRIVE report – full dashboard



Dress Code

Forte Prep will require and enforce a uniform policy for every day of the school’s academic calendar. Students will also be required to wear their uniform on all school field trips. Uniforms create a sense of unity, equality, and professionalism for students and for the Forte Prep community. The Forte Prep uniform always includes required shirt, pants, belt, socks and shoes. We have allocated funds in our budget to provide a basic uniform to all students, and will encourage all families to purchase additional sets. We will maintain a reserve allocated in our uniform budget for any families that require additional financial support for replacement uniforms. Please see **R-09d – Dress Code Policy** for additional information.

R-09b - Discipline Policy

Forte Prep Code of Conduct¹

Introduction

Forte Prep teachers hold students to high academic expectations, and are able to focus on effective instruction because consistent classroom management expectations are enforced by every teacher. Teachers proactively plan to avoid misbehavior. Consistency in application of consequences drives students away from negative behaviors. With firm and consistent policies, all of what we believe our students can achieve is possible. We are committed to creating a safe, structured, and joyful school culture in which students can improve and accelerate their academic achievement. Students whose conduct does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Students and families have a right to attend a safe and orderly school. This is the basis of our student Code of Conduct.

Consequences may vary based on the age and grade level of the student, the severity of the incident, and the frequency with which the incident takes place. Teachers and staff will be trained on executing the discipline policy and on the required reporting mechanisms associated with discipline during the Summer Staff Summit and will practice identifying and delivering consequences throughout the year informally during morning huddles and prep periods and formally during weekly professional development.

The individuals responsible for carrying out the discipline policy and any appeals therefrom are the Executive Director in Y1 and Y2 and the Dean of Students and the Executive Director in subsequent years.

The Nature of Offenses

At Forte Prep there are three categories of offenses which warrant a disciplinary response: **Minor Offenses, Moderate Offenses, and Serious Offenses**. Students will be held responsible for the elements of the school's Code of Conduct during the school day, during school-sponsored events, and while on school grounds, including school transportation. While it is clearly spelled out above that we will address infractions as they occur, we will explicitly teach and consistently reward desirable behaviors in our school. We will use schoolwide and class based systems to build a culture that acknowledges, praises, and rewards students who demonstrate our Core Values.

On such occasions when students make choices counter to a climate conducive to learning, consequences will be issued. **Figure 1** outlines the various levels of infractions:

Figure 1: Level of Offenses

- Lack of engagement in class
- Supplies that are out of order or are not in student's possession when required
- Uniform Violation
- Violating line procedure
- Any pattern of minor offenses
- Possession of non-school related electronic devices
- Minor vandalism (writing on your desk or book)
- Minor disrespect of any
- Any pattern of moderate offenses
- Damaging school property
- Intimidation or harassment (including teasing)
- Profanity

¹ Forte Prep's Code of Conduct and Discipline Policies are adapted from BES schools Democracy Prep Endurance Public Charter Middle School in Harlem, New York and Nashville Prep in Nashville, TN.

- Chewing gum
 - Eating at unapproved times
 - Disruption
 - Failure to complete assigned work
 - Failure to return signed school-to-parent communications
 - Tardy to school
 - Tardy to class
- member of the school community (telling a student to shut up)
 - Horse playing in class, school, on school-related transportation, or during a school-sponsored activity
 - Physical contact that causes a disruption, or makes other students feel uncomfortable or excluded
 - Inappropriate response to teacher re-direction
 - Failure to properly identify yourself to school personnel or other authorized adults
- Direct disobedience
 - Possession of a toy or lookalike weapon
 - Possession of obscene or offensive materials
 - Cheating and/or plagiarism
 - Gambling
 - Issuing any implied or explicit threat
 - Attempt to assault anyone within the school community

Minor Offenses

If a student commits any of the infractions listed as a minor offense, the student will lose points in their weekly STRIVE report. Depending on the offense, the student may receive additional targeted corrective consequences. Examples of such corrective action would include, but are not limited to, the following:

- sitting in their seat during breaks
- eating lunch in the office and/or in lunch detention
- remaining in school for the entire day during shortened days
- reflecting on their behavior orally and/or in writing
- apologizing to their peers in small groups or at a community meeting

Moderate Offenses

Students who commit a moderate offense will automatically require a parent conference, serve a minimum of one day in detention and a non-social lunch for a minimum of one day. Additional days may be added based on the severity of the behavior. Additionally, at the discretion of the Executive Director, and, when hired, the Dean of Students, any of the consequences listed under the preceding section can be imposed for a moderate offense. Multiple moderate infractions may result in a major infraction.

Serious Offenses

Consequences for a major infraction are an immediate suspension. Depending on the severity of the incident, the suspension may be in-school or out of school. The number of days the student shall be suspended will be determined by the Executive Director of Forte Prep. In most cases the number shall not exceed ten (10) days. Additional targeted and corrective consequences may be imposed as appropriate for offenses such as cheating and plagiarism.

Detention

A student assigned to Detention will be required to write an essay reflecting on the nature of the offense, the impact the offense has on the school community, and the alternative acceptable choices that the student could have made. Students who do not make adequate progress towards completing

the assignment will be assigned additional days of detention. Detention will be monitored at all times by Forte Prep staff.

Suspension

There are two types of suspension: in-school suspension (ISS) and out-of-school suspension (OSS). When a student is under out-of-school suspension, s/he is not to be on the campus during the suspension. When suspension is in-school, the student is assigned to an appropriate school location monitored by an appropriate assigned staff member. The student may not leave the room during the times other students are out of class.

In both forms of suspension, the student will be required to make up any missed assignments, presentations or exams in a timeframe reflecting the length of the suspension. For example, if a student is suspended for one day, they will be given one day to make up their missed assignments. At the discretion of the Executive Director, the student may be placed in Homework Club upon their return to ensure that they have sufficient time and support to complete any missing assignments. Parents of a student who is placed on suspension will be notified. The Executive Director may require that a parent conference take place before the student returns to regular school activities.

Unless a student presents a danger or risk to the educational process, the student shall receive the following prior to a suspension of one to ten days:

- If necessary, the student is immediately removed from class and/or school.
- In accordance with *Goss v. Lopez*, 419 U.S. 565 (1975), the student is entitled to respond to the charges against him/her.
- The Dean of Students (when hired) or his/her designee addresses the conduct and, in consultation with the Executive Director, assigns an appropriate consequence.
- The parent/guardian is notified by the Executive Director, Dean of Students or his/her designee; a parent/guardian may be required to meet with the Dean of Students or Executive Director regarding infractions prior to the student's return to school.

If the suspension is a *long-term suspension*, i.e. longer than ten days, the student shall receive the following:

- If necessary, the student is immediately removed from class and/or school.
- The student is entitled to respond to the charges against him/her.
- The Dean of Students (when hired) or his/her designee addresses the conduct and, in consultation with the Executive Director, assigns an appropriate consequence (potentially a long-term suspension).
- The parent/guardian is notified by the Executive Director, Dean of Students or his/her designee; a parent/guardian may be required to meet with the Dean of Students or Executive Director regarding infractions prior to the student's return to school.
- In accordance to Education Law §2854(1)(b), Forte Prep staff will identify alternative instruction programs for the student to participate in while on long-term suspension. At a minimum alternative instruction will be two hours daily for 5th through 8th grades. Alternative instruction will be supervised by a certified teacher and administered by trained volunteers and/or available classroom teachers in an isolated space in our school (e.g. a room in the main office).

Expulsion

Parents of students who are recommended for expulsion will be notified by the Executive Director or by a delegated member of the administrative team. The following are examples of the cause for expulsion: (Note: these examples are not intended as an all-inclusive list.)

- Chronic flagrant disrespect and insubordination
- The use of (or the providing of) explosive devices, such as fireworks
- Stealing, malicious damage, or destruction of an individual student's or the school's property
- The possession or use of tobacco, alcohol or drugs
- Possession of weapons on campus
- Hazing, racist acts or persecution of other students

In the case of expulsion, the student will receive the following:

- The student is immediately removed from class and/or school.
- The student is entitled to respond to the charges against him/her.
- The Dean of Students (when hired) or his/her designee addresses the conduct and, in consultation with the Executive Director, assigns an appropriate consequence.
- The parent/guardian is notified by the Executive Director, Dean of Students or his/her designee; a parent/guardian will be required to meet with the Dean of Students or Executive Director during a disciplinary hearing. This meeting will be captured in writing, and the family and the student will receive written notification of the hearing.
- The hearing notification and any materials associated with the hearing will be translated into the family's home language while maintaining FERPA guidelines.
- At the hearing, the student and family will have a formal opportunity to respond to charges, enlist counsel to represent them and to bring forward witnesses and evidence.
- After the hearing the Executive Director will submit a written decision to the student, family, and the school's Board of Trustees. The Executive Director will notify the family that they have up to ten (10) days to appeal the expulsion decision.

Appealing an Expulsion

An expulsion decision may be appealed by the family to the Board of Trustees. The appeal needs to take place within ten days of the expulsion decision. The Board of Trustees may affirm the decision of the Executive Director, order the removal of the expulsion unconditionally or upon such terms and conditions as it deems reasonable. The action of the Board of Trustees is final.

Gun-Free Schools Act

Forte Prep will be a gun-free campus. Our school will adhere to the Gun-Free Schools Act (20 U.S.C. § 7151), which will require us to suspend any student who brings a firearm (as defined in 18 U.S.C. § 921(a)) to school or possesses a firearm at school for no less than one year. The Governing Board of Forte Prep may modify the term of the suspension on a case-by-case basis, but we anticipate maintaining a very strict line on any firearm-related offenses.

Harassment, Bullying and Discrimination

Forte Prep will be a safe space for all students, and will have a zero-tolerance policy for bullying hazing, harassment of any kind. Threats, intimidation, and exclusionary conduct run counter to our Ubuntu philosophy and school values, and thus will not be tolerated within our school. As detailed above, intimidation or harassment is considered a Tier 3 offense, and will be dealt with in accordance to our discipline code. Our community meetings each week will reinforce our school values and a sense of individual and collective responsibility. Further, we will use our advisory time to reinforce our character

education, with regularly scheduled curriculum to build student understanding of empathy, advocacy and courage.

R-09c – Special Education Policy

In the case of a special education student, or a student who receives 504 accommodations, Forte Prep will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the Executive Director will convene a review committee to determine: whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

We will ensure that all students who have a Behavior Intervention Plan (BIP) associated with their IEP are given all the support they require to be successful, including providing discipline aligned to that BIP. Our Student Supports Coordinator will manage the process of amending or modifying the BIP to maintain a safe and supportive learning environment for the student and the rest of the school community. Teachers will be trained during professional development days on how to effectively deliver individualized student behavior interventions by the Student Supports Coordinator at the beginning of the school year and whenever the BIP is modified.

In accordance to NYC DOE recommendations for discipline (reproduced below¹), we will take the following actions regarding short-term, cumulative, and long-term removals for students with disabilities.

I. SHORT-TERM REMOVALS

IF the removal is 10 or fewer consecutive school days AND 10 or fewer cumulative school days in a school year,

THEN the Charter School:

- May remove the student; AND
- Must provide services to student similar to students without disabilities.
- Must provide the Student with due process consistent with *Goss v. Lopez*.

See 34 CFR § 300.530(a), (b), (d)(3); *Goss v. Lopez*, 419 U.S. 565, 576-583 (1975).

II. CUMULATIVE REMOVALS

IF the removal is more than 10 cumulative school days in a school year, but not more than 10 consecutive school days,

THEN the Charter School:

- Must first determine if the previous removals in conjunction with the current removal constitutes a pattern of removal. The Charter School should consider the following factors to determine whether a pattern exists:

¹ NYC Department of Education, "NYC DOE Students with Disabilities Discipline in Charter Schools Quick Guidance." http://schools.nyc.gov/NR/ronlyres/A81E86F2-7F4D-46FF-B429-C10A910C1154/0/NYCDOESWDDisciplineinCharterSchoolsQuickGuidance92013_CF.pdf.

- o whether the series of removals total more than ten (10) school days in a school year;
- o whether the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in discipline; and
- o if the behavior is substantially similar, whether there is a pattern by considering additional factors such as
 - the length of each prior removal;
 - the total amount of time the student has been removed from school; and
 - the proximity of the removals to one another.

See 34 CFR § 300.530(d)(4), 300.536; 34 CFR § 300.11(c)(1) through 34 CFR § 300.11(c)(2).

IF there is NO PATTERN,

THEN the Charter School

- May remove the student; AND
- Must determine and provide special education services so the student continues to make progress towards the goals on the student's IEP and continues to participate in the general education curriculum.

See 34 CFR §§ 300.101(a); 300.530(d)(4), 300.536.RN

IF there is a PATTERN, see Section III ("Long-Term Removals").

III. LONG-TERM REMOVALS

IF the removal is for more than 10 consecutive school days, OR

IF there is a pattern of removals (see Section II, "Cumulative Removals"),

THEN a "disciplinary change of placement" has occurred, and the following actions must be taken:

Services:

- When the student is removed, then
 - o The CSE, which includes relevant personnel from the Charter School (including the Student's teacher), determines the special education services so the student continues to make progress towards the goals on the student's IEP and continues to participate in the general education curriculum; AND
 - o The Charter School determines the alternative site that implements the services recommended by CSE during the disciplinary change of placement.

See 34 CFR §§ 300.530(c), (d)(1), (d)(2), (d)(5), 300.531, 300.536.RN New York State Charter School Office Guidance on Charter Schools and Special Education at Q&A No. 8, found online at <http://www.p12.nysed.gov/psc/specialed.html>.

Actions:

- The Charter School sends notice of discipline and procedural safeguards notice ("PSN") to the parents and immediately notifies DOE in writing;
- DOE sends a manifestation determination review ("MDR") scheduling notice and PSN to the parents;
- The Charter School suspension hearing must occur prior to the MDR.
- MDR must occur within 10 school days of the earlier of either (a) actual removal, or (b) the decision to remove the student (a disciplinary change of placement).² Accordingly, the suspension hearing must be scheduled and held immediately after the conduct in question to allow the MDR to occur within 10 school days of the earlier of either (a) actual removal, or (b) the decision to remove the student.

² For example, if a student were to violate a Charter School code of conduct on day 1, and was immediately removed due to the nature of the conduct, and on day 3 the decision was made to effectuate a disciplinary change in placement, the MDR would have to occur no more than 10 school days from the immediate removal (day 1), not the subsequent date the decision was made (day 3).

- MDR Team, including DOE, parent, and relevant IEP team members of the Charter School (such as the student's teacher, etc.) must review the student's file and determine if the conduct was a manifestation of the student's disability.

See 34 CFR §§ 300.503, 300.504, 300.530(e); *Goss v. Lopez*, 419 U.S. 565 (1975); New York State Charter School Office Guidance on Charter Schools and Special Education at Q&A No. 8, found online at <http://www.p12.nysed.gov/psc/specialed.html>.

Manifestation Determination Review:

- The manifestation team must consider all relevant information pertaining to the behavior including:
 - o Relevant information in the student's file, including evaluations and the student's IEP or Section 504 Accommodation Plan, any Functional Behavioral Assessment ("FBA") or Behavioral Intervention Plan ("BIP");
 - o Teacher observations; and
 - o Relevant information supplied by the parents of the student
- The manifestation team shall determine that the conduct is a manifestation of the student's disability if:
 - o The conduct in question was caused by or had a direct and substantial relationship to the student's disability; OR
 - o The conduct in question was the direct result of the Charter School's failure to implement the IEP. The MDR team does not have to determine that ALL services were not provided, but rather only those in relation to the behavior that is the subject of the disciplinary action.
- If the manifestation team finds the answer to either of these questions is "yes," the behavior must be considered a manifestation of the student's disability.

See 34 CFR § 300.530(e).

IF the behavior that led to removal was NOT a manifestation of the student's disability,
THEN the Charter School:

- May remove the student; AND
- Must implement the services recommended by the CSE during the length of the disciplinary change of placement.

See 34 CFR § 300.530(c), (d)(1), (5); 300.531; 300.536.

IF the behavior that led to removal WAS a manifestation of the student's disability,
THEN:

- The Charter School must return student to the original charter school placement, unless:
 - o If the misconduct involved weapons, illegal drugs, controlled substances, or serious bodily injury, in which case the Charter School may remove the Student for up to 45 days in an alternative site while providing services recommended by the CSE; OR
 - o The parent and DOE agree to a change of placement.
- The CSE and the Charter School remedy deficiencies in IEP and implementation of IEP, respectively;
- The CSE conducts an FBA and develops/modifies the BIP;
- The Charter School implements the BIP.

See 34 CFR § 300.530(e), (f), (g).

R-09d – Dress Code Policy

Forte Preparatory Academy Charter School (“Forte Prep”) will require and enforce a uniform policy for every day of the school’s academic calendar. Students will be required to wear their uniform on all school field trips. Uniforms create a sense of unity, equality, and professionalism for students and for the Forte Prep community. The Forte Prep uniform always includes required shirt, pants, belt, socks and shoes.

Figure 1: Forte Prep Dress Code Requirements

Shirt/Top	<ul style="list-style-type: none">• White polo shirt with the Forte Preparatory Academy logo• Hunter green crewneck sweatshirt with Forte Preparatory Academy logo during cold months
Pants/bottom	<ul style="list-style-type: none">• Grey slacks with belt loops<ul style="list-style-type: none">○ No pockets anywhere on the leg○ No visible logos○ No jean or corduroy material○ Not too loose or too tight○ Must be worn at or above the hip line• Black belt, either with holes or braided<ul style="list-style-type: none">○ No studs, designs or extra notches
Socks/Shoes	<ul style="list-style-type: none">• Black or white socks – no logos or markings of any other color are permitted• All Black shoes – no logos or markings of any other color are permitted
Jewelry	<ul style="list-style-type: none">• No jewelry except one pair of stud earrings not to go below the ear lobe
Gym uniform	<ul style="list-style-type: none">• Hunter green shirts with the FPACS logo on front• Gray gym sweatpants or shorts with FPACS logo• Black or white sport socks• All black sneakers – no logos or markings of any color are permitted
Hair	<ul style="list-style-type: none">• Professional and free of unnatural color• Simple elastic hair ties may be used

Our uniform never includes tattoos, fake tattoos, any sort of visible writing on the skin¹, hats unless provided by Forte Prep, kerchiefs, bandanas, other head coverings which do not have a religious purpose, or outer garments such as hoodies or sweatshirts.

Uniform Cost

Every family who attends all required orientation activities will receive from Forte Prep one full uniform set with the exception of shoes. We intend to raise money through private philanthropy to cover this cost. Families will be required to purchase additional uniform items through vendors approved by Forte Prep. Families who are unable to afford additional uniform items may request a voucher to purchase additional required items (e.g. to replace a damaged item).

Enforcing Dress Code Policy

¹ Exceptions will be made for mehndi or henna used for South Asian ceremonies such as weddings.

At Forte Prep, we are committed to maximizing every student's time spent on learning. Thus, we will implement an efficient uniform process that maintains the integrity of our vision while getting students into the classroom quickly. If a student comes to school out of dress code, they will receive a demerit and be sent to the Main Office or Dean of Students office in future years to receive a spare item. This item must be returned at the end of the school day. Students who break uniform policy more than once in a week will be required to call their parents, who may be required to bring the missing Dress Code item to the school, or authorize the student to return home to retrieve the necessary items. Parents will be reminded of the Dress Code Policy in any communication regarding uniform infractions.

Students who are suspended may come to school in full uniform between 3:00 and 3:30pm to collect their homework to avoid late marks. Students who come outside of the designated time, or without complete uniform, will not receive their work, and will receive zeros on those assignments that are not submitted on time.

R-10 - School Management and Leadership

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a. Organizational chart

Figure 1: Forte Prep Organizational Chart Y1 (2017-18)

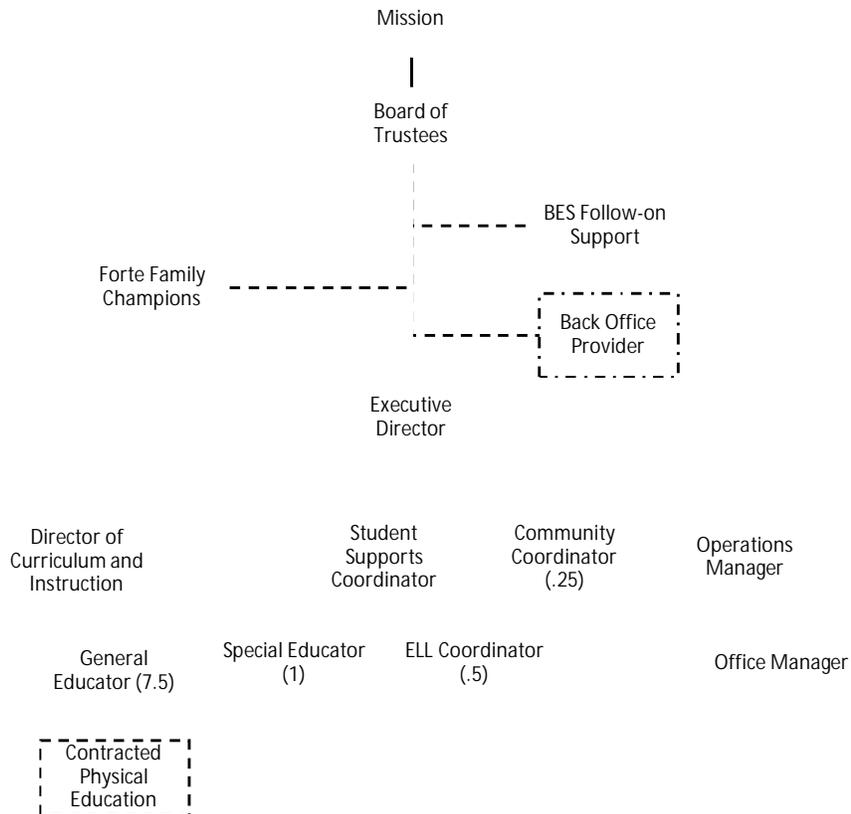
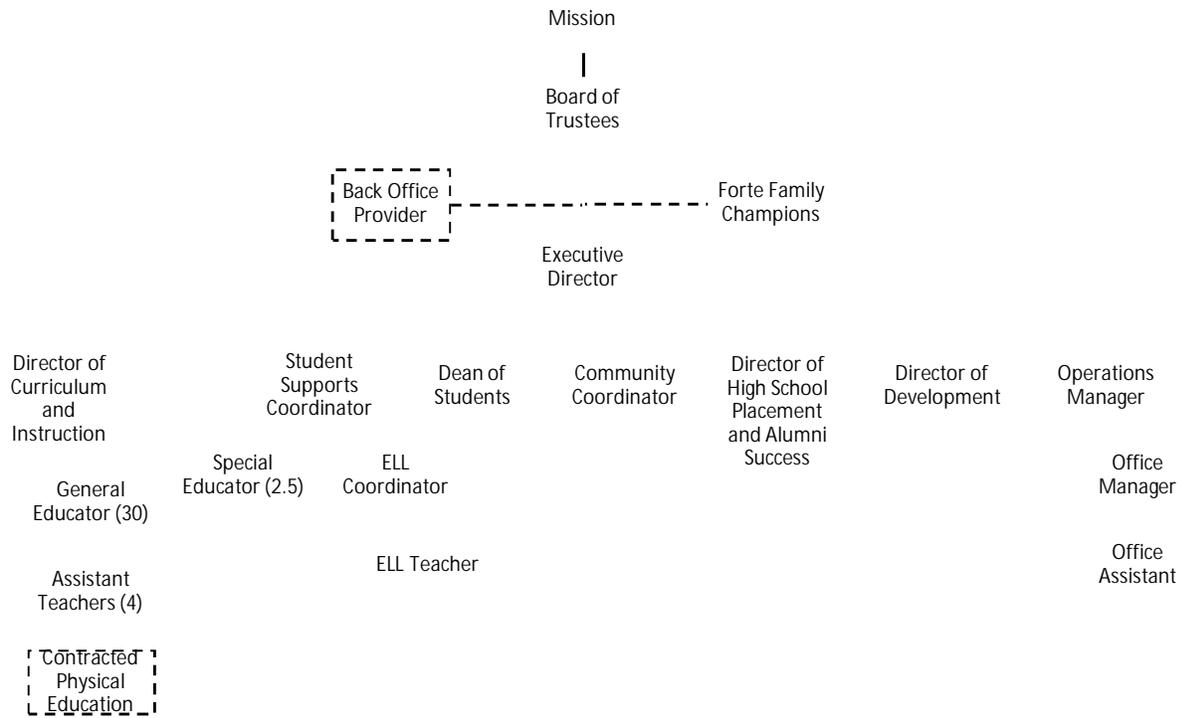


Figure 2: Forte Prep Organizational Chart Y5 (2021-2022)



b. School Leadership and Management Structure

School Management

Forte Preparatory Academy Charter School (“Forte Prep”) will be governed by a Board of Trustees. The Board will assume the ultimate authority and accountability for all matters of school governance and administration. The Board will regularly seek feedback from parents, families, constituents of the school, and community members to develop and implement school policies.

The Board ensures that all provisions of the charter are fulfilled in a manner consistent with the spirit and letter of New York State Charter Law. The Board oversees financial management of the school, review of audit methods and findings and compliance with sound fiscal management. The Board has the responsibility for hiring and evaluating the performance of the Executive Director and delegate all day-to-day management functions and responsibilities to the Executive Director.

The policies and procedures that aid in Forte Prep’s governance is outlined in the Board of Trustees’ By-Laws found in **R-13 Governance**. The Executive Director will report directly to the Board of Trustees, will be the only school staff member to do so, and will directly supervise the Director of Curriculum and Instruction, Student Supports Coordinator, Operations Manager, Faculty, and other members of the administrative team as the school grows over time. Our leadership structure is designed to create clear distinctions between operational and academic roles and responsibilities. Many high performing charter schools have adopted this structure to allow operational leaders to empower instructional leaders to deliver excellent instruction.

Management and Leadership Responsibilities

All staff of the school, administrative and instructional, will be fully mission-aligned with Forte Prep. Key personnel and their roles and responsibilities are listed below. We intend to establish this structure to ensure both operational and academic excellence, and to allow academic staff to focus solely on academics with dedicated operational support. Further, based on the expertise and skillsets of proposed Executive Director Graham Browne, we believe that this separation of duties will allow Forte Prep to operate most successfully.

The **Executive Director** is the external face of the school and is accountable for all school operations. S/he is the liaison between the Board of Trustees and the school's staff. The Executive Director is also responsible for maintaining the integrity of the mission for Forte Prep, and ensuring that all resources are provided so that the mission can be successfully executed. S/he hires, supervises, and evaluates all employees of the school and may delegate these duties to other administrative staff which include, but are not limited to, the Director of Curriculum and Instruction, Operations Manager, or the Dean of Students (added in Year 3). The Executive Director also establishes and oversees the relationship between our Back Office Provider and the Operations Manager. The Executive Director reports directly to the Board on the state of the school and is charged with executing all school operations and programs to ensure adequate progress toward the goals set forth in the school's Accountability Plan.

The **Director of Curriculum and Instruction** oversees the academic program in the school. S/he oversees curriculum development and alignment, instruction, and the professional development of teaching staff. The Director of Curriculum and Instruction develops and administers the assessment system, with the Executive Director analyzes its results and guides instructional and individualized supports in response to those results, and reports directly to the Executive Director. The DCI will be hired during the Planning Year to support the design of curriculum and assessment along with the recruitment and evaluation of teacher candidates, and to lead instructional sections of the Summer Staff Summit before student orientation in August 2017.

The **Operations Manager** is responsible for the facility and operational needs of the school. S/he will also work closely with our back office support service provider in maintaining the school budget, accounting systems, and ensuring compliance with all federal, state, and local requirements. In addition, the Operations Manager will manage facility and human resource needs, and ensure that the daily operations and attendance systems run smoothly. S/he will oversee the work of the Office Manager, work closely with the Director of Curriculum and Instruction (especially to generate reports of student data for Professional Development and Data Days), support the work of the Back Office Provider, and report directly to the Executive Director.

The **Office Manager** maintains student records and ensures that student attendance, homework completion, and merit/demerit data are accurately recorded. S/he will be the first contact for parents and ensures that appropriate notification is given to parents regarding student health, detentions, or other pressing matters pertaining to their children. The Office Manager will be the first person that guests interact with when they come to the school. The Office Manager works closely with and reports directly to the Operations Manager.

The **Student Supports Coordinator** focuses on the administration of special education and ELL programs. During the first year of operation, the Student Supports Coordinator will spend 50% of his/her time on administrative duties associated with student IEPs and 50% on instructional duties for students either within classrooms with the general education teacher during inclusion or for those students requiring pull-out time in special education classes. The Coordinator will also oversee and support the work of the SPED teacher hired in year 1 and additional SPED teachers as hired.

The **ELL Coordinator** focuses on the administration of ELL services. The Coordinator will also support the identification of ELL students and oversee the support work led by the ELL teachers. The ELL Coordinator will be responsible for the training and development of teachers on how to effectively integrate ELL services into lesson plans and will lead sessions during Summer Staff Summit. The ELL Coordinator reports to the Student Supports Coordinator.

The **Director of High School Placement and Alumni Success** will join the Forte Prep team in Year 2. This individual will support all students and families through the high school application and placement process starting when the student is in sixth grade. The Director will provide tutoring to students as a resource to the Student Supports Coordinator, organize high school visits for students, communicate with admissions liaisons for local scholarship programs, public, charter, and independent schools, lead high school placement test prep and administration, and facilitate all high school and scholarship applications. In Year 4, the Director of High School Placement will coach eighth graders on how to succeed in high school, teaching skills and providing resources that lead to high school success. Starting in Year 5, the DHSPAS will organize reunion and talkback sessions with Forte Prep alumni and provide them with advice and support on navigating high school.

The **Dean of Students** focuses on student culture and discipline. S/he holds Forte Prep students accountable to the Code of Conduct and establishes and maintains family relationships to support the high behavioral expectations of the school. S/he will also partner with our Community Coordinator to ensure that students have access to the educational enrichment opportunities beyond the school's offerings. The Dean of Students will also coordinate school events and work with the Executive Director and Operations Manager to plan and execute college visits, morale boosting activities, and end-of-year excursions with students.

The **Director of Development** works to maintain and build new funding opportunities through networking, planning, and hosting fundraising events, searching for and applying for government and private foundation grants. This role starts in Year 4. S/he is hired by, reports to, and is evaluated by the Executive Director.

Decision-making Process

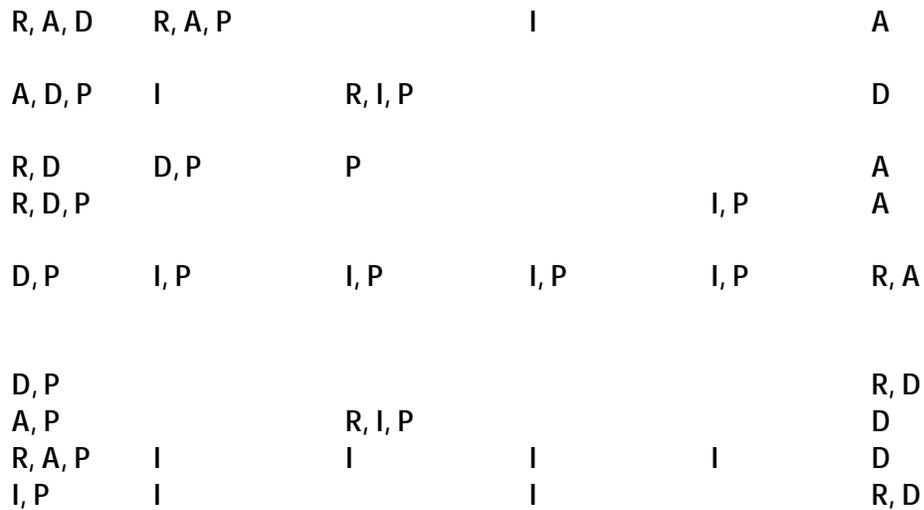
Forte Prep's decision-making framework is built on the RAPID framework¹, which establishes clarity for decisions at any organization. Lead Founder Graham Browne is skilled in implementing this framework to make decisions, and has established the framework for Forte Prep. From The Bridgespan Group's work on the RAPID framework:

- *"R" stands for "recommender"—the person who initiates or drives the process. The "R" is the "go to" person who sticks with the process from start to finish, ensures that others understand what they need to do, and keeps things moving along. In other words, the "R" does most of the work to secure the decision.*
- *"I" stands for "input." An "I" must be consulted on a recommendation before a decision is made. Although an "I" has the right to be heard, he or she does not have a vote or a veto. Including someone as an "I" says that the organization values the facts and perspectives he or she brings to the decision.*
- *"A" stands for an individual who needs to "agree with" or "approve" a recommendation. An "A" is essentially an "I" with more power; an "A" has a stronger voice during the recommendation process. An "A" who raises concerns with a proposal must work with the recommender to develop an alternative or elevate the issue to the person who will decide. Naming someone an "A" means that the organization needs their support. Generally, the more people with an "A," the more time and effort it takes to make a decision.*

¹ The RAPID framework has been used by organizations around the world to establish clarity for decision-making. It was developed by Bain & Company and has been adapted for use at the Bridgespan Group, where Lead Founder Mr. Browne worked as a Senior Associate Consultant.

- “D” means “decide.” The “D” has final authority, and is the only individual who can commit the organization to action—hiring someone, spending money, or making a legally-binding agreement. Things get done only after the “D” gives the okay. Generally, the “D” is one person. But if, for example, a board of directors has a parliamentary voting structure, then the “D” would mean the group of people who constitute the winning vote.
- “P” stands for “perform.” This is a person who carries out the decision once it has been made. Often, an individual who is a “P” is also an “I.” You’ve no doubt heard at least one person say something like, “This is a mess. If only they had asked me before they decided. I could have told them . . .” It’s unlikely that a “P” who is also an “I” will feel the need to say that.²

Figure 3: RAPID framework for key decisions at Forte Prep



Evaluation Criteria for Leadership

Leadership will be formally evaluated on a semi-annual basis, with a focus on three primary sets of outcomes:

- Student outcomes
- School culture
- Operational efficiency

The Founding Team will develop a leadership evaluation protocol and tools, to be approved by the Board of Trustees upon authorization and initiated during Forte Prep’s Planning Year. Accountability targets for leadership performance will be aligned with our Accountability Report for each member of the leadership team, as based on their direct and indirect impact on individual accountability plan outcomes. Staff will be engaged in a 360-degree evaluation of each member of the leadership team, which will include written and oral feedback on each leadership team member by staff, students,

² The Bridgespan Group. “RAPID Decision Making.” <http://www.bridgespan.org/Publications-and-Tools/Organizational-Effectiveness/RAPID-Decision-Making.aspx#.VnrxfPkrLIU>.

parents, and the Board of Trustees. Additional feedback will be provided by Building Excellent Schools' follow-on support staff during their periodic audits of school performance during the planning year and first two years of operation.

Recruitment Plans for School Leader

The Board expects to hire Graham Browne as Forte Prep's founding Executive Director. Mr. Browne will draw upon his training, network, and support from Building Excellent Schools, his experience as an education management strategy consultant, and his leadership of an education nonprofit to lead Forte Prep. Mr. Browne recently completed his MBA with a focus on nonprofit management and education at the Yale School of Management, where he was also co-chair and Content Lead of the two-day Yale School of Management Education Leadership Conference, one of the largest student-led education reform conferences in the U.S. Before Yale School of Management, Mr. Browne was a Senior Associate Consultant at the Bridgespan Group in New York, where he consulted with local and national foundations, education advocacy organizations, and teacher organizations. In this role he supported the development of the advocacy, financial, and organizational strategies for Bridgespan's clients and researched the role of community engagement in education reform to inform education consulting engagements nationwide. Before joining Bridgespan, Mr. Browne worked as Special Assistant to the Director, and later as Acting Director, for the Education Equality Project (EEP), an education advocacy startup based in New York. With EEP, Mr. Browne oversaw the day-to-day operations of the organization, managed the organization's online advocacy presence, and disseminated national and local education policy news to thousands of education professionals. As Acting Director, Mr. Browne facilitated the legal, financial, and operational logistics associated with EEP's successful 2011 merger with Stand for Children. Mr. Browne received a BA in Urban Studies, with a focus on urban education, from Brown University with graduate school coursework from Bank Street College of Education as an assistant teacher and participant in the Venture Consortium's Urban Education Semester. Mr. Browne was an assistant fifth grade teacher in the fall of 2006 at P.S. 20 (Anna Silver School).

Graham Browne is one of two New York City Fellows in the 2015 Cohort for Building Excellent Schools, nationally recognized for its rigorous, year-long training program in charter school management and leadership. The Fellowship includes 600+ hours of intense training led by respected educational leaders and visits to 30+ top urban charter schools and multiple residencies in high performing urban charter schools. Fellows receive training, coaching and support on Board development and Follow-on Support during the first three years of the charter.³

In May and June 2014, Mr. Browne completed the Building Excellent Schools Summer Leaders Internship, where he completed a leadership residency at Democracy Preparatory Endurance Middle School, one of the top-performing public middle schools in New York City. Based upon the strength of that residency, and the strong recommendations of School Director Margaret Marrer and BES Director of Leadership Development Eileen Callahan (former founding teacher, founding Social Studies Chair, founding High School Director, and founding Chief Academic Officer at Boston Collegiate Charter School and current Chief Academic Officer at Boston Preparatory Public Charter School), Mr. Browne was invited into the BES Fellowship. For letter of support from Ms. Marrer, Ms. Callahan, and BES Founder and CEO Linda Brown, please see **R-15e – Evidence of Support**.

³ For more information about Building Excellent Schools, please visit www.buildingexcellentschools.org.

R-11 – Personnel

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a. Staffing Chart and Rationale

Forte Preparatory Academy Charter School (“Forte Prep”) will have 1.75 FTEs in its planning year, consisting of an Executive Director (1 FTE), Director of Curriculum and Instruction (.5 FTE), and Operations Manager (.25 FTE). In concert with the Board of Trustees and any consultants as hired, this team will be responsible for executing the action plan for the school in Year 0. In Year 1, the staff will consist of 7.5 FTEs of teachers, ensuring that 4 teachers are dedicated to ELA and Math instruction for a co-teaching model, 1 teacher each for Social Studies, Science, and Performing Arts, respectively, and 0.5 for Digital Literacy. We will also be supported through the work of a financial back office provider and a physical education contractor. Our staffing plan will grow steadily for each new grade we add. Our Student Supports Coordinator, a special educator licensed in New York State, will oversee administrative as well as instructional support for students with special need. 0.5 FTE is allocated to ELL Coordinator providing instruction and support to other teachers for students with limited English proficiency. The Operations team will grow to 2 people. Forte Prep will bring on Assistant Teachers in Year 3 to build a full-time teacher pipeline as well as to provide tutoring and enrichment support for our students. We intend to hire a Dean of Students in Year 3, with the Executive Director taking on all school culture responsibilities until that point. We plan to hire a Director of Development in Year 4, with the Executive Director and Board of Trustees assuming all fundraising and development responsibilities until that point. Our total staff count in Year 5 will be 48.5 FTEs.¹

¹ There is a discrepancy in the FTEs listed in the budget template and those listed above, due to our approach to calculating bonuses and stipends to fully reflect personnel costs. This additional “FTE” falls under the “Other” line item in the Instructional Personnel FTE section of the budget in **Figure 1**. Such indication allows us to be encompassing of all personnel costs within the budget template of this petition. When calculating true FTEs, the “Other” category does not apply for such calculation.

Figure 1: Forte Prep Staffing Chart (Y0-Y5)^{2,3}

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	0.0	0.0	0.0	0.0	0.0
Deans, Directors & Coordinators	2.5	4.5	5.0	6.0	6.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	1.0	1.0	2.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF	5.5	7.5	9.0	10.0	10.0
INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	7.5	15.0	22.5	30.0	30.0
Teachers - SPED	1.0	1.0	2.0	2.5	2.5
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	0.0	0.0	2.0	3.0	4.0
Specialty Teachers	0.0	0.0	0.5	1.0	1.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	0.0	0.0	0.0	0.0	0.0
Other	1.0	1.8	2.6	3.4	3.4
TOTAL INSTRUCTIONAL	9.5	17.8	29.6	39.9	40.9
NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.3	0.5	0.8	1.0	1.0
TOTAL NON-INSTRUCTIONAL	0.3	0.5	0.8	1.0	1.0
TOTAL PERSONNEL SERVICE FTE	15.3	25.8	39.3	50.9	51.9

b. Qualifications and Responsibilities

Please see **Figure 2** for all positions, including qualifications and responsibilities.

Figure 2: Forte Prep staff qualifications

- *Responsibilities:*
 - *Serve as external face of the school and is the senior executive responsible for the organizational and academic success of the school*
 - *S/he is the liaison between the Board of Trustees and the school's staff*
 - *S/he leads the academic, operational, and organizational vision of the school*
 - *S/he leads the Leadership Team, and supports their various roles in operationalizing*

² The Director of Curriculum and Instruction satisfies both Instructional Management and Deans, Directors, and Curriculum as provided within this chart. For the purposes of this chart, and given the Title of Director, this role is placed within the second of these two categories, but will play a critical role in instructional leadership at Forte Prep and is the second hire and second most senior position in the organization after that of the Executive Director. Please also note that rather than hiring a position in-house for a finance or CFO position, we will hire a financial back-office provider, such as EdTec, and combine that role with the in-house operational position.

³ ELL Teachers are listed under Specialty Teachers in table above.

the vision

- *S/he hires, supervises, and evaluates all employees of the school*
 - *S/he oversees the short- and long-term financial health of the organization and ensures that the resources are in place to actualize the mission and vision*
 - *S/he establishes and oversees the relationship between our Back Office Provider and the Operations Manager*
-
- Strong commitment to the mission and vision of Forte Preparatory Academy
 - Passion for education, mentorship, and youth awareness
 - Experience in education, strategic planning, staff development, board relations, financial management, and operations
 - Motivational and energetic leader who is committed to excellence
 - Solutions-oriented strategic thinker who has overcome complex organizational challenges
 - Unwavering in pursuit of excellence in the face of difficult opposition and challenges
 - Results-driven leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
 - Fundraising experience with a history of cultivating and securing financial support from individuals, foundations, and corporations
 - Proven success at applying for government grants
 - Experienced public speaker
 - Well-developed technical and persuasive writer
 - Previous management experience
 - Personal and professional integrity
 - Openness to feedback, willingness to take personal responsibility, and desire to learn from previous mistakes
 - Masters level degree preferred
 - *Responsibilities:*
 - *S/he oversees the academic program in the school*
 - *S/he oversees curriculum development and alignment, instruction, and the professional development of teaching staff*
 - *S/he develops and administers the assessment system*
-
- Strong commitment to the mission and vision of Forte Preparatory Academy
 - Experienced in education, strategic planning, and staff development
 - Motivational and energetic leader who is committed to excellence
 - Solutions-oriented strategic thinker who has overcome complex organizational challenges
 - Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
 - Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
 - Teaching experience with marked success and quantifiable and objective student performance gains that surpass state averages
 - Proven ability to work collaboratively with a diverse team of teachers
 - Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges
 - Exceptional public speaker, writer and editor, especially of lesson plans, unit plans, and other curricular materials
 - Strong knowledge of curriculum for fifth through eighth grade students
 - Energy and entrepreneurial spirit for a start-up charter school
 - Professional demeanor, strong work-ethic, detail-driven work style with excellent organizational skills
 - Ability to prioritize, multi-task, delegate, and lead by example
 - Three to five years of urban teaching and educational leadership experience is preferred

- NY teaching certification preferred
- Masters level or advanced degree preferred
- Highly Qualified as defined by No Child Left Behind
- *Responsibilities:*
 - *S/he focuses on student culture and discipline*
 - *S/he holds Forte Prep students accountable to the Code of Conduct and establishes and maintains family relationships to support the high behavioral expectations of the school*
 - *S/he partners with our Community Coordinator to ensure that students have access to the educational enrichment opportunities beyond the school's offerings*
 - *S/he coordinates school events and works with the Executive Director and Operations Manager to plan and execute college visits, morale boosting activities, and end-of-year excursions with students*
- Strong commitment to the mission and vision of Forte Preparatory Academy
- Steadfast belief in the potential of all students and the power of a tight-knit school community
- Motivational and energetic leader who is committed to excellence
- Solutions-oriented strategic thinker who has overcome complex organizational challenges
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- Experience
- Ability to prioritize, multi-task, delegate, and lead by example
- Three to five years of urban teaching and educational leadership experience as Dean of Students or Culture preferred
- Masters level or advanced degree preferred
- *Responsibilities:*
 - *S/he organizes and leads fundraising campaigns on behalf of Forte Prep*
 - *S/he communicates with and solicits donors in alignment with the school's Fund Development Plan and Goals*
 - *Under the leadership of the Executive Director and working with the Board's Development Committee, she develops annual fundraising goals that align with the strategic vision of the school*
- Strong commitment to the mission and vision of Forte Preparatory Academy
- Fundraising experience with a history of cultivating and securing financial support from individuals, foundations, and corporations
- Proven success at applying for government grants
- Experienced public speaker
- Well-developed technical and persuasive writer
- Personal and professional integrity
- Openness to feedback, willingness to take personal responsibility, and desire to learn from previous mistakes
- Masters level degree preferred
- Prior development experience at a charter school preferred
- *Responsibilities:*
 - *S/he supports all students and families through the high school application and placement process starting when the student is in sixth grade*
 - *S/he provides tutoring to students as a resource to the Student Supports Coordinator*
 - *S/he organizes high school visits for students, communicate with admissions liaisons for local scholarship programs, public, charter, and independent schools, lead high school placement test prep and administration, and facilitate all high school and scholarship applications.*
 - *S/he communicates with and supports alumni through high school experience*
 - *S/he reports to Executive Director to give feedback on alumni performance*

- Strong commitment to the mission and vision of Forte Preparatory Academy
- Experienced public speaker
- Well-developed technical and persuasive writer
- Personal and professional integrity
- Ability to write and speak in Spanish, Bengali, and/or Chinese preferred
- Strong attention to detail
- Energy and entrepreneurial spirit for a start-up charter school
- Experience navigating New York City high school placement for an independent, charter, or scholarship program (e.g. Prep for Prep, TEAK Fellowship) preferred
- *Responsibilities:*
 - *S/he oversees the facility and operational needs of the school*
 - *S/he works closely with our back office support service provider in maintaining the school budget, accounting systems, and ensuring compliance with all federal, state, and local requirement*
 - *S/he manages facility and human resource needs, and ensures that the daily operations and attendance systems run smoothly*
 - *S/he oversees the work of the Office Manager and works closely with the Director of Curriculum and Instruction (especially to generate reports of student data for Professional Development and Data Days)*

- Commitment to the mission and vision of Forte Preparatory Academy
- Results-driven business leader with experience in, and commitment to, operational and financial excellence and the use of data and assessments to drive operational and financial decisions
- Advanced degree and two years of experience in operations and/or finance preferred
- Experience in an educational setting preferred
- Ambition and desire to grow as a leader
- Excellent technical and persuasive writer
- Entrepreneurial spirit
- Personal and professional integrity
- Technological proficiency in Microsoft Office, especially Excel and Access, QuickBooks, and other financial management and HR software
- *Responsibilities:*
 - *S/he maintains student records and ensures that student attendance, homework completion, and merit/demerit data are accurately recorded*
 - *S/he is the first contact for parents and ensures that appropriate notification is given to parents regarding student health, detentions, or other pressing matters pertaining to their children*
 - *S/he greets students and families in the main office every day*

- Strong commitment to the mission and vision of Forte Preparatory Academy
- At least 2 years of administrative experience
- Strong attention to detail
- Ability to work effectively under stressful working conditions
- *Responsibilities:*
 - *S/he coordinates community outreach efforts between the school and the local community*
 - *S/he coordinates parent communication and supports recruitment efforts*
 - *S/he identifies new partnership opportunities on behalf of the school*
 - *S/he oversees the Forte Family Champions parent group and relays information to the Executive Director*

- Strong commitment to the mission and vision of Forte Preparatory Academy

- Administrative experience is preferred
- Ability to write and speak in Spanish, Bengali, and/or Chinese preferred
- Strong attention to detail
- Energy and entrepreneurial spirit for a start-up charter school
- *Responsibilities:*
 - *S/he oversees the administration of special education and ELL programs*
 - *During the first year of operation, the Student Supports Coordinator will spend 50% of his/her time on administrative duties associated with student IEPs and 50% on instructional duties for students either within classrooms with the general education teacher during inclusion or for those students requiring pull-out time in special education classes*
 - *S/he oversees and supports the work of the SPED teacher hired in year 1 and additional SPED teachers as hired*
- Certified as Special Education teacher in New York State
- Strong commitment to the mission and vision of Forte Preparatory Academy
- Experienced in education, strategic planning, and staff development
- Motivational and energetic leader who is committed to excellence
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Teaching experience in urban areas with marked success, and quantifiable and objective student performance gains that surpass state averages
- Proven ability to work collaboratively with a diverse team of teachers
- Analytical problem-solver and solutions-oriented strategic thinker who has overcome difficult organizational challenges
- Energy and entrepreneurial spirit for a start-up charter school
- Professional demeanor, strong work ethic, detail-driven work style with excellent organizational skills
- Ability to prioritize, multi-task, delegate, and lead by example
- Three to five years of urban teaching, with at least 2 years of special education teaching experience and educational leadership experience is preferred
- Masters level advanced degree preferred
- Highly Qualified as defined by No Child Left Behind
- *Responsibilities:*
 - *S/he focuses on the administration of ELL services*
 - *S/he supports the identification of ELL students and oversees the support work led by the ELL teachers*
 - *S/he trains and develops teachers on how to effectively integrate ELL services into lesson plans and leads sessions during Summer Staff Summit*
- Experienced in education, strategic planning, and staff development
- Motivational and energetic leader who is committed to excellence
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Teaching experience in urban areas with marked success, and quantifiable and objective student performance gains that surpass state averages
- Proven ability to work collaboratively with a diverse team of teachers
- Analytical problem-solver and solutions-oriented strategic thinker who has overcome difficult organizational challenges
- Energy and entrepreneurial spirit for a start-up charter school

- Professional demeanor, strong work ethic, detail-driven work style with excellent organizational skills
- Ability to prioritize, multi-task, delegate, and lead by example
- Three to five years of urban teaching, with at least 2 years of ESL teaching experience and educational leadership experience is preferred
- NY ESL Certification required
- Masters level advanced degree preferred
- Highly Qualified as defined by No Child Left Behind
- *Responsibilities:*
 - *S/he plans and executes high-quality classroom lessons*
 - *S/he collects and analyzes student data*
 - *S/he supports the emotional and behavioral development of all students*
 - *S/he promotes our school's values*
 - *S/he works collaboratively with other general education teachers and engage in co-planning*
- Successful manager of an urban classroom who has used structure, incentives, and high expectations to drive student success
- Experienced classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages
- Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting
- Demonstrated ability to work well in a team, especially with parents and community members
- Analytical problem solver
- Basic understanding of data analysis
- Minimum two years of urban teaching preferred
- NY Certification in the subject area to be taught preferred (for 5th and 6th grades, either Childhood or Middle Childhood Education certifications are accepted as well)
- Advanced degrees in education or content area preferred
- Professional demeanor
- Highly Qualified as defined by No Child Left Behind
- For Science teachers: background in or willingness to learn computer programming to support Digital Literacy curriculum
- *Responsibilities:*
 - *Same as General Education Teacher*
 - *S/he contributes to larger vision of performing arts program and lead major performances and activities*
- Experience teaching music theory, history, performance, and/or appreciation
- Experience in developing lesson plans that complement and support classroom instruction in other core courses
- Interest in developing a full music performance and/or musical theater program as Forte Preparatory Academy grows and develops
- *Responsibilities:*
 - *Same as General Education Teacher*
- Energy and entrepreneurial spirit for a start-up charter school
- Experience or certification in computer programming or web design
- Creative thinker who can develop engaging digital literacy programming in school
- Interest in leading design of Digital Literacy program over time
- *Responsibilities:*

- *Same as General Education Teacher*
 - *S/he participates in meetings with Student Supports Coordinator*
 - *S/he differentiates small group instruction based on student needs*
 - *S/he prepares student IEPs in consultation with SSC and parents*
- Certified as Special Education teacher in New York State
 - One to three years of urban teaching, with at least one year of special education teaching experience is preferred
 - *Responsibilities:*
 - *Same as General Education Teacher*
 - *S/he administers NYSITELL and or analyze results*
 - *S/he differentiates ELL instruction based on student needs*
 - *S/he prepares students for NYSESLAT*
- Certified to teach English as a Second Language in New York State
 - One to three years of urban teaching, with at least one year of ESL teaching experience is preferred
 - *Responsibilities:*
 - *Same as General Education Teacher*
 - *S/he leads curriculum planning sessions with other subject-level teachers*
 - *S/he provides formal feedback to Director of Curriculum and Instruction on program alignment across grades*
 - *S/he coaches other subject area teachers and conducts formal observations*
- Teachers with prior classroom experience at Forte Prep preferred
 - Strong interpersonal dynamics with staff
 - Motivational and energetic leader who is committed to excellence
 - Solutions-oriented strategic thinker who has overcome complex organizational challenges
 - Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
 - Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
 - *Responsibilities:*
 - *Same as General Education Teacher*
 - *S/he leads grade-level planning sessions with other grade level teachers*
 - *S/he provides formal feedback to Director of Curriculum and Instruction on program alignment and integration within grade*
 - *S/he coaches other grade level teachers and conduct formal observations*
- Teachers with prior classroom experience at Forte Prep preferred
 - Strong interpersonal dynamics with staff
 - Motivational and energetic leader who is committed to excellence
 - Solutions-oriented strategic thinker who has overcome complex organizational challenges
 - Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
 - Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
 - *Responsibilities:*
 - *S/he supports full-time teaching staff in classroom and grading*

- *S/he leads small group tutoring under supervision of teacher*

- Energy and entrepreneurial spirit for a start-up charter school
- Team-oriented individual with experience working with children
- At least an Associate's Degree required

c. Staff Recruitment and Retention

Staff recruitment

We will diligently to recruit excellent teaching and administrative staff by maximizing the professional networks available to us in New York City as well as our networks from across the country. Because high-quality teaching has the largest impact on student achievement compared to any other factor, it is critical that we bring the best teachers into our building, and the best administrative staff to support them. We will seek highly qualified staff through the following channels:

- Forte Prep website postings
- Professional networks of Board of Trustees
- Professional networks of Building Excellent Schools
- Teach For America's alumni network⁴
- College career fairs
- College alumni associations
- Young Education Professionals – New York Chapter
- Idealist.org
- Bridgestar.org
- Educators4Excellence
- NYC Charter School Center Job Board
- Council for Community Charter Schools

Through BES Follow-on support, Forte Prep will have access to a full-time leadership coach, Paul Adler, who has extensive experience building Achievement First High School in Brooklyn, preceded by his work as a middle school math teacher, and who will offer his expertise and guidance on talent selection. (Please see **Supplemental Attachments** for Mr. Adler's resume.) Further, both he and Building Excellent Schools are committed to extending their professional network in service of identifying high-quality candidates for the school.

Candidates must be 100% aligned with Forte Prep's mission, and demonstrate academic success with our target population. Applicants who provide resume and cover letter will commence an interview process including the following steps:

Figure 3: Forte Prep recruitment process (with YO staffing)

Executive Director	Operations Manager
Executive Director (with BES support)	Operations Manager
Executive Director (with BES support)	Director of Curriculum and

⁴ As of 2014, Teach For America no longer places corps members in Queens, however, after conversations with the Managing Director of Programs at TFA, we will actively recruit via TFA alumni networks for former corps members who are interested in working in a high-performing, start-up charter school in Queens.

Director of Curriculum and Instruction (with BES support)	Instruction Executive Director
Operations Manager	Executive Director

Throughout the entire recruitment process, we will be looking to see if candidates are well aligned with our STRIVE core values. Adapted from KIPP DC,⁵ we have developed the following framework to test values alignment on an ongoing basis.

Figure 4: Staff alignment with core values

Service: *We go out of our way to help others be excellent.*

- You show all staff tremendous support and kindness.
- When questioned about processes by staff members, you show empathy and seek to answer their questions quickly.
- You are honest and open.
- You do what needs to be done for our school regardless of assignment or specified responsibility.

Team: *We go the farthest when we go together.*

- You never hesitate to help a teammate no matter the task and have pitched in on projects well outside the scope of your job description.
- Through your demonstrated support and reliability, you have formed valuable relationships and gained the trust of all team members.
- You are always willing to help teammates with logistics and planning and execution of events. You know helping one is helping the team.

Resilience: *We know to keep pushing when the going gets tough.*

- Given your quiet demeanor, you are surprisingly fearless. You will reach out to anyone you think can help you reach your goals.
- You push through tasks to completion even when you find out you have to completely redo someone else's work.

Integrity: *We know the spotlight is on us to perform at all times.*

- You consistently execute regular and discreet tasks on time and with accuracy and are honest about roadblocks.
- The systems and routines you establish build trust within our team, and people can count on you.
- You are reliable and proactive.

Voice: *We speak up for one another, and are fierce allies for our teammates in service of our mission.*

- You shout out our teammates for their hard work on a regular basis.
- You are quick to advocate on behalf of your or a teammate's needs to the leadership team.
- You show positivity in your own way, and that gives teammates and others strength. It's important to give/receive energy in lots of different ways, and you bring that diversity to our team.

Excellence: *We know what success looks like and push for it every day.*

⁵ Materials adapted from a training by Abacus Educational Partners, led by Michael Buerger in December 2015.

- You understand the unique nature of your position within this organization and recognize the impact of your responsibilities on the achievement of our mission.
- You hold others accountable.
- You strive to hit every deadline.

Compensation

We intend to recruit high quality staff with a competitive salary package, with an average salary set at \$59,378 which is on par with the salary for a district school teacher with a Master's degree. We believe that our salary and benefits package, coupled with the highly professionalized working environment and the opportunity to work in a start-up charter school, will incentivize candidates to work at Forte Prep.

Staff retention

We will provide a highly professional environment in which every staff member is supported to drive achievement for our students. We will create a culture of excellence that minimizes attrition. This requires us to employ best practices for signaling, supporting, and improving retention in a new school context.

Assessment of retention

Forte Prep will engage staff during the months of December and January in targeted conversations about their happiness as a staff member, their long-term goals, and most importantly, their intentions to stay on the Forte Prep team for the next academic year. These conversations will be framed in a way that will not threaten staff with job security if they intend to leave, but rather to aid school leadership in making decisions about staffing, recruitment, and future professional development opportunities. Identifying these early retention signals can allow the Executive Director to be more proactive about recruitment and replacement.

Career pathways

Forte Prep will establish clear career pathways for top talent to incentivize high performing teachers to take on additional leadership responsibilities and stay with the school. By offering staff opportunities to lead subject-level departments, grade levels, field trips, Saturday Academy, after school programs, and third-party partnerships, we will develop the talent pipeline for future leadership at Forte Prep.

Flexible scheduling

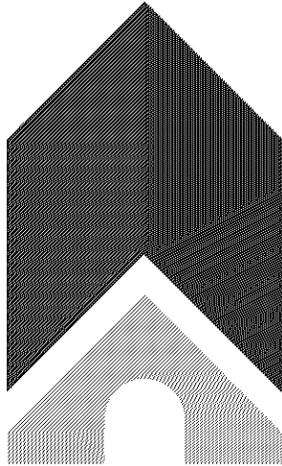
We understand that our model of instruction, extended day and extended year will demand a lot from our teaching staff, so we have designed ways to make the work more sustainable in the long term. In Years 3 and in all future years, our staffing model will allow us to provide more flexibility to our teaching staff to arrive late or leave early 1-2 days per week. While this opportunity will not be offered to first-year teachers, this will allow veteran teachers who have contributed greatly to the growth and development of Forte Prep to have the flexibility earned through continued commitment to the school. We know that we can be creative about staffing and resource management and be responsive to the needs of our staff, so we will make accommodations in our schedule for that purpose.

Professional development

The amount of professional development that we have incorporated throughout the school year signals to all staff that we are an organization that is continuously committed to improvement. Staff will have ample opportunities to practice and give feedback to one another in a highly professionalized working environment. We will recruit directly for candidates who exhibit a growth mindset and a constant desire

to improve their craft through feedback, so we believe that a robust professional development program will boost our retention rates. Additionally, we will provide staff opportunities to take part in third-party PDs related to their craft over the course of the year. We will give each staff member a small stipend to pursue and be reimbursed for relevant professional development. Further, we will fully support staff who are interested in learning how to teach new subjects such as computer programming through initiatives like the Flatiron School's Computer Science Teaching Fellowship.⁶

⁶ For more information about the Flatiron School's Computer Science Teaching Fellowship, please visit: <https://precollege.flatironschool.com/computer-science-teaching-fellowship>.



FORTE PREPARATORY ACADEMY

PERSONNEL HANDBOOK 2017-2018

DRAFT

Sincere gratitude to the school hand books that informed this document, namely The New York City Charter Center Resources Database, Liberty Collegiate Academy Charter School, South Buffalo Charter School and Democracy Prep Endurance Public Charter School.

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Introduction

OUR MISSION

Through rigorous academics, quality instruction, and a positive culture of individual and collective responsibility, Forte Preparatory Academy Charter School equips all students in grades 5 through 8 to excel in college preparatory high schools and use their leadership and voice to change the world.

OUR BELIEFS

All students, regardless of race, ethnicity, home language, or socioeconomic status deserve the opportunity to build and transform their lives through access to a world-class education.

Literacy and math are at the heart of a world-class education, open doors to college and lives of opportunity, and therefore underpin everything that we do.

High-quality teachers are critical to creating and sustaining a culture of excellence and building academic success for every student, in every class, every day.

Character education, with a powerful focus on individual and collective responsibility and the combined power of self-determination and community, supports student success and increases authentic leadership.

A structured and joyful school environment inspires all members of our community to work hard, take intellectual risks, and develop lifelong academic habits and interests.

Small group tutoring and enrichment in arts and digital literacy support student academic success, and allow us to provide individualized attention and expand our students' world view.

OUR WELCOME

Welcome to the Forte Preparatory Academy Charter School Team!

We recognize the incredible importance of a high-quality staff in fulfilling the mission of the school. To that end, we hope this personnel handbook answers many of your questions regarding benefits and employment guidelines, so that you are free to focus on the task at hand— educating students.

These policies and procedures may be amended at any time, subject to the New York State Education Law and other applicable laws, rules and regulations. This manual, and the policies and procedures set forth herein, are not intended to create or constitute a contract, and do not change the nature of the employment relationship between Forte Preparatory Academy Charter School (“Forte Prep”) and its employees.

You are responsible for understanding and complying with the content of this document. If you have any questions about any workplace-related situation addressed or not addressed in this Handbook, please contact the Executive Director.

Hiring

Hiring Practices

Employment Checks

To help ensure that all staff members are of the highest quality, we will conduct extensive checks of employment references, educational verification and Criminal Offender Record Information (CORI) on all applicants prior to extending an offer of employment.

Equal Opportunity Employment

Forte Preparatory Academy Charter School is an Equal Employment Opportunity (EEO) employer, and makes all employment decisions based on qualifications to perform the work without regard to race, color, age, sex (including pregnancy), religion, national origin, disability, veteran status, marital status, sexual orientation, genetic information, or any other characteristic protected by law. All employment decisions at Forte Prep are made in a non-discriminatory manner, and are based on the qualifications, abilities, and merits of each individual applicant.

Forte Preparatory Academy Charter School ("Forte Prep" or "the School") is committed to assuring that:

- All recruiting, hiring, training, promotion, compensation, and other employment related programs are provided fairly to all persons on an equal opportunity basis;
- Employment decisions are based on the principles of equal opportunity. All personnel actions such as compensation, benefits, transfers, training, and participation in social and recreational programs are administered without regard to any characteristic protected by federal, state, or local law; and
- Employees and applicants will not be subjected to harassment, intimidation, threats, retaliation, coercion, or discrimination because they have exercised any right protected by law.

Forte Prep's Operations Manager is responsible for ensuring compliance with all Equal Opportunity Employment policies. Forte Prep staff are responsible for supporting equal opportunity in our workplace.

Employment of relatives

Members of your immediate family may be considered for employment on the basis of their qualifications. At the discretion of the school, your immediate family may not be hired if it would:

- Create a direct supervisor/subordinate relationship with a family member; and
- Create an adverse impact on work performance; and
- Create either an actual conflict of interest or the appearance of a conflict of interest.

For purposes of this policy, your immediate family includes: mother, father, husband, wife, son, daughter, sister, brother, mother-in-law, father-in-law, sister-in-law, brother-in-law, son-in-law, daughter-in-law, stepchild, stepparent, or grandparent. This policy also applies to close personal relatives such as uncle, aunt, first cousin, nephew, niece, or half-sibling.

Employment Classifications

All employees of Forte Prep will be classified as either full-time or part-time, and either exempt or non-exempt. We may also hire consultants and/or temporary employees.

- Full-time employees: Full time employees are those who are scheduled to work the full-academic year and who work no fewer than 40 hours per week. All full-time employees are eligible to participate in the School's benefits program.
- Part-Time Employees: Part time employees are those who work fewer than 30 hours per week. Part-time employees are not eligible to participate in the School's benefits program.
- Exempt: Forte Prep will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non-exempt. Employees classified as exempt are not eligible to receive overtime pay.
- Non-exempt: Forte Prep will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non-exempt. Employees classified as non-exempt are eligible to receive overtime pay.
- Consultant: Consultants are independent contractors who work under a consultancy agreement. Consultants have no employee status, and are not eligible for benefits.
- Temporary Employee: Temporary employees are those employees whose employment with the School is for a limited period, generally not exceeding two academic quarters, or five months, whichever is greater. Temporary employees are not entitled to participate in the School's benefits program.

Employment at Will

As is stated throughout this Handbook, an employee's relationship with Forte Prep is an

employment “at will.” Employees of the School are considered “at will,” and therefore either the employee or the School may terminate the employment relationship at any time under the policies set forth in this document. In the absence of a specific policy the employment relationship may be terminated at any time without notice, with or without cause. It is the responsibility of the Board of Trustees to oversee school policies and operations. However, no person other than the Executive Director has authority to enter into any agreement for employment for any specified period of time and any such agreement must be in writing.

Schedules and Compensation

Attendance Policy

Forte Prep expects that every employee will be regular and punctual in attendance. This means being in the building and ready to work at his/her starting time each day. Absenteeism and tardiness place a burden on your teammates and on Forte Prep.

If you are tardy you should report your reason directly to the Executive Director. It is in every employee’s best interest to maintain a good attendance and punctuality record because this will be taken into account in performance evaluations.

If an employee is absent on an unscheduled day off, the following procedure must be followed:

1. Call and email the Executive Director by 5:45am
2. Email the Director of Curriculum and Instruction and your subject- and grade-level team so that schedule accommodations and coverages can be organized.

It is the teacher’s responsibility to have appropriate lesson plans done, as well as provide any relevant information for coverage staff (e.g., schedule, lesson plans, materials, passwords to technology). Employees who are absent for more than three consecutive school days, will be required to submit a doctor’s note, approving your return to work, to the Executive Director. After being out on a disability or maternity leave, a doctor’s note is required allowing the employee to return to work.

Failure to all in when an employee is sick or unable to report to work for 3 or more consecutive days will be presumed a “job abandonment.”

You will be compensated for authorized absences according to provisions described in this handbook. Extended absences may be authorized on a case-by-case basis.

Should excessive tardiness or absenteeism occur, disciplinary action up to and including discharge may be required.

Work Day

The job of an educator is never finished. To that end, all Forte Prep employees are expected to work as many hours each day as needed to contribute fully to the fulfillment of the school's mission. Unless otherwise agreed upon with the Executive Director, all staff must arrive at school at least fifteen (15) minutes prior to the start of Staff Huddle. Staff must remain at school until at least thirty (30) minutes after student dismissal, unless there is an event scheduled during the evening or the weekend, in which case staff may need to stay later.

Pay Schedule

Employees will be paid semi-monthly, with paychecks issued on the fifteenth (15th) and the last day of every month. All requisite contributions to benefits will be split evenly between these two paychecks. There are twenty-four (24) pay periods every year.

Holidays and Vacation Time

With the exception of personal days, which are described in more detail below, and school holidays, teachers do not receive vacation time. Teachers begin employment on the first day of staff orientation ("Summer Staff Summit") on the first working day of August. Teachers' last day of work is at the end of June, as detailed in our Annual Calendar. Teachers observe all regular school vacation periods during the school year. Administrators and staff work year-round, and will receive two weeks of paid vacation during the summer.

In general, Forte Prep observes most NYCDOE paid holidays during the year; however these dates are subject to approval by the Board of Trustees through approval of the Forte Prep Annual Calendar.

School Closings

Forte Prep follows the same school-closing policy as the New York City Department of Education (NYCDOE). Therefore, if the NYCDOE makes an announcement regarding the delay of opening, closing, or early dismissal of students, Forte Prep will adhere to those same decisions. Instructional time that is lost as a result may be made up by adding an equal number of days to what was scheduled to the end of the school year. This decision will be made by the Executive Director.

Performance Review and Evaluation

We believe that in order to constantly improve as a school, staff members of Forte Prep must

continuously reflect upon and work to progress their craft. Performance reviews and evaluations, both informal and formal, will be an integral part of every staff member's professional development.

Performance reviews may take place any number of times during the year, and may be in the form of a scheduled meeting or more informal talks during the school-day. Performance reviews may be utilized as tools to improve employee performance with regard to management expectations.

Performance evaluations will take place in a formal setting, scheduled in advance, and will occur twice during a contract year, as close to the end of the mid-year and end-of-year as possible. Evaluations will be based on both general and specific terms and conditions identified in the actual contract, letter of agreement, or confirmation letter. Performance evaluations may be used to determine professional development opportunities, contract renewal, contract termination, or resolution of other contractually related terms and/or conditions.

Performance evaluations will always be delivered in written form and be prepared by the immediate supervisor of the employee. When appropriate, and when the Executive Director is not the immediate supervisor, the Executive Director will also be involved in the preparation of performance evaluations.

Employees will have five (5) business days to reply to a written evaluation. A meeting with the supervisor and the Executive Director shall be scheduled within the next five (5) business days. Either party may request the presence of other individuals at this meeting for the purpose of providing relevant information directly related to any contractual terms and/or conditions at hand.

Once this meeting takes place, a written response shall be prepared by the Executive Director within five (5) business days, and shall be immediately delivered to the employee and the direct supervisor of the employee.

If the matter is not resolved to the satisfaction of the employee, the employee may request that, within a reasonable period of time, the Chairperson of the School's Board of Trustees schedules a meeting of the full Board, or sub-committee of the Board, to hear this case.

The Board of Trustees, through the Board Chair, shall hear this case within a reasonable period of time. Either party may request the presence of other individuals at this meeting for the purpose of providing relevant information directly related to any contractual terms and/or conditions at hand. The Board then has ten (10) days to deliberate this case. All decisions of

the Board of Trustees shall be final.

Benefits

We want all of the employees of Forte Prep to be happy and healthy. To that end we offer a competitive benefits package.

Health Insurance

We currently cap Health insurance payments at \$6,500 for each employee's health insurance plan. Employees will be responsible to pay the balance over and above this amount. We reserve the right to amend or terminate this program or to increase employee premium contributions.

Dental Insurance

The Executive Director may select a dental insurance plan that the School may offer.

Life Insurance

The Executive Director may select a life insurance policy that the School may offer.

Disability Insurance

Forte Prep carries short-term disability insurance in accordance with New York State Law. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file the appropriate reports and forms with the Operations Manager with review by the Executive Director. The employee is also responsible for filing any other necessary forms, applications, or other information as required by the applicable government policies.

Retirement and 403(b)

Forte Prep will offer a 3% match to any full-time staff member's 403(b) retirement plan.

Medicare

All employees are required by federal statute to participate in the federal government Medicare program. Medicare is currently deducted at 1.45% of gross salary earnings. The federal government has the authority to change this rate in the future without notice.

Domestic Partner Policy

Forte Prep offers domestic partner health coverage along with individual and family plans. The cost of this plan is the same as the family plan.

Workers' Compensation Policy

All employees are covered by Workers' Compensation Insurance for job-related illnesses or injuries.

Unemployment Compensation

Forte Prep contributes to the Unemployment Compensation Plan administered by State of New York.

Continued Education Assistance

Because we expect that every staff member will work to constantly improve their own professional capacity, employees are encouraged to seek professional development opportunities outside of those offered internally. Limited tuition reimbursement may be available to full-time employees who have been employed at Forte Prep for a minimum of one year, and is allocated in our Professional Development budget. Applicants are required to maintain their status at the School through completion of the courses to be eligible for tuition reimbursement.

Such payments may be for tuition or professional development costs, but will not cover the cost of any fees, books, or any other non-tuition, course-related cost.

Time Away From Work

Every individual employee has been hired in order to positively contribute to Forte Prep. We operate a small school, with a small staff, which makes attendance of every staff member

every day that much more important. That being said, we recognize that there are times throughout the year when employees must miss work.

Sick Days

Every full-time employee is entitled to five (5) paid sick days per school year. If an employee is not able to report to work because of a sickness, or sickness to someone dependent on them for care such as a parent, spouse, partner, or child, it is expected that the employee will call the Executive Director with as much advance notice as possible, and by 6:00 am on the day of the absence, allowing enough time for the Executive Director to find a substitute teacher or temporary help. Sick days will not roll over from year to year.

Personal Days

Every full-time employee is entitled to three (3) paid personal leave days per school year beginning August 1 to be available for use over the following twelve (12) months. Employees hired after August 1 in any given year are granted a pro rata portion of the three (3) personal leave days for that twelve (12) month period immediately upon the first day of employment. Unused personal leave days will roll-over from year to year up to five (5) total personal leave days.

Jury Duty

All employees will be granted jury duty leave when summoned for jury duty. Employees summoned for jury duty should inform the Executive Director immediately so that alternative accommodations can be made. Employees will be paid regular wages for the first two weeks (10 workdays) of actual time served on jury duty. Thereafter, jury duty will be unpaid. Employees are expected to return to work on any day or portion of a day they are released from jury duty.

Bereavement Policy

Full-time employees are entitled to take up to three (3) consecutive days off, with pay, to attend to a family death. Employees may be granted additional time without pay or may use unused personal leave days for additional bereavement leave. For these purposes, family is defined as a spouse, domestic partner, child, parent, sibling, grandparent or grandchild.

Military Leave

The Unified Services Employment and Re-employment Act (USERRA) provides job-protected leaves of absence to employees who serve in the military for up to five (5) years (cumulatively) and who are honorably discharged at the conclusion of their service. Such leave will be granted whether the service is voluntary or involuntary.

Family Care, Maternity, and Adoption Leaves of Absence

Full-time employees who have completed at least ninety (90) days of continuous employment will be entitled to a paid or unpaid leave of absence for family care, maternity or adoption based on employment status and reason.

An employee may apply for a family care leave of absence to care for certain members of one's immediate family (parents, children, spouse, domestic partner, siblings, and grandparents) due to the family member's serious health condition. Family care leaves of absence may be authorized for up to twelve (12) weeks and are unpaid.

An employee may apply for a maternity leave of absence due to pregnancy or childbirth. A maternity leave of absence may consist of two types of leave: 1) a disability leave of absence, (for the employee's period of actual disability), and 2) a family care leave of absence (for any additional period of time requested by the employee to care for the newborn child). Total leave time may be up to twelve (12) weeks. If the employee is disabled due to pregnancy for longer than twelve (12) weeks, the employee may continue to qualify for disability leave. The family care portion of a maternity leave must be concluded within the twelve (12) month period following the date of the child's birth.

An employee may apply for an adoption leave of absence for the adoption of a child or placement of a foster child in the employee's home. Adoption leaves of absence may be authorized for up to twelve (12) weeks. The adoption leave of absence must be concluded within twelve (12) months following the date of the adoption or placement.

If leave is for the birth or adoption of a child, Forte Prep will provide salary continuation according to the following schedule:

- For employees who have worked fewer than 24 months, 3 weeks of paid leave will be given to the primary caregiver and 1 week of paid leave to the non-primary caregiver.
- For employees who have worked a minimum of 24 months, 6 weeks of paid leave will be given to the primary caregiver and 2 weeks of paid leave to the non-primary caregiver.
- For employees who have worked a minimum of 60 months (5 years), 9 weeks of paid leave will be given to the primary caregiver and 3 weeks of paid leave to the non-primary caregiver.

The total parenting leave period (both paid and unpaid, including FMLA if applicable) will not exceed 12 weeks.

Returns from Leave

If an employee returns to work at or before the scheduled expiration of a leave of absence and within twelve (12) weeks, he or she is entitled to return to the same or an equivalent job, if available, with no reduction in salary or benefits. If an employee requires more than one family care leave of absence in any rolling twelve (12) month period, then the employee's job will be held for a total of ninety (90) days. The ninety (90) day period will include all leave time used in connection with all family care leave taken during the previous twelve (12) months, not just the leave time used in connection with the current leave.

If an employee does not return to work at or before the scheduled expiration of the leave, the employee will be considered to have voluntarily resigned.

Workplace Safety and Environment

Email and Internet

The school's email and other computer applications are intended for use by employees engaged in administrative or educational work. Employees who use these systems for personal communications are subject to the terms of this policy. The School reserves the right to review all email messages and Internet transaction, and users of the School's systems have no right to privacy in messages either sent or received. The use of obscene or harassing language when sending email message is strictly prohibited. Similarly, employees may not use the Internet to send, access, display, download or print pornographic or sexually explicit materials, derogatory, racial or religious messages, or other material which a reasonable person would find offensive. Such conduct may be grounds for discipline, up to and including termination.

Telephone Policy

All teachers have their own telephone at the school and their own voicemail account. These phones are intended for school business only.

Drug and Alcohol Policy

Forte Prep prohibits the possession, distribution, or use of alcohol or any illegal narcotic, drug,

or controlled substance on its premises or during any School activity. Employees who report to work under the influence of alcohol or of an illegal drug, narcotic, or controlled substance will be subject to disciplinary action, including immediate discharge. The only exception is when the use of a controlled substance is pursuant to a doctor's or other health care professional's order and the doctor or health care professional has advised the employee that the substance will not adversely affect the employee's ability to perform his or her job duties safely. In such situations, the employee must provide a doctor's note stating that the employee is able to safely perform his or her job duties.

Any employee convicted under any criminal drug statute for a violation occurring while on the job, around students, on Forte Prep premises, or in any vehicle used for Forte Prep business must notify Forte Prep no later than five (5) days after such a conviction. A conviction includes any finding of guilt or plea of no contest and/or imposition of a fine, jail sentence, or other penalty.

We recognize that employees suffering from alcohol or drug dependence can be treated. Consistent with its policy of equal opportunity, Forte Prep maintains a policy of non-discrimination and reasonable accommodation with respect to recovering addicts and alcoholics, and those having a medical history reflecting treatment for substance abuse conditions. We encourage you to seek assistance before your substance or alcohol use renders you unable to perform your essential job functions or jeopardizes your health and safety and/or that of others.

Violence-Free Workplace

It is Forte Prep's policy to provide a workplace that is safe and free from all threatening and intimidating conduct. Therefore, Forte Prep will not tolerate violence or threats of violence of any form in the workplace, at work-related functions, or outside of work if it affects the workplace. This policy applies to Forte Prep employees, students, guests, vendors, and persons doing business with Forte Prep.

It will be a violation of this policy for any individual to engage in any conduct, verbal or physical, which intimidates, endangers, or creates the perception of intent to harm persons or property. Any violation of this policy may result in disciplinary action.

Use of Tobacco

Employees may not use any tobacco products on school grounds, anywhere off of school grounds that is visible from school grounds, or anywhere that it could be reasonably expected to encounter students during the school day. Any violation of this policy may result in disciplinary action.

Dress Code

Teachers are expected to maintain the highest degree of professionalism throughout the workday. Business attire is expected for all employees, excepting dress-down Fridays, when teachers may wear college attire from their alma mater.

Moral and Ethical Expectations

Every employee must carry themselves as a role-model for students at all time. All employees of Forte Prep are expected to behave in a consistently moral and ethical manner.

Personal Property

Teachers may bring their own property to school for use in their classroom or desk. The school is not responsible for any property lost or stolen during, or outside of school hours.

Records Retention

All personnel files and payroll records are maintained under the provision of the Fair Information Practices Act. Employees may obtain access to their files by completing an access request form. Files must be obtained in the presence of the Executive Director or Operations Manager. Personnel files may include the following: job application, job description, resume, records of participation in training events, salary history, records of disciplinary action, and documents related to employee performance reviews, coaching, and mentoring. Please notify the Operations Manager immediately of any change of name, address, telephone number, marital, dependent, or tax status.

Outside Employment

Helping students achieve their full academic potential, and working to help the school realize its mission will take a significant investment of time from every staff member. To that end, employment outside of the School is strongly discouraged. Any outside employment that an employee does decide to pursue must not conflict in any way with staff responsibilities within the School. Employees may not conduct outside work or use school property, equipment or facilities in connection with outside work whilst on school time.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over eighteen (18) years of age certain rights with respect to the student's education records. The

Model Notification of Rights and the school's directory information public notice are posted in a public employee area and will be addressed in detail during faculty orientation.

Change of Personal Data

It is the responsibility of the employee to notify the Operations Manager or the Executive Director of any change(s) in personal data that may have an impact on future employment verification.

Dispute Resolution

It is the policy of Forte Prep to treat employees in a fair and impartial manner. The School is firmly committed to the belief that undisclosed problems will remain unresolved and negatively affect the work environment at the School. Therefore, the School has established the administrative review system that follows, the intent of which is to solve problems as fairly and informally as possible.

A grievance is any significant employee concern that arises in the application of personnel breaches or in violation of personnel practices, either between employees and their co-workers or between employer and employees. Employees who seek resolution of employment situations by using established procedures are assured that they will not be subjected to discrimination or retaliation or be penalized in any way for their use of these procedures.

Employees are encouraged to take complaints involving a co-worker directly to that person for discussion and resolution. If the two employees are unable to resolve their differences, they may at any time request a mediation meeting with their supervisor and/or the Executive Director where both employees are present. The resolution of the Executive Director shall be considered final.

The procedure set forth is intended to serve as a means for peaceful settlement of disputes that arise between employees and the School.

- 1) In the event that an employee believes he or she has been treated unfairly, the employee should discuss the situation with his or her supervisor in an effort to resolve the issue.
- 2) If a resolution has not been reached through the discussion, the employee should present the written material to the Executive Director within two (2) business days of receiving their supervisor's response. The employee must notify their supervisor of this action.

- 3) The Executive Director will respond to both parties within two (2) business days of receiving the complaint.
- 4) If the complaint cannot be resolved by the Executive Director, or if the complaint involves the Executive Director, the employee may present the complaint to the Board of Trustees. The Board of Trustees will review any complaint brought before it and will respond in writing to the parties concerned within fifteen (15) days of receiving the complaint. The decisions of the Board of Trustees are final.
- 5) There will be no retaliation of any kind against an employee for bringing up complaints under this procedure.
- 6) At their own expense, employees may seek outside guidance in order to articulate a complaint as clearly as possible.

Harassment Policy

Forte Prep expressly prohibits any form of unlawful harassment based on race, color, religion, sex, national origin, age, disability, military status or any other status protected by federal, state or local law. Policy will be enforced in conformance to NY State laws as well as Title VII of the Civil Rights Act of 1964, which proscribes harassment in the workplace. Harassment may include, but is not limited to, derogatory, vulgar or offensive comments or jokes, and distribution of written or graphic material containing such comments or jokes. Sexual harassment is considered to be:

- 1) Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where
 - Submission to such conduct is made either explicitly or implicitly a term or condition of employment;
 - Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or
 - Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment.
- 2) Offensive comments, jokes, innuendoes, and other sexually oriented statements.
- 3) Sexually explicit or offensive pictures, greeting cards, articles, books, magazines, photos or cartoons.
- 4) It is sexual harassment for a manager or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.
- 5) Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.
 - Non-managerial and Non-supervisory Employees - It is sexual harassment for a non-administrative and nonsupervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who

engage in such conduct shall be subject to sanctions as described below.

- Employees and Students - It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions.

The Executive Director and other management personnel are responsible for creating an atmosphere free of discrimination and harassment, sexual or otherwise. Further, employees are responsible for respecting the rights of their coworkers.

Employees who experience any job-related harassment based on their sex, race, national origin, disability, or another factor protected by law, or believe that they have been treated in an unlawful, discriminatory manner, are encouraged to report the incident to their supervisor or to the Executive Director. The Board has a responsibility to investigate and resolve complaints of sexual harassment. Complaints will be investigated promptly, and will be kept confidential to the extent possible.

If Forte Prep determines that an employee has engaged in inappropriate, harassing or unlawful discriminatory conduct, disciplinary may be taken against the offending employee, up to and including termination of employment.

Forte Prep prohibits any form of retaliation against any employee for filing a complaint under this policy or for assisting in a complaint investigation.

Non-Discrimination Statement

Forte Preparatory Academy Charter School admits students of any race, color, gender, religion, disability and national and ethnic origin. Forte Preparatory Academy Charter School does not discriminate on the basis of race, color, gender, religion, disability and national and ethnic origin in administration of its policies and programs.

Non-Discrimination Policy

Forte Preparatory Academy Charter School ("Forte Prep" or "the School") works relentlessly to empower students of all racial and ethnic backgrounds to achieve their full potential. The adult community of the School will model the best practices and professional behavior of a diverse team.

Any grievance regarding discrimination shall be handled through the Executive Director and in consultation with the Board of Trustees when appropriate. The complainant should contact the EEOC officer, who shall provide information and assistance on filing and pursuing the complaint.

Specifically, no person within Forte Prep shall intentionally commit any of the following acts for reasons prohibited by this policy:

- Discriminate in the recruitment, hiring, training, compensation, benefits, promotion, transfer termination, lay-off, reduction in workforce, or any other terms or conditions of employment.
- Make any comments, display, or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class.
- Deny a person any service or other program benefits based on the individual's legally-protected classification.

A Forte Prep employee who has become aware of violations of this provision has the affirmative obligation to report the conduct to their immediate supervisor, or if the supervisor is engrossed in the conduct, to another member of the management team. It is the policy of the School, its students, faculty, and its volunteers to provide information and program services to any and all interested parties in need of said services and for those interested in serving in a volunteer capacity, without regard to race, color, sexual orientation, age, national origin, handicap, gender, ability to pay, or any other status as protected by law.

Immigration Law Compliance

Forte Preparatory Academy Charter School does not hire anyone that is not a citizen of the United States, or is not a non-citizen that is authorized to work in the United States under the Immigration Reform and Control Act of 1986. As a condition of employment, all new and past employees must show valid proof that they are eligible to work in the United States.

Accommodations of Individuals with Disabilities

Qualified individuals with a disability may make a request for reasonable accommodation to the Executive Director. On receipt of an accommodation request, the Executive Director will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and the potential reasonable accommodation that Forte Prep might make to help overcome those limitations. Forte Prep may request medical certification from the individual's doctor in order to verify the disability and the precise nature of the limitations.

Workplace Searches

To safeguard the safety and property of our employees, students and Forte Prep, the School reserves the right to inspect any packages, parcels, purses, handbags, briefcases, or any other possession or articles carried to and from work areas. Therefore, there is no reasonable

expectation of privacy with regard to items brought onto the school premises. It is considered to be part of each employee's job at Forte Prep to cooperate fully with such searches. Refusal to cooperate may lead to disciplinary action, up to and including discharge.

Corrective Action

Forte Prep expects the highest quality performance from all employees. An employee's failure to meet these expectations may result in disciplinary action up to and including dismissal. All forms of substandard performance, work of unacceptable quality or quantity, excessive absenteeism or tardiness, violations of school policies or procedures, misconduct, insubordination, any other form of improper conduct, and conduct which presents even the appearance of impropriety may result in disciplinary action up to and including discharge.

Most performance problems will be addressed using progressive discipline, which may include an oral warning, a written warning, a probation period, and then discharge. In cases of serious misconduct, however, certain steps of the progressive discipline process may be skipped or immediate discharge may be warranted.

R-12 – Partner Organizations

Request is not applicable.

R-12b – Partner Commitment

Request is not applicable.

R-13 – Governance

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a. Education Corporation Board Roles and Responsibilities

The Board of Trustees for Forte Preparatory Academy Charter School (“Forte Prep” or “the School”) will provide effective and sound oversight of the School. School governance and leadership will effectively support the essential work of the School to promote teaching and learning. The Board of Trustees will have several key responsibilities in ensuring that the School is executing on its mission:

- The Board of Trustees will set the School’s mission.
- The Board of Trustees will hire the Executive Director.
- The Board of Trustees will conduct a formal annual review to measure the effectiveness of the Executive Director using one formal evaluation per year.
- The Board of Trustees will conduct an annual self-evaluation to assess strengths and weaknesses on the Board.
- The Board of Trustees will annually review the Bylaws and policies and update, as necessary.
- The Board of Trustees will conduct an annual analysis of the School’s organizational strengths and weaknesses.
- The Board of Trustees will issue an Annual Report on the academic, fiscal, and organizational health of the School and progress towards goals as established within the charter.

The Forte Prep Board of Trustees will also be responsible for supporting a variety of activities during the start-up and operation phases of the School, outlined below:

Mission and Vision

The Board establishes and oversees the mission, vision and values as detailed in the charter application. The Board will also be responsible for approving the School’s accountability plan, which details the metrics to which the School will be held accountable in operation.

School Leadership Selection and Succession Plan

Upon authorization, the Board will review and approve the job description of the Executive Director role and vote to hire the founding Executive Director of Forte Prep.

Before the Executive Director begins hiring the inaugural school staff in March 2017, the Board will approve a School Leadership Succession Plan, drafted by the Executive Director, and recommended to, voted upon, and approved by the Board. The Succession Plan will address both unplanned and planned departures. Forte Prep anticipates having a four person leadership team – Executive Director, Director of Curriculum and Instruction (DCI), Operations Manager, and Student Supports Coordinator (licensed NY special educator). In the event of an unplanned departure by the Executive Director, the Board will appoint the DCI or the Operations Manager to serve as interim School Leader until a replacement is hired.

Executive Director Evaluation

The Executive Director will be formally evaluated annually by the Board through the work of a sub-committee of the Board prior to the end of each year's contract, based on criteria set forth by job responsibilities and all elements, goals, and measures of the school's Accountability Plan.

- The Evaluation Committee will consist of three members – the Board Chair, and one member each from the Finance Committee and the Academic Achievement Committee.
- The Evaluation Committee will solicit the input of the entire Board through a survey but will be responsible for conducting and completing the Executive Director's annual evaluation. The Evaluation Committee will also solicit input from staff through an anonymous survey. The evaluation form will speak with one voice, with no details about individual evaluations from individual Board or staff members.
- The Board Chair will deliver the evaluation to the School Leader and will ensure that the evaluation is maintained within the School Leader's personnel file.

Facility

The Board will be responsible for evaluating suitable temporary or permanent facility options in the event that Forte Prep is denied a co-location request. The Board will negotiate lease terms with support from the Executive Director and Charter School Support Services, and will approve any final agreements related to facility, renovation, and planning before the school opens in August of 2017.

Setting Policies

The Board will be responsible for reviewing and approving all governance, staff, financial, school, and family policies, including but not limited to, financial controls policies, bylaws, code of ethics, staff handbooks that include all personnel policies, and family handbooks that include all school policies, including but not limited to, promotion, attendance, uniform), admissions policies, and complaint policies. Foundational policies related to Board governance (Bylaws, Conflict of Interest, Code of Ethics, Attendance) will be approved during the first Governing Board meeting upon authorization. Additional Board policies will be approved during the planning year.

Student Enrollment

During the start-up phase, and throughout the planning year, the Board will oversee Forte Prep's process to ensure that we are fully enrolled. In the planning year when there is very limited staff and the school is not yet operational, the Academic Achievement Committee (AAC) most specifically will work with the Executive Director to ensure full enrollment. The Academic Achievement Committee will set goals for collection of monthly student enrollment forms. Bi-weekly, the Executive Director will formally update the AAC and full Board on how many community outreach sessions were held and the number of enrollment forms collected.

The step-by-step process to ensure enrollment is as follows:

- **By September 1, 2016**, the Executive Director and the AAC will create a calendar outlining goals for community outreach, which will include goals for both the number of community events to be held monthly and the number of enrollment forms to be collected monthly.
- **From September 15, 2016 through and including August 15, 2017**, bi-weekly, the Executive Director will update the full Board and the AAC on progress in a formal Management Report.
- **From the October 2016 Board meeting through and including the August, 2017 Board meeting**, monthly, the AAC and the Executive Director will evaluate progress towards meeting goals, and if necessary, adjust methods used to meet goals.

- **From March, 2017**, weekly as needed, should targets not be met, and particularly if the school is more than 10% under projected targets each month, the Executive Director will engage the full Board in more aggressive and targeted community outreach efforts.

Each month the Academic Achievement Committee will assess the number of community outreach events held, number of applications collected, and location of community outreach sessions to determine best practices. Our goals will not change – the process by which we work to meet our goals will be improved, if necessary.

Once staffed in all operational years, the Executive Director will work with appropriate school staff to ensure full enrollment, and will continue to provide timely and frequent updates to the Board and its Academic Achievement Committee on all progress towards annual enrollment goals.

Staff Hiring

The Board will have the following responsibilities in staff hiring:

- Approve organizational chart
- Approve staff job descriptions
- Approve budget with staff hiring line item
- Approve personnel handbook
- Approve grievance policy for staff (policy is within personnel handbook)
- Hears grievances as needed according to written grievance policy

Financial Oversight

The Board is awarded the charter and is the fiscal agent for the school. As the fiscal agent for the school, the Board is responsible for all financial oversight including:

1. Reviewing and approval the annual budget
2. Reviewing monthly financial statements (chart of accounts, projected and actual monthly cash flow, 3-month financial projections, year to actual budgets)
3. Reviewing monthly Financial Dashboard (records key indicators regarding finance such as: days of cash on hand, net surplus or deficit compared to budget, fund development)
4. Assuring adequate financial resources
5. Ensuring the Finance Committee educates all Board members with respect to the organization's budget
6. Hiring an auditor, reviewing the annual audit, ensuring action steps and response to audit (as needed)
7. Working with the Executive Director to complete and ensure submission of all necessary financial records to the authorizer
8. Ensuring that the School is following all state and local regulations related to procurement pertaining to charter schools.
9. Approving all major spending (greater than \$5,000) that impact finances of the school, and requiring the signature of the Board Treasurer or Board Chair.
10. Ensuring school has appropriate bank accounts with appropriate signatories
11. Establishing fiscal policy on investment, and training all Board members on the policy

Budget Building

The Board's Finance Committee, Treasurer, Back Office Provider, and Executive Director will work together from February to June of each year to build the budget for the following fiscal year. The timeline is outlined below:

- **January and February of each year:** Management establishes priorities and needs for upcoming fiscal year and works with the back office provider to create a working budget.
- **March of each year:** Management presents a proposed budget to the Finance Committee, which reviews to determine if: (1) the numbers in the budget are reasonable; (2) the budget is aligned with the mission of the school; (3) the budget has a healthy cash flow and reserves.
- **March of each year:** The Treasurer works with management and as needed with the back office provider to ensure budget is ready for recommendation to the Board.
- **April of each year:** After the Finance Committee vetting of the budget, the Treasurer presents the final budget to the full Board for consideration and discussion.
- **May of each year:** The Board takes vote to approve annual budget and ensure that management submits, as needed, the approved annual budget to any other entities as required by the charter contract.
- **June of year:** The final budget will be completed and finalized no later than June 30 of each year. Budget will be submitted to SUNY CSI no later than June 30.

Fund Development

The Board will be involved in raising money on behalf of the mission of Forte Prep. Activities will vary from the planning year to the operational years of the school.

- The Board understands that, in general, charter school Boards raise \$150-\$300K per year.
- During our planning year, we anticipate receipt of \$250K in start-up funds from the Walton Family Foundation (please see **R-21f - Letters of Commitment**). We will apply for these funds immediately upon charter approval; these funds, as noted in **R-21f**, are fully committed to us through the WFF philanthropic partner Building Excellent Schools. Expected receipt is no later than October 2016.
- The Board will seek additional fundraising opportunities from local philanthropic organizations known to prioritize education reform efforts and to support schools with similar a mission and similar population as Forte Prep.
- The Board will actively recruit an additional Board member with fundraising experience to lead fundraising campaigns until the Director of Development is hired in Year 4.
- The Board will be a fully giving Board each year, with all members providing individual meaningful donations each year.

Organizational Performance Review

We will use tools such as the following to monitor organizational performance:

- **Academic:** Dashboards including assessment data (diagnostic, growth, comparative, formative/summative), teacher retention, student enrollment and wait list, attendance, suspension/expulsion rates, etc.
- **Financial:** Dashboards including cash on hand, actual vs. budgeted expenses and revenues, student enrollment actual vs. projected, other key financial information

- **Governance:** Board meeting attendance, committee and full Board meeting minutes and agendas, Board composition tracker, slate of new Board members, training materials
- **Family:** Family participation rates in orientation and conferences and other school events
- **Family, student, and staff satisfaction rates:** annual surveys, collated results completed by management and provided to Board and included in annual report to authorizer and larger school community

b. Education Corporation Board Design

The Forte Preparatory Academy Charter School (“Forte Prep”) Board of Trustees is comprised of at least seven members with varying professional skills, perspectives and roles, in accordance to New York Education Law (“Education Law”) §§ 226(1), 2853(1)(f), New York General Municipal Law (“GML”) §§ 800-806 (excluding § 805-b), and New York Not-For-Profit Corporation Law (“N-PCL”) §§ 712, 713.

Number of Trustees

Forte Prep’s Board of Trustees (“Board”) will have between seven and no more than fifteen trustees, to distribute work effectively, offer a variety of perspectives, but maintain a manageable size to promote discussion and establish high levels of accountability.

Officer Positions

The Board will have official officer roles of Chair, Vice Chair, Secretary, and Treasurer.

- The **Board Chair** is the senior volunteer leader of Forte Prep who presides at all meetings of the Board of Trustees and other meetings as required. The Chair is an *ex officio* member of all committees of the organization. The Board Chair oversees implementation of Board and School policies and ensures that appropriate administrative practices are established and maintained.
- The **Vice Chair** is the secondary volunteer leader of the charter school and as such, discharges the duties of the Chair as required in the Chair’s absence. The Vice Chair supports the activities of the Chair, including sharing responsibilities as appropriate.
- The **Treasurer** provides direction for the financial management of the school and facilitates the Board in meeting its financial oversight responsibilities. The Treasurer serves as the chair of the Finance Committee. The Treasurer reports to the Chair and the Board of Trustees and supports the Executive Director, Operations Manager, back office provider, and auditors as necessary.
- The **Secretary** provides direction for the keeping of legal documents, including minutes of all Board meetings. The Secretary reports to the Chair and the Board of Trustees and supports the member of the staff or volunteer taking minutes.

Ex-officio Members (voting and non-voting)

The Executive Director will serve on the Board as an *ex-officio* and non-voting member.

Standing Committees (if any)

There will be a standing nominating committee, known as the Governance Committee, chaired by the Board Chair; a Finance Committee, chaired by the Treasurer with 1-2 additional members with financial expertise; and an Academic Achievement Committee, comprised of at least 2 members with education expertise.

Delegation of Authority to any Committees, Officers, Employees or Contractors

The Board may opt to delegate authority to any Officer or agent of Forte Prep to enter into any contract or execute and deliver any instrument on behalf of Forte Prep, both in general and for a specific instance.

Information to be Received from the CMO, School Leadership, Staff or Contractors as Applicable

The Board will receive a monthly written and oral report about the School's progress from the Executive Director at each monthly board meeting. Additionally, the Board will receive formal dashboards including financial, operational, academic, enrollment and other pertinent information. This information will be provided to the Board by the Executive Director, with support from the Operations Manager, and the Back Office provider.

Frequency of Board and Committee Meetings

Forte Prep will have monthly meetings of the Board, and Board members will be given up to 30 days' notice for each meeting. Committee meetings will take place at least 10 times per year for standing committees, and on an as-needed basis for other committees.

Procedures for Publicizing and Conducting Monthly School Board Meetings in Accordance with the Act and the NY Open Meetings Law

As detailed in **R-13d – Board Bylaws**, the Board shall comply with New York Open Meetings Law and Article 7 of the Public Officers Law as follows:

1. All meetings of the Board of Trustees and all committees of the Board will be open to the general public.
2. A calendar of all scheduled Board meetings will be posted at the school as soon as it becomes available.
3. The Charter School will provide notice of the time and place of any Board meeting that is scheduled more than one week in advance to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
4. The Charter School will provide the time and place of any Board meeting that is scheduled less than one week in advance to the news media (to the extent practicable) and will conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting.
5. To the extent possible, the Charter School will publicly post notices of Board meetings immediately after each meeting date is determined.
6. For the purposes of determining a quorum, Trustees must be physically present at the meeting; members not physically present may join discussions via electronic means. Members participating via videoconference, but not by telephone, are permitted to vote.
7. Written minutes will be recorded of all Board meetings. Minutes will include:
 - a. The date and time of the meeting;
 - b. A list of Trustees in attendance and those absent, either excused or otherwise;
 - c. A summary of all motions, proposals, resolutions, and any other matters formally voted upon;
 - d. A record of how each Trustee voted on each matter; and
 - e. In the case of an executive session, the minutes will include a record of the final determination of any action that was taken.

8. Minutes of open sessions will be available to the public upon request from the Secretary within two weeks of the date of the meeting; minutes of executive sessions will be available within one week of the meeting.
9. All executive sessions shall be conducted as part of an open meeting; they are not considered separate meetings per se. An executive session may be called via motion and majority vote by the Board; the motion must specifically identify the general area or areas to be considered. All Trustees may participate in the executive session, and the Board may authorize others to be present as well.
10. No public funds may be appropriated during an executive session.
11. An executive session can only be conducted by the Board for consideration of one or more of the following matters:
 - a. Matter which imperil the public safety disclosed;
 - b. Any matter which may disclose the identity of a law enforcement agent or informer;
 - c. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
 - d. Discussions regarding proposed or pending litigation;
 - e. Matters which apply to school employees or collective negotiations which are within the scope of Article 14 of the Civil Service Law;
 - f. The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;
 - g. The preparation, grading, or administration of examinations; and
 - h. The proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Trustee Recruitment and Selection Process and Criteria

The Governance Committee will be responsible for identifying qualified candidates to serve on the Board for vacant Trustees positions and presenting these candidates to the Board. We will establish a rigorous selection process to set high expectations for our board members. The performance expectations for Board members are to:

- Advocate for the mission and vision of Forte Prep
- Use personal and professional networks for the financial, political, and organizational benefit of Forte Prep
- Use specific expertise for the benefit of Forte Prep
- Support the decisions taken by the Forte Prep Founding Board as a whole
- Commit up to five (5) hours monthly to Forte Prep-related work, including meetings, calls, and emails
- Participate in Board orientation by Governance committee members
- Disclose any potential conflicts of interest to the Lead Founder and the rest of the Founding Board

The qualifications of Board members include:

- Belief in charter schools and in the mission of Forte Prep

- Belief that *all* children can achieve the highest levels of academic excellence
- Availability to participate meaningfully in all Board meetings and committee activities
- Expertise in education, law, real estate, financial management, governance, marketing, fundraising, advocacy, community organizing / outreach, or strategic planning
- Personal experience with entrepreneurship and working in diverse teams
- Willingness to use personal and professional networks on behalf of the school
- Deep commitment to improving the quality of education for children and the quality of life for the communities of the Jackson Heights, East Elmhurst, and Corona neighborhoods in Queens, NY

Candidates who satisfy these criteria will be invited to meet with the Executive Director and the Governance Committee. As a non-voting, *ex-officio* member of the Board, the Executive Director may provide input on the Board's decision on the Trustee candidate but may not vote to select the new Trustee. The Governance Committee is charged with recommending any Board candidates to the full Board within a public meeting for their review. As outlined in the Bylaws, new Board members will be selected by a 2/3 vote of the entire Board after the presentation of the candidate.

New Trustee Orientation Process

New Trustees will participate in a comprehensive orientation program to allow them to engage in Board activities at a high level from the first meeting that they attend. All accepted Trustees will receive the Board bylaws and the charter school application at least two weeks before the next Board meeting, and will engage in a thorough, two to three hour orientation with the Board Chair and Governance Committee to answer any residual questions not answered during the interview process.

Board/Trustee Training and Development

The Founding Board will participate in a Founding Board Retreat and Committees will participate in a Committee Action-Planning Retreat, both of which will be implemented with strategic support from Building Excellence Schools' Board governance team, including BES Founder and Chief Executive Officer Linda Brown.

Ongoing support and training for the Board will be provided by Building Excellent Schools, and additional opportunities for professional development will be identified by the Board Chair, with support by the Executive Director as desired. We are currently considering using a tools such as www.boardontrack.com to measure Board effectiveness on a regular basis.

The Board will dedicate time during a monthly meeting at least once per year to conduct a formal self-assessment and evaluation of its performance as the governor of the Forte Prep charter, and as individual members of the Board based on their pre-determined roles and job descriptions as committee members and officers. This process will be led by the Governance Committee and the Board Chair.

c. Stakeholder Participation

Forte Prep intends to have full collaboration and partnership with a wide range of stakeholders to the school, and will create formal opportunities for families and staff, including teachers, to participate in the governance process for the school.

Public Comment

The Board will dedicate a portion of each meeting to public comments.

Family and Staff Feedback

The Board will receive feedback from families through semi-annual surveys conducted by Forte Prep and feedback from staff through semi-annual satisfaction surveys and exit interviews.

Committee Membership – Standing and Ad Hoc

Families, teachers, and other staff will have the opportunity to participate in both standing and ad hoc committees and task forces that the Board creates to support academic achievement, fundraising, enrollment efforts, and other key activities. All roles will be advisory in nature. All committee opportunities will be communicated by the Executive Director to each stakeholder group through our regular communication processes, including newsletters and meetings.

Forte Prep Task Forces

Additionally, as appropriate, we will invite parents and community members to participate in task forces or focus groups to provide input on school climate, third party partnerships, and other areas as determined by the Board. These task forces will allow us to receive feedback from community members and to ensure that governance decisions are being made with representative feedback.

R13d – Board Bylaws

ARTICLE I

Name, Mission and Objectives

Section 1: The name of the Corporation is Forte Preparatory Academy Charter School (hereinafter “The Corporation”).

Section 2: The purpose for which the Corporation is organized is to establish and operate a Charter School (the “Charter School”) to ensure academic success for students in grades 5-8 in Queens. Through rigorous academics, quality instruction, and a positive culture of individual and collective responsibility, Forte Preparatory Academy Charter School equips all students in grades 5 through 8 to excel in college preparatory high schools and use their leadership and voice to change the world.

ARTICLE II

Membership

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

ARTICLE III

Board of Trustees

Section 1: The Board of Trustees shall consist of at least seven (7) Trustees and no more than fifteen (15) Trustees. All Trustees shall have identical rights and responsibilities. The Executive Director will be an advisory, non-voting member of the Board (*ex officio*).

Section 2: Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board delineated in the Job Description of the Board of Trustees.

Section 3: The Corporation’s nominating committee, known as the Governance Committee, shall present a slate of potential Trustees and officers for election by the Board of Trustees. This slate shall be presented at the annual meeting of the Board.

Section 4: Trustees shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Trustee may not be reduced except for cause as specified in these bylaws. No Trustee shall serve more than two (2) consecutive, three-year terms. Trustees shall serve staggered terms to balance continuity with new perspective.

Section 5: The initial Board of Trustees will serve staggered terms. The initial Board shall consist of at least two Trustees who will serve a one-year term (ending in Spring 2017), at least two Trustees who will serve a two-year term (ending in Spring 2018), and at least three Trustees who will serve a three-year term (ending in Spring 2019).

Section 6: Any vacancy occurring in the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, up on recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Trustees. A Trustee elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 7: A Trustee may resign at any time by filing a written resignation with the Chair of the Board.

Section 8: In accordance with New York State Education Law subdivision 226(8), the Board may remove or suspend from the office by vote of a majority of the entire Board any Trustee, Officer or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any trustee, of misconduct, incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee by Registered Mail.

Section 9: Members of the Board of Trustees:

- a. Shall serve without compensation. However the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting business on behalf of the Corporation.
- b. Shall serve the Corporation with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Corporation.
- c. All participants in Board work are bound by the Code of Conduct, Conflict of Interest and Confidentiality policy statements.
- d. Shall have no direct or indirect financial interest in the assets or leases of the Corporation; any Trustee who individually or as part of a business or professional firm is involved in the business transitions or current professional services of the Corporation shall disclose this relationship and shall not participate in any vote taken with respect to such transitions or services.

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address [INSERT ADDRESS] or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V

Meetings of the Board

Section 1: The annual meeting of the Board of Trustees shall occur in the last quarter of the fiscal year. There shall be at least 10 monthly meetings of the Board held each year. Notice of Annual Meetings and Regular Meetings shall be given to each Trustee at least thirty (30) days in advance and Trustees shall also receive a written agenda a reasonable time in advance of each meeting. Meetings may be held without additional notice if the Bylaws fix the time and place of such Meetings or if the Board has established a meeting calendar.

Section 2: Special Meetings of the Board of Trustees may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore. Special Meetings shall be held upon four (4) days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the

Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

Section 3: The Board shall select its own meeting format in any method allowed by the laws of the state of New York. Any such meeting, whether regular or special, complying with Sections 1 or 2 of Article V shall constitute a meeting of the Board of Trustees and shall subscribe to the policies, procedures, and rules adopted by the Board.

Section 4: An absentee Board member may not designate an alternate to represent him or her at a Board meeting. The Board will create and maintain a written policy regarding Trustee absences from Board Meetings.

Section 5: The Board shall comply with New York Open Meetings Law and Article 7 of the Public Officers Law as follows:

1. All meetings of the Board of Trustees and all committees of the Board will be open to the general public.
2. A calendar of all scheduled Board meetings will be posted at the school as soon as it becomes available.
3. The Charter School will provide notice of the time and place of any Board meeting that is scheduled more than one week in advance to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
4. The Charter School will provide the time and place of any Board meeting that is scheduled less than one week in advance to the news media (to the extent practicable) and will conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting.
5. To the extent possible, the Charter School will publicly post notices of Board meetings immediately after each meeting date is determined.
6. For the purposes of determining a quorum, Trustees must be physically present at the meeting; members not physically present may join discussions via electronic means but may only vote if joining the meeting by videoconference (not audioconference).
7. Written minutes will be recorded of all board meetings. Minutes will include:
 - a. The date and time of the meeting;
 - b. A list of Trustees in attendance and those absent, either excused or otherwise;
 - c. A summary of all motions, proposals, resolutions, and any other matters formally voted upon;
 - d. A record of how each Trustee voted on each matter; and
 - e. In the case of an executive session, the minutes will include a record of the final determination of any action that was taken.
8. Minutes of open sessions will be available to the public upon request from the Secretary within two weeks of the date of the meeting; minutes of executive sessions will be available within one week of the meeting.
9. All executive sessions shall be conducted as part of an open meeting; they are not considered separate meetings per se. An executive session may be called via motion and majority vote by the Board; the motion must specifically identify the general area or areas to be considered. All

Trustees may participate in the executive session, and the Board may authorize others to be present as well.

10. No public funds may be appropriated during an executive session.

11. An executive session can only be conducted by the Board for consideration of one or more of the following matters:

- a. Matter which imperil the public safety disclosed;
- b. Any matter which may disclose the identity of a law enforcement agent or informer;
- c. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
- d. Discussions regarding proposed or pending litigation;
- e. Matters which apply to school employees or collective negotiations which are within the scope of Article 14 of the Civil Service Law;
- f. The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;
- g. The preparation, grading, or administration of examinations; and
- h. The proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Section 6: Board Meetings shall be held at The Corporation's principal office or at any other reasonably convenient place as the Board may designate.

Section 7: A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Section 8: Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VI

Committees and Task Forces

Section 1: A Board resolution shall appoint committees or task forces of the Board, except the Governance Committee. Committees may be composed of Trustees or community members, or both. The Board may prescribe the need and/or the composition of such committees.

Section 2: There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of at least three (3) Trustees recommended by the Chair and elected by the Board of Trustees at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair.

Section 3: The duties of the Governance Committee shall be:

- a. to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Trustee positions on the Board;
- b. to present a slate of nominees for Officers to the Board for election at the annual meeting;
- c. to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
- d. to provide ongoing orientation to Trustees;
- e. to oversee a Trustee assessment process to ensure optimum performance; and
- f. to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

ARTICLE VII

Action by the Board

Section 1: A majority of the entire number of Trustees then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Trustees.

Section 2: Standard of Care:

1. Performance of Duties: Each Trustee shall perform all duties of a Trustee, including duties on any committee, in good faith, with undivided loyalty and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. Reliance on Others: In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - a. One or more Officers or employees of The Corporation whom the Trustee believes to be reliable and competent in the matters presented;
 - b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
 - c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of The Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
3. Investments: In investing and dealing with all assets held by The Corporation for investment, the Board shall exercise the standard of care described in Article VII Section 2, and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

Section 3: Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of The Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Section 4: Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that a Trustee shall not be permitted to participate in the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees when present.

Section 5: Every Trustee has a duty to maintain the confidentiality of all Board actions that are not required by law to be open to the public, including discussions and votes that take place at any Executive Sessions of the Board. Any trustee violating this confidence may be removed from the Board.

ARTICLE VIII

Officers

Section 1: There shall be four (4) elective Officer of the Board: a Chair, a Vice Chair, a Secretary, and a Treasurer.

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

required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

Section 2: The Governance Committee shall present nominations for Officer to the Board. The nominated Officers shall be Trustees.

Section 3: The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

Section 4: A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

Section 5: Officers shall take office immediately following the close of the meeting at which they are elected and the term of office for an Officer shall be one year or until their successor assumes office. A Trustee may serve more than one (1) term in the same office, but not more than three (3) consecutive terms in the same office.

ARTICLE IX

Non-Liability of Trustees

The Trustees shall not be personally liable for The Corporation's debts, liabilities or other obligations.

ARTICLE X

Indemnification of Corporate Grants

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he his testate or intestate was a Director, Officer, employee or agent of The Corporation, against judgements, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE XI

Other Provisions

Section 1: The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

Section 2: Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of The Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instance. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

Section 3: Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Board Chair, the Executive Director, or Treasurer. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.

Section 4: Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

Section 5: Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full, and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may be reasonably be construed to be adverse to the Corporation's interest.

The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can be reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary action with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the part (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

Section 6: Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XIII

Amendment

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

CERTIFICATE OF THE SECRETARY

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

_____, Secretary

Dated: _____

Forte Preparatory Academy Public Charter School

Code of Ethics

Policy

The Board of Trustees (the “Board”) and senior staff of Forte Preparatory Academy Charter School (“Forte Prep”) must conduct their affairs in the best interests of the school; avoid conflict, or the appearance of conflict, between their personal interests and those of Forte Prep; and ensure that they do not receive improper personal benefit from their positions. Accordingly, the Forte Prep Board has adopted the following procedures to govern Forte Prep decision-making processes. Moreover, Board members, experts, advisors, and Forte Prep staff of any level are subject to the gift policy set forth below.

- Trustees, officers, or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
- Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
- Trustees, officers, and employees will exercise the highest degree of care not to disclose confidential information including, but not limited to:
 - Student records
 - Financial information
 - Personnel records
 - Payroll records
- Trustees, officers, and employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
 - Theft or inappropriate removal or possession of property
 - Falsification of documents
 - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
 - Use of tobacco or tobacco products on school grounds

- Insubordination or other disrespectful conduct
- Violation of safety or health rules
- Sexual or other unlawful or unwelcome harassment
- Excessive absenteeism or any absence without notice

Conflict of Interest Procedures and Definitions

1. Board members shall disclose to the Board their Interest, as defined below, with respect to a transaction the Board is considering. Such transactions include contracts and the provision of services. The disclosure of an Interest may be made orally or in writing. A Board member has an Interest if the Board member or, to the Board member's knowledge, the Board member's family member (including parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew), or close business associate (i) is employed by, or (ii) holds a fiduciary, significant owner, or senior position with, any entity or person with which Forte Prep is considering a transaction. Unless the Board requests their presences, Board members with Interests shall recuse themselves from the Board's consideration of the relevant transaction. In no event shall Board members vote on transactions in which they have a financial interest. The nature of the Interest and the individual's recusal, or Board determination not to recuse, shall be recorded in the appropriate minutes. In addition, the Board expects Board members to disclose close friendships with (a) any person with whom Forte Prep is considering a transaction, and (b) any person who has a significant position in an entity with which Forte Prep is considering a transaction.
2. Forte Prep senior staff (including, but not limited to, the Executive Director or any other employee, expert or advisor who is in a position to influence a decision in which he/she has an Interest) shall disclose to the Executive Director (or Executive Director's designee), orally or in writing, any Interest as defined above, and shall, unless the Executive Director (or Executive Director's designee) determines otherwise, recuse herself or himself from the decision-making process. The Procedures set forth in the preceding sentence shall also apply to any Board member who has knowledge that he/she has an Interest in a transaction being considered by Forte Prep below the Board level. The nature of the Interest and the individual's recusal, or the Chair's determination not to require recusal, shall be memorialized in writing. In addition, the persons listed in the first sentence of this paragraph shall disclose close friendships with (a) any person with whom Forte Prep is considering a transaction, and (b) any person who has a significant position in an entity with which Forte Prep is considering a transaction.
3. No Board member or staff member shall accept or solicit payments for expenses associated with Forte Prep-related travel, meals, or other professional activity from actual or potential suppliers of Forte Prep. No Board member or staff member shall receive or solicit a gratuitous payment or article of monetary value worth \$75 or more from actual or potential suppliers of services or goods for Forte Prep, except (a) gifts presented to Forte Prep where the recipient is representing Forte Prep and thereafter presents the gift to Forte Prep, or (b) gifts that are motivated solely by a family or personal relationship, but are in no way connected with the recipient's official Forte Prep duties. In general, a recipient should make every effort to decline to accept gifts on behalf of Forte Prep, but, in cases

where it would be considered ungracious to do so, should make clear that the gift is being accepted on behalf of, and will be given to, Forte Prep.

4. Additional Conflict of Interest Provisions for all Trustees, Officers and Employees

- a. The conflict of interest provisions of the New York General Municipal Law are applicable to charter schools to the same extent those provisions (Gen. Municipal Law §§800-804, 804-a, 805, 805-a, 805-b, 806) are applicable to school districts. All trustees, officers and employees shall comply with such laws.
- b. No trustee, officer or employee shall:
 - i. Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;
 - ii. Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;
 - iii. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he is an officer, member or employee or of any municipal agency over which he has jurisdiction or to which he has the power to appoint any member, officer or employee;
 - iv. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his municipality, whereby his compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered;
- c. Trustees, officers and employees must disclose any contract with not-for-profit entities, such as charter management organizations, partners and founding organizations.
- d. Any officer or employee who has, will have, or later acquires an interest in--or whose spouse has, will have, or later acquires an interest in--any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the municipality of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.

All trustees, officers, and employees of the school will be given a copy of the code of ethics upon their employment or association with the school.

R-13f - Complaint Policy

Complaint Policy and Procedures of Forte Preparatory Academy Charter School

Purpose and Scope

This policy pertains to certain complaints about instructional materials, personnel, emergency or urgent facilities conditions that pose a threat to the health and safety to pupils or staff, and teacher vacancies or missed assignments. This policy is to comply with applicable state laws and regulations governing these subjects in order to be responsible and compliant. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the matters that they are assigned to investigate. Forte Preparatory Academy Charter School ("Forte Prep" or "the School") shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with school mandates, procedures, and policies as set by the following: SUNY Charter School Institute, New York State Education Department, and the mission, charter, and philosophy of Forte Prep.

In addition, Forte Prep maintains that this policy will serve as a uniform complaint procedure for investigating complaints of: (1) discrimination on the basis of age, sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability; and (2) complaints related to personnel issues, academic issues, any single person or combination of persons of staff, student, fellow parent, family, volunteer matters that appear to compromise and/or conflict with school's mission and/or charter, violations of the laws and regulations governing consolidated categorical aid programs, child development, counseling, special education and nutrition services. The school will receive and investigate uniform complaints that fall within these categories to ensure that the school is in compliance.

Furthermore, complaints that address unlawful discrimination or lack of compliance with certain federal and state programs are subject to different requirements and are governed by state and/or federal authority. Either of these complaint procedures, however, is intended to govern every type of complaint about a school of the Department of Education. To the contrary, these complaint procedures address only those complaints that fall within the policy's specified scope.

Forte Prep encourages informal and formal resolution to complaints whenever possible. Any issues are best resolved through communication between the parties most immediately involved.

Parent/Guardian and Staff Concerns

Concerns raised by parents/guardians should be resolved as quickly as possible. Therefore, parents or guardians of students of Forte Prep are urged to fill out a complaint form and discuss their concerns directly with the leadership team when concerns surface.

Complaint forms are available at the main office and will be forwarded to the Leadership Team. The Executive Director/Leadership Team will leverage the assistance of other members of the Leadership Team, staff, and/or student(s) in identifying specifics in order to gather information about the complaint, to continue investigation and/or to work toward resolution of the complaint. To aid in a timely investigation, monitoring, and logging of complaints, it is important that Forte Prep distribute the complaint policy and complaint form to staff via the staff handbook, to parents/guardians via the family

handbook, and/or to the school community, if necessary, in order to satisfy complaint protocol and procedure needs.

The Executive Director shall provide a copy of the disposition to the Board of Trustees and to Charter Schools Institute upon request if and when a complaint resolution/decision has not satisfied the complainant and an appeals process has been initiated. A complaint about problems beyond the authority of the Forte Prep Leadership Team shall be forwarded to the Board of Trustees in a timely manner, but not to exceed ten (10) working days for resolution. Nonetheless, the school will maintain a complaint log when complaints are received.

Procedures

All complaints and responses shall be public records. Complainants or student(s) of complainant shall not be subject to retaliation as a result of the filing of a complaint. Complaints shall be processed in accordance with the steps below. In addition, any Title 1 complaints received shall be processed, resolved, and tracked in accordance with the steps below and will be identified as a Title 1 parent complaint.

Step 1: Filing the Complaint

Complaints are registered on the complaint form by Complainant. Complaints may also be verbally communicated with the Executive Director and/or appropriate Leadership Team member(s); however, a record of a complaint must be in written form as indicated. If for any reason a complainant is unable to put a complaint in writing, the appropriate Leadership Team member(s) shall allow the complainant to record their complaint onto a recorder to be transcribed and/or translated and affirmed by the complainant. Complaint forms shall be available in the main office of the school. The complaint should state the date of the complaint and a detailed statement of the circumstances, and the requested remedy. A complainant may include as much text as he/she feels is necessary to explain the complaint. The complainant shall be provided a copy of their complaint form and this complaint policy and procedure if complainant has not already received one.

Step 2: Investigation of the Complaint

Executive Director and/or appropriate Leadership Team member(s) will make all reasonable efforts to investigate complaint/problem within his/her authority. Investigation shall include, but not limited to: interviews with the complainant and/or complaint's representative and any other person(s) believed to have relevant knowledge concerning the complaint.

Step 3: Response and Final Decision

Executive Director and/or appropriate Leadership Team member(s) shall remedy a valid complaint within a reasonable time period but not to exceed ten (10) working days from the date the complaint was received. The Executive Director or appropriate Leadership Team member shall complete a written response/report within fifteen (15) working days of the initial filing and provide a copy to the complainant (if a response is requested by the complainant) as well as place a copy in complaint log teacher/student file, if applicable.

The reported decision shall be written in English and in the language of the complainant whenever feasible or required by law.

The complainant's right to a prompt and equitable resolution of the complaint will not be affected by the complainant's pursuit of other remedies, such as the filing of a complaint with any outside entity.

Appeal Process

Forte Prep has provided the above as a procedure for resolving complaints brought by Forte Prep parents/guardians/staff/school community. However, Forte Prep understands that any individual or group may bring a complaint to the Board of Trustees of the School alleging a violation of the provisions of Article of Education Law (i.e. the New York State Charter Schools Act), the school's charter or any other provision of law relating to the management or operations of the charter school.

If a complaint is not able to be brought to resolution by the Forte Prep Leadership Team, then the complainant(s) has/have the right to bring the complaints to the Board of Trustees of the School during a regularly scheduled Board Meeting. In this case, the complainant(s) has the right to file a written appeal to the Board of Trustees within fifteen (15) days of receiving the decision that had been rendered by the Forte Prep Leadership Team.

Complaints received at least five business days in advance of a board meeting will be addressed at the next board meeting. Those complaints not received within that time period will be addressed at the next regularly scheduled board meeting. Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who presented the complaint. The Board of Trustees, as necessary, shall direct the Executive Director and/or other responsible party to act upon the complaint and report to the Board. The Board shall render a determination in writing, as necessary.

If, after presentation of complaint to the Board of Trustees of the School, the individual or group determines that the Board has not adequately addressed the complaint, the complainant may present the complaint to the SUNY Charter School Institute, which shall investigate and respond, if so determined by them. If, after presentation of complaint to SUNY Charter School Institute, the individual or group determines that SUNY Charter School Institute has not adequately addressed the complaint, the complainant may present the case to the SUNY Board of Trustees, which shall investigate and respond, if so determined by them. SUNY Charter School Institute and the Board of Regents have the power to take appropriate remedial action, if so determined.

R-14 – District and School Relations

From its inception, Forte Preparatory Academy Charter School (“Forte Prep”) has been committed to operating as a high performing public school within a district that is diligently working to educate children at high levels. Further, we have remained steadfast in our belief that we can provide an excellent option for students and families in Northwest Queens while maintaining a productive and professional relationship with district and school leaders in the area.

Challenges with district partnership and collaboration are apparent. District 30 is an incredibly crowded district, and there is inherent competition for any available space. Co-location is a challenging and polarizing option, because the co-location of some new schools in other parts of the city have created tension in some isolated but well-documented instances. Community outreach efforts to date and conversations with major stakeholders underscore this, and is detailed in the Letter of Intent as well as in **Response 15e – Evidence of Support**. At a recent Community District Education Council 30 meeting, Lead Founder and proposed Executive Director Graham Browne presented Forte Prep during the public comment section of the meeting to an audience that included the District Superintendent, local families, and supporters of Forte Prep. Several individuals, including the Co-President of the Council, came up to Mr. Browne after the meeting to express that her primary issue is not the model of the school, with which she agrees, but rather the scarcity of physical spaces in which to locate a school. Forte Prep is committed to being creative and thoughtful with any space provided, whether district space or private space should no district space be available.

Charter schools and their representative organizations, however, have been far more supportive of the school. The network of independent charter schools in Queens have established formal and informal ties, and have worked well together to advocate for choice in the district. Founder of the Coalition of Community Charter Schools¹ Steve Zimmerman offered his early support for the School, and provided Mr. Browne with connections to the other charter school leaders in the community, including Growing Up Green, Academy of the City, Our World Neighborhood, VOICE Charter School, and The Renaissance Charter School.

Supporting lower-performing schools

IS 145 is one of the lowest-performing middle schools in the area where Forte Prep proposes to open, as outlined in **Figure 1** on the following page. This school, however, also has some great strengths, among them being recently recognized for its innovative dual-language program.²

¹ The Coalition of Community Charter Schools (C3S) is a group of public charter schools and organizations in New York City that envision a positive and collaborative role for charter schooling as part of our public education system. Learn more about C3S at <http://www.c3s.nyc/>.

² DNAINfo. “Jackson Heights School’s Dual Language Program Selected as Model for City.” December 7, 2015. <https://www.dnainfo.com/new-york/20151207/jackson-heights/queens-schools-dual-language-program-selected-as-model-for-city>.

Figure 1: IS 145 Key statistics

Number of students	2,079
Grades Served	6, 7, 8
% English Language Learners	22%
Students with disabilities	16%
% Free and Reduced Price Lunch	84%
% Black/Hispanic	90%
% Proficient/Advanced in English Language Arts	17%
% Proficient/Advanced in Mathematics	25%

As a new middle school in the community, and building on the best practices in literacy and math instruction from schools such as BES schools Democracy Prep and Liberty Collegiate Academy in Nashville, TN, we will develop robust programming in both Literacy and Math that has been proven to be effective in educating similar student demographics.³ As a public school in the community, we are committed to collaboration and partnership with all local district schools, and intend to maintain a “good neighbor” policy for any school leaders or teachers from other schools that are interested in collaborating with us. We will proactively seek out opportunities to share best practices of what is working in our core instructional areas, and hope to similarly gain insight from the best instructional and operational practices at IS 145 if they are willing to partner.

Further, based on our Admissions Policies detailed in **R-15f**, we hope to be able to admit students new to the district or otherwise learning about Forte Prep after the April 1 application deadline, using our unique re-lottery system that governs our wait list. We believe that this effort to support all students within the district will be welcomed as a positive gesture to the district that we do not operate within a silo but rather as partners.

³ We are also examining the work of excellent schools to inform the growth of our own curriculum and instructional approaches, particularly in literacy, and received a full day of training through Building Excellent Schools in December, 2015 from literacy specialist Arin Lavinia, formerly of Success Academies and co-developer of their teacher and leader training program and leader of the literacy program across Success’ schools. Ms. Lavinia has conducted three trainings this year with Building Excellent Schools and looks forward to additional trainings moving forward. With the hiring of our Director of Curriculum and Instruction, we look forward to continuing to access this strong network on behalf of Forte Prep.

R-15 – Student Demand

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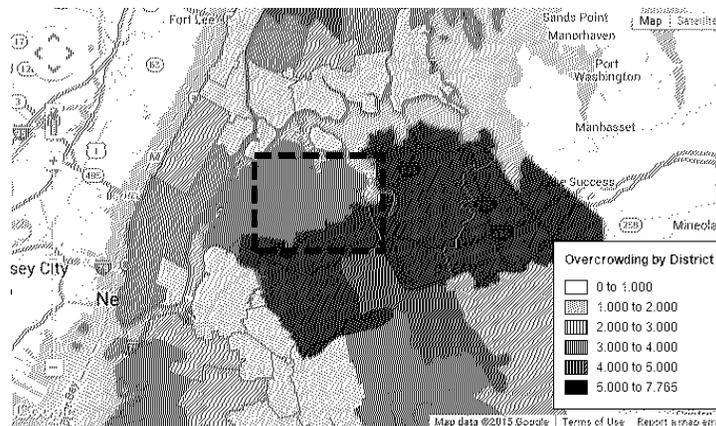
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a. General Student Population

Forte Preparatory Academy Charter School (“Forte Prep”) proposes to open a school to serve students in the communities of Jackson Heights, East Elmhurst, and North Corona. We believe that the ethnic, socioeconomic, and cultural diversity of these communities represent the best of what New York, and America more broadly, has to offer. However, with tremendous overcrowding of district schools, parents and families clamor for new public school options. Further, there is a large and growing demand for public charter schools, evidenced by the district’s high number of families on waiting lists, and incredibly long wait list for one school in our proposed territory.

Community School Districts 24 and 30 have the first- and second-highest overcrowding rates in New York City. Due to growing populations of young families and students in this region, overcrowding of district schools has become a significant challenge for many residents. As a result, thousands of families are searching the city for alternative quality options. State Senator Jose Peralta (D-Queens) supports expanding charters simultaneously with expanding facilities options for district schools. **Figure 1** puts the overcrowding situation into stark relief, with District 30 and District 24 buildings overcrowded by 3,401 and 7,252 seats, respectively. We believe that this tremendous need for new schools should be addressed expeditiously.

Figure 1: Overcrowding by district (target region highlighted)¹



Demand for smaller school options, especially at the middle school level, is strong from parents. At a recent community outreach event, 82nd Street Academics “Principals’ Night,” Lead Founder and proposed Executive Director Graham Browne introduced Forte Prep to between 75 and 100 families of

¹ Independent Budget Office of New York. dnainfo.com/new-york/20150310/woodside/map-how-overcrowded-is-your-childs-school-district.

young children (1st grade and younger) who were already expressing interest in identifying high quality middle school options that would set their children up for success.

“I know that the middle school search process is incredibly daunting, and there aren’t very many real options for parents from over here [Jackson Heights], so being able to find another middle school option that was close would be best for us.” - Parent at 82nd Street Academics Principals Night event

The demand for public charter schools far outpaces the number of seats available for students across all boroughs in New York City, but the problem is most acute in Queens. **Figure 2** outlines the number of charter school applicants and available seats by borough, and highlights the fact that only 17.4% of student applicants in Queens receive a charter school seat. Put differently, there are nearly six (6) students vying for each charter school seat in the borough.²

Figure 2: Charter school applicants and seats by borough

	Applicants	Seats (est. 2014-15)	% of demand met	Ratio (:1)
Bronx	20,681	6,606	31.9%	3.13
Brooklyn	22,914	9,281	40.5%	2.47
Manhattan	14,368	4,754	33.1%	3.02
Queens	5,811	1,012	17.4%	5.74
Staten Island	785	357	45.5%	2.20

The growing chorus of support and demand for additional quality options in Districts 24 and 30 needs an immediate solution. Locally, there are **3,143 applications for 369 seats in District 30** and **347 applications for 166 seats in District 24**.³ Forte Prep will fill an urgent need by bringing an additional quality public education option to the region. Renaissance Charter School, one of the oldest charter schools in New York City and a local landmark in Jackson Heights, has a waitlist of over 2,500 families, according to school leadership. With many of its pre-K and 5th grade slots reserved for siblings, there is an incredibly low chance that any of the hundreds of newer applying families will be offered a spot at the school. Forte Prep has established a professional relationship with Renaissance Charter School to host information sessions about Forte Prep, to continue to build awareness about the proposed school and to develop a robust and diverse mailing list. Additionally, we have received several letters of support for the school, as well as hundreds of in-person and online signatures of support for the school from community members and families within the community with school-aged children. To directly quote Stacey Gauthier, Principal of The Renaissance Charter School, *“At Renaissance, we have a wait list of over 2,700 students. We could certainly populate another high quality school that has as its mission the preparation of one of those most at-risk grade groups to successfully achieve high school and college readiness, admission and completion.”*⁴

Further, there are no alternative **college preparatory middle school** options within the target communities. No other school, public or charter, has the explicit mission of equipping all students with the skills to succeed in college preparatory high schools, and is committing resources and aligning their programming to achieve these specific ends. We believe that Forte Prep will set a bar of high academic expectations for all students, and establish a supportive and joyful school environment that is truly unique.

² NYC Charter School Center. “New York City Charter Schools: 2015-16 Enrollment Lottery Estimates.” August 2015 <http://www.nyccharterschools.org/sites/default/files/resources/Lottery-Enrollment-Estimates.pdf>.

³ Ibid.

⁴ Please see R-15e – Evidence of Support for Stacey Gauthier’s full letter.

b. Target Population Enrollment

Forte Prep will meet all enrollment and retention targets for students with disabilities, ELLs, and FRPL students as mandated by the SUNY Board of Trustees. We believe that our approach to student recruitment, based on best practices of successful school networks, will allow us to exceed our recruitment and enrollment goals. Based on a student population of 90 fifth graders in Year 1, we expect to recruit a student population comprised of at least 83.7% FRPL, 27.2% Limited English Proficient (LEP) students and 10.5% students with disabilities. While these targets establish a baseline for student enrollment, given local demographics and local need, we intend to recruit a higher ELL and SWD population than set by SUNY. **Figure 3** and **Figure 4** detail effective enrollment targets for Forte Prep if we are located in CSD 30.⁵

Figure 3: Enrollment targets Y1 (90 students)⁶

Gradespan	Free- and Reduced-Price Students		Limited English Proficient Students		Students with Disabilities	
	Unadjusted Target	Forte Prep	Unadjusted Target	Forte Prep	Unadjusted Target	Forte Prep
		Effective Target		Effective Target		Effective Target
5 th	90.1%	83.7%	34.9%	27.2%	15.8%	10.5%

Figure 4: Enrollment targets Y4 (360 students)⁷

Gradespan	Free- and Reduced-Price Students		Limited English Proficient Students		Students with Disabilities	
	Unadjusted Target	Forte Prep	Unadjusted Target	Forte Prep	Unadjusted Target	Forte Prep
		Effective Target		Effective Target		Effective Target
5th-8th	92.8%	90.2%	29.6%	25.9%	14.7%	11.9%

Student Recruitment Strategy

Based on best practices of BES schools, as well as in-depth conversations with Holly Saso, Managing Director of Enrollment at Success Academies, our team will take the following approach to attract parents to enroll their children in Forte Prep in the spring of 2017. This work will build on the momentum of our current community outreach, and with a goal of creating a student recruitment pool that is reflective of our community. Our goal is to collect Intent to Enroll and Application forms from at least 270 families (three times the number of seats) by April 1, 2017 to ensure that our first class will be completely populated with a diverse student body representative of the targets above. Per student enrolled in Forte Prep, we have budgeted, for Year 1, \$100 for recruitment costs (e.g. printing, travel). Our outreach will be translated into Spanish, Bengali, Hindi, and Chinese. Our outreach approach will include, but not be limited to, the following organizations and strategies:

- Child serving organizations

⁵ SUNY Enrollment and Retention Targets. <http://www.newyorkcharters.org/enrollment%E2%80%90retention%E2%80%90targets/>.

⁶ Ibid

⁷ Ibid.

- Day cares
 - After-school programs
 - Arts and culture nonprofits
- Local advertisements/articles
 - Jackson Heights Post
 - Queens Gazette
 - Spanish outlets such as QueensLatino.com
 - Bangla outlets such as WeeklyBangalee.com
 - Other foreign-language media channels
- Targeted direct mail outreach
- Outreach to local nonprofits, e.g.
 - Chayya CDC
 - Elmcot
 - Dominico-American Society
 - Latin Women in Action
 - Churches and other places of worship
 - Local libraries
 - Corona Youth Music Project
 - Kiwanis International
 - Jame-e Masjid
 - Jackson Heights-Elmhurst Kehillah
 - Super Soccer Stars' Program for students with special needs
- School fairs
 - 82nd Street Principals' Night
 - Astoria School Symposium
- Feet on the Street outreach
 - Handing out flyers at subway stations, libraries, and public events
 - Table set up near city greenmarkets, parks
- Electronic outreach
 - Building a robust mailing list
 - Advertising the school on local message boards, such as Jackson Heights Families Yahoo group, which has 3500 members
 - Enrolling Forte Prep on the Common Online Charter School Application
 - Facebook, Twitter, Instagram outreach
- Information sessions for parents, with translated materials for families

Student Retention Strategy

Forte Prep's approach for academic success for all students will maximize student retention. Every part of our program, from the work of our Student Supports Coordinator, ELL and SPED staff, and our Response to Intervention approach will establish the supports necessary for students to be successful. Additionally, we believe that by offering performing arts every day, we will provide students another outlet to express themselves creatively, boosting engagement in school and offering students ways to be successful outside of traditional core courses. Though our retention targets recommended by SUNY (Figure 5 and

**Free- and Reduced-Price
Students**

**Limited English
Proficient Students**

**Students with
Disabilities**

Gradespan	Free- and Reduced-Price Students		Limited English Proficient Students		Students with Disabilities	
	Unadjusted Target	Forte Prep Effective Target	Unadjusted Target	Forte Prep Effective Target	Unadjusted Target	Forte Prep Effective Target
5th	81.3%	72.9%	83.9%	68.4%	81.7%	55.1%

Figure 6) call for 73% retention at the most, we aim to have 90% retention of all student groups. As our school grows we will be able to provide increasingly more comprehensive supports for our students, from additional small group tutoring to expanded enrichment. Finally, Forte Prep’s Response to Intervention program, detailed in **R-07**, is specifically designed to provide differentiated supports to all students and to increase retention.

Figure 5: Retention targets Year 1 (90 students)⁸

Gradespan	Free- and Reduced-Price Students		Limited English Proficient Students		Students with Disabilities	
	Unadjusted Target	Forte Prep Effective Target	Unadjusted Target	Forte Prep Effective Target	Unadjusted Target	Forte Prep Effective Target
5th	81.3%	72.9%	83.9%	68.4%	81.7%	55.1%

Figure 6: Retention targets Year 4 (360 students)⁹

Gradespan	Free- and Reduced-Price Students		Limited English Proficient Students		Students with Disabilities	
	Unadjusted Target	Forte Prep Effective Target	Unadjusted Target	Forte Prep Effective Target	Unadjusted Target	Forte Prep Effective Target
5 th -8 th	89.7%	86.4%	88.2%	81.7%	89.0%	77.9%

The Executive Director and Student Supports Coordinator will also conduct exit interviews with any students who decide not to join us for another school year at Forte Prep. Based on the information we learn from these conversations, we will make adjustments to our model as possible, provide additional support to future cohorts of students as appropriate, or, as applicable, work to better support families and parents in buying into the school model.

⁸ SUNY Enrollment and Retention Targets. <http://www.newyorkcharters.org/enrollment%E2%80%90retention%E2%80%90targets/>.

⁹ Ibid.

R-15c – Evidence of Demand

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c. Evidence of Student Demand

There is tremendous demand for high quality public school options in Jackson Heights, East Elmhurst and North Corona. These neighborhoods are situated in CSD 24 and CSD 30, where there are nearly 3,500 students on waiting lists for charter schools collectively (please see **Figure 1** for details). In the course of our community outreach, we met other families and community members clamoring for a new, high quality public school option in the community. Please see **15e – Evidence of Support** for aggregated community support and student demand. Community support petitions also explicitly demonstrate student demand from petitioners with school-aged children.

Charter school waiting lists from NYC Charter School Center¹

Figure 1: Ranked CSDs by applicants to local charter schools, with seats (estimated, 2015-16)

Rank	CSD {Neighborhood }	Applicants {est.}	Seats {est.}	Applicants per Seat {est.}
1	CSD 11 (NE Bronx)	5,929	595	10.0
2	CSD 5 (Central Harlem)	5,140	1,633	3.1
3	CSD 7 (South Bronx)	4,730	2,547	1.9
4	CSD 9 (SW Bronx)	4,276	789	5.4
5	CSD 14 (North Brooklyn)	3,488	1,177	3.0
6	CSD 17 (Central Brooklyn)	3,475	1,007	3.5
7	CSD 30 (NW Queens)	3,143	369	8.5
8	CSD 3 (West Harlem)	2,944	733	4.0
9	CSD 4 (East Harlem)	2,848	993	2.9
10	CSD 8 (SE Bronx)	2,790	985	2.8
11	CSD 13	2,597	1,445	1.8
12	CSD 19	2,398	1,084	2.2
13	CSD 15	2,328	860	2.7
14	CSD 18	2,271	819	2.8
15	CSD 32	1,997	521	3.8
16	CSD 6	1,940	644	3.0
17	CSD 10	1,558	1083	1.4
18	CSD 29	1,535	321	4.8
19	CSD 12	1,339	487	2.8
20	CSD 16	1,298	943	1.4
21	CSD 23	1,161	612	1.9
22	CSD 22	1,098	592	1.9
23	CSD 2	1,088	618	1.8
24	CSD 21	803	220	3.6
25	CSD 32	785	357	2.2
26	CSD 27	513	146	3.5
27	CSD 1	467	253	1.8
28	CSD 24	347	166	2.1

¹ NYC Charter School Center. "2015-16 Enrollment Lottery Estimates." Out of 207 charter schools operating in 2015-16, 193 (93%) responded to the NYC Charter School Center's survey about their lottery application rates.
<http://www.nyccharterschools.org/sites/default/files/resources/Lottery-Enrollment-Estimates.pdf>.

R-15e – Evidence of Support

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d. Community Support

Comprehensively, our community engagement and outreach efforts (detailed in full in **R-03 – Proposal History** and **R-03g – Outreach Evidence**) have built significant public support for the school; we will continue and amplify these efforts going forward, which we anticipate will continue to grow the depth of our community support leading up to the proposed school’s launch in the Fall of 2017. Key metrics associated with outreach efforts can be found in **Figure 7** below.

Figure 1: Engagement summary

Engagement Element (as of submission date)	Number
Reach of online posting to JH Families	3178
Website (total page views since Dec 1)	891
Signatures (online and paper) ¹	700
Flyers distributed	500+
Organizations visited	60+
Events attended	15
Online survey (number of responses)	14
Letters of Support	13
Presentations given	5
Community conversations	5
Number of articles posted about Forte Prep ²	3

Upon authorization, the Board will hire the Executive Director, and one of the first hires of the Executive Director in Year 1 will be that of the Parent/Community Coordinator who will coordinate and facilitate parent and community outreach efforts. Working closely with the Executive Director, this individual will be responsible for the ongoing cultivation of community support for the school, preparation and dissemination of communications and surveys to interested parties, and the identification of local

¹ Online petition: 518; In-person petition: 171; Community input survey respondents who support Forte Prep: 11

² dnainfo.com/new-york/20160106/jackson-heights/charter-school-group-looks-expand-into-western-queens, jacksonheightspost.com/charter-middle-school-seeking-space-in-jackson-heights/corona/, and <http://ny.chalkbeat.org/2016/01/07/rise-shine-advocates-call-for-pay-parity-for-all-pre-k-day-care-teachers/#.VpfsOvkrLIU>.

businesses and community partners that could serve as mentors and resources to our students and families. We believe that the Jackson Heights/East Elmhurst/Corona communities have a great deal to offer, and we intend to be proactive, strategic, and aggressive in putting those opportunities in front of our students.

Support for Forte Prep has manifested itself in a variety of ways. There has been an outpouring of online support via our online petition.³ In addition to large numbers voicing their support for the Lead Founder, other individuals from the community have expressed specific support for the school itself:

- “Very excited to hear more.” – Jackson Heights resident
- “It would be good to have one of this in East Elmhurst.” – Jackson Heights resident
“Absolutely! Very needed - as a recent resident of the neighborhood, I know it'd be a great asset to the community.” – Former resident
- “I would love a choice in my borough with the same quality in academics as in Manhattan Prep schools without sending my children to another borough.” – Queens resident

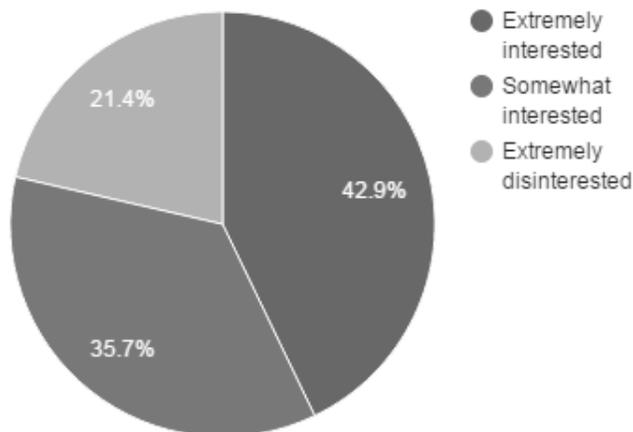
Our community feedback survey yielded positive support for the school from local residents, as well:

“There's always room for improvement, and it's exciting to hear of your plan to open a school in Jackson Heights where I grew up, and went to PS69... There are challenges [with some of our neighborhood schools] and what's exciting is that I have no doubt the charter school will benefit our children!” – Jackson Heights Resident

Of the 14 responses from our feedback survey, 78.6% of respondents are interested in supporting a new school that would meet challenges to support student success.

Figure 2: Survey respondents - level of support⁴

As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?



While we are encouraged by the positive response to our school proposal, there have also been a small but significant negative response as well. Though not in direct response to this proposal, there are some

³ Forte Prep community petition. <http://www.ipetitions.com/petition/i-support-forte-prep>.

⁴ See additional survey data below.

local elected officials who have publicly gone on record regarding their concern about the growth of charter schools in this city. The Community Education Council in District 30, too, has expressed concerns in the past about new charter schools entering the district, especially those exclusively seeking co-location in the overcrowded district.⁵ However, after Lead Founder's Graham Browne's presentation to CEC 30 in December and follow-up conversations with the Co-president and Superintendent, we believe that there is potential support for a high quality independent charter school option that has built the type of support that we have been able to generate this year.

e. Evidence of Community Support

Community Petitions

To date our efforts to collect signatures for the community petition has yielded 171 signatures, of which 43% of which have school-aged children and would be inclined to send their children to Forte Prep. These signatures represent, at the minimum, over 90 students. Further, we received signatures from leaders from respected organizations in the community, including the leadership of Community United Methodist Church and 115th Police Precinct.

Online Survey

To date, our online feedback survey has collected 14 submissions, 12 of which have school-aged children, with 79% (11 people) expressing direct support for Forte Prep and representing, at a minimum, 11 more school-aged children. 93% of submissions came from residents of the target communities. Additional survey results can be found in this section. We have used the feedback sections of the survey to inform our school design, as mentioned in our letter of intent and **R-03 – Proposal History**.

Online Petition

Our online petition demonstrated support for Forte Prep from 518 signatories. Many of the signatories also left additional comments and words of support along with their signatures, all of which is reproduced below.

Letters of Support

To date, we have collected specific evidence of support for Forte Prep from a wide range of sources. We believe that the support for our proposed Executive Director and our school design demonstrate that major stakeholders and influencers are confident in our school's ability to deliver on its mission. The 13 Letters of Support on behalf of Forte Prep are outlined below and attached thereafter.

Figure 3: Letters of Support

Name	Organization
Eileen Callahan	Boston Preparatory Public Charter School
Frank Headley	VOICE Charter School
Jon Grech	Queens Chamber of Commerce
Lawanna Dean-Davis	Langston Hughes Community Library

⁵ Community District Education Council 30. "RESOLUTION #96: CALLING ON THE SUNY CHARTER SCHOOLS INSTITUTE TO REJECT SUCCESS ACADEMY'S PRELIMINARY PROPOSAL TO OPEN SCHOOLS IN DISTRICT 30 AND CALLING UPON NEW YORK CITY TO REJECT ANY REQUEST BY SUCCESS ACADEMY FOR PUBLIC SCHOOL SPACE IN DISTRICT 30." APPROVED May 16, 2013.

Linda Brown	Building Excellent Schools
Margaret Marrer	Democracy Prep Endurance
Max Koltuv	Regional Superintendent, Achievement First
Peggy Heeney	Renaissance Charter School
Richard Lee	Academy of the City
Richard Celestin	Richard Celestin Consulting LLC
Senator Jose Peralta	State Senator Jose Peralta
Shelley Brevda	Speech Language Pathologist and local resident
Stacy Gauthier	Renaissance Charter School
Latchmin Raghunauth	VIVA Pharmacy – Jackson Heights

Signed petitions

FORTE PREPARATORY ACADEMY
COMMUNITY PETITION
 Our Mission: Through rigorous academics, quality instruction, and a positive culture of individual and collective responsibility Forte Preparatory Academy Charter School equips all students in grades 5 through 8 to excel in college preparatory high schools and use their leadership and voice to change the world.

1 Name (please print) _____ Title _____
 Street Address (if 260) _____
 Phone (347) 709-1197 Email fortepetitions@fortepreparatory.org Validated? Yes

2 Angel Gonzalez _____ Yes
 3 RUBY CASTILLO _____ Yes
 4 HALEY NIX _____ Yes
 5 MADRICE WANGS _____ Yes
 6 _____
 7 _____
 8 _____
 9 _____
 10 Emilio Te _____ No
 11 Kelvin R. _____ No
 12 Adrian Calzadilla _____ Yes
 13 Gerardo Sauton _____ No
 14 _____



COMMUNITY SUPPORT PETITION

Our Mission: Through rigorous academics, quality instruction, and a positive culture of individual and collective responsibility, Forte Preparatory Academy Charter School equips all students in grades 5 through 8 to excel in college preparatory high schools and use their leadership and voice to change the world.

#	Name (Please Print)	Business/Organization Name	Street Address (if any)	Phone or Email	Signature
1	Graham Browne				
2	Sarah Winters	NYD			
3	NEILSON THANE	NYD			
4	Alicia Jane	NYD			
5	George Jimenez	Remembrance Co			
6	MARLEN CASTRO	TRCJ			
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					

COMMUNITY PETITION



As a member of the Jackson Heights, East Elmhurst, or Corona communities which Forte Preparatory Academy attends to primarily serve, I am signing this petition to affirm that I have read Forte Prep's mission, there is a need for this school in our community, and I would like to see Forte Preparatory Academy open as a free, public charter school in the fall of 2012. Further, if I have school-aged children, I'd be inclined to enroll them in the school.

Name (please print)	Zip Code	Phone	Address	School-aged children, list as many as you wish (list as ages, MA if none)	Would I be inclined to signing my children to Forte Prep? (Yes/No)
Graham Browne	11370	(347) 709-1197	gbrowne@bulletproofbulletproofs.org		Yes
Eliza Levey	11372				Maybe some day
Lib Snyder	11372				Maybe
Sus Bennett	11372				yes
Violeta Brown	11372				



**FORTE
PREPARATORY
ACADEMY**

COMMUNITY PETITION

As a member of the Jackson Heights, East Elmhurst, or Corona communities which Forte Preparatory Academy intends to primarily serve, I am signing this petition to affirm that I have read Forte Prep's mission; there is a need for this school in our community; and I would like to see Forte Preparatory Academy open as a free, public charter school in the fall of 2017. Further, if I have school-aged children, I'd be inclined to enroll them in the school.

Como miembro de Jackson Heights, East Elmhurst, o comunidades de Corona que Forte Preparatory Academy tiene la intención de servir, principalmente, estoy firmando esta petición para afirmar que he leído la misión de Forte Prep; hay una necesidad para esta escuela en nuestra comunidad; y me gusta ver a la Academia Preparatoria Forte abierta como una escuela pública gratuita en el otoño de 2017. Por otra parte, si tengo hijos en edad escolar, estaría inclinado a inscribirlos en la escuela.

#	Name (please print) / Nombre	Zip Code / codigo postal	Phone / telefono	Email / correo electronico	School aged children? List ages: / niños en una escuela? Qué edad tienen:	Would I be inclined to send my children to Forte Prep? / ¿Me inclinaría a enviar a mis hijos a Forte Prep? (Yes/No)	Signature / Firma
1	Graham Browne	11370	(347)-709-1197	graham.browne@gmail.com		Yes	
2	Louanna	11369				Yes	
3	Bonnie Maimeri	11369				Yes	
4	Dyanora Gallo					Maybe	
5	William Jont	11373				Yes	
6	Jessie Moransy	11373				Yes	
7	Frank Smith	11368				Yes	
8							



FORTÉ PREPARATORY ACADEMY COMMUNITY PETITION

As a member of the Jackson Heights, East Elmhurst, or Corona communities which Forté Preparatory Academy intends to primarily serve, I am signing this petition to affirm that I have read Forté Prep's mission; there is a need for this school in our community; and I would like to see Forté Preparatory Academy open as a free, public charter school in the fall of 2017. Further, if I have school-aged children, I am a member of Jackson Heights, East Elmhurst, or Corona communities that Forté Preparatory Academy intends to serve. I am signing this petition to affirm that I have read Forté Prep's mission; there is a need for this school in our community; and I would like to see Forté Preparatory Academy open as a free, public charter school in the fall of 2017. Further, if I have school-aged children, I am a member of Jackson Heights, East Elmhurst, or Corona communities that Forté Preparatory Academy intends to serve. I am signing this petition to affirm that I have read Forté Prep's mission; there is a need for this school in our community; and I would like to see Forté Preparatory Academy open as a free, public charter school in the fall of 2017. Further, if I have school-aged children, I am a member of Jackson Heights, East Elmhurst, or Corona communities that Forté Preparatory Academy intends to serve.

Name (please print) / Nombre	Zip Code / código postal	Phone / telefono	Email / correo electrónico	School aged children? ¿Me inclinaría a enviar a mis hijos a Forté Prep? (Yes/Sí)	Signature / Firma
1 Graham Browne	11370	(347) 709-1197	graham.browne@gmail.com	Yes	<i>Graham Browne</i>
82 Pedro Garcia	11368			yes	<i>Pedro Garcia</i>
83 Javier Martinez	11368			si	<i>Javier Martinez</i>
84 Marcus Mikes	11638			yes	<i>Marcus Mikes</i>
85 Diego Ramirez	11638			Yes	<i>Diego Ramirez</i>
86 Ahmad Abdulrahman	11369			yes	<i>Ahmad Abdulrahman</i>
87 Martha Dofro	11378			yes	<i>Martha Dofro</i>
88 J.D.P.	11368			yes	<i>J.D.P.</i>
89 Proddy Robertson	11665			si	<i>Proddy Robertson</i>
90 Carmen Dines	11368			yes	<i>Carmen Dines</i>
91 Angelica Ramos	11368			yes	<i>Angelica Ramos</i>
92 Maria Garcia	11369			yes	<i>Maria Garcia</i>



FORTE PREPARATORY ACADEMY COMMUNITY PETITION

As a member of the Jackson Heights, East Elmhurst, or Corona communities which Forte Preparatory Academy intends to primarily serve, I am signing this petition to affirm that I have read Forte Prep's mission; that I am a parent of a child in our community; and I would like to see Forte Preparatory Academy open at a free, public charter school in the fall of 2012. I am a parent of a child in our community; and I would like to see Forte Preparatory Academy open at a free, public charter school in the fall of 2012. I am a parent of a child in our community; and I would like to see Forte Preparatory Academy open at a free, public charter school in the fall of 2012. I am a parent of a child in our community; and I would like to see Forte Preparatory Academy open at a free, public charter school in the fall of 2012.

1	Name (please print) / Nombre	Zip Code / código postal	Phone / telefono	Email / correo electrónico	School aged children? ¿Me inclinaré a enviar a mis hijos a Forte Prep? (Yes/No)	Would I be inclined to send my children to Forte Prep? ¿Me inclinaré a enviar a mis hijos a Forte Prep? (Yes/No)	Signature / firma
	Graham Browne	11370	(347) 709-1197	graham.browne@gmail.com	Yes		
56	Lina Lucero	11373			Yes		
57							
58							
59							
60							
61							
62							
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FORTÉ PREPARATORY ACADEMY COMMUNITY PETITION

As a member of the Jackson Heights, East Elmhurst, or Corona communities which Forté Preparatory Academy intends to primarily serve, I am signing this petition to affirm that I have read Forté Prep's mission; there is a need for this school in our community; and I could like to see Forté Preparatory Academy open as a free, public charter school in the fall of 2017. Further, if I have school-aged children, I am signing this petition to affirm that I am a resident of the community that Forté Preparatory Academy intends to serve. I am signing this petition to affirm that I am a resident of the community that Forté Preparatory Academy intends to serve. I am signing this petition to affirm that I am a resident of the community that Forté Preparatory Academy intends to serve.

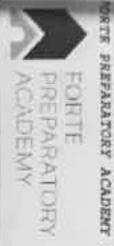
Name (please print) / Nombre	Zip Code / código postal	Phone / teléfono	Email / correo electrónico	School aged children? / ¿Mis hijos tienen edad escolar?	Would I be inclined to send my children to Forté Prep? / ¿Me inclinaria a enviar a mis hijos a Forté Prep? (Yes/Sí)	Signature / Firma
1 Graham Browne	11370	(347) 709-1197	graham.browne@gmail.com	Yes		<i>Graham Browne</i>
2 Yunxian Guo	11372					<i>Yunxian Guo</i>
3 Neglaspaevan	11372					<i>Neglaspaevan</i>
4 Joe Sereia	11370					<i>Joe Sereia</i>
5 Jennifer Gonzalez	11372					<i>Jennifer Gonzalez</i>
6 Michelle Moore	11355					<i>Michelle Moore</i>
7 DAN DE	11372					<i>DAN DE</i>
8 Tanya Zarubina	11372					<i>Tanya Zarubina</i>
9 EDUARDO HERNANDEZ	11372					<i>EDUARDO HERNANDEZ</i>
10 Daniela Gonzalez	11372					<i>Daniela Gonzalez</i>
11 Carlo S	11372					<i>Carlo S</i>
12 ALVIN HUNTER	11372					<i>ALVIN HUNTER</i>
13 Henry Ouzry	11372					<i>Henry Ouzry</i>
14 MARILYN GUTIERREZ	11372					<i>MARILYN GUTIERREZ</i>
15 Ruth Condes	11372					<i>Ruth Condes</i>
16 Sylla Maisonneuve	11372					<i>Sylla Maisonneuve</i>
17 Jeffrey V	11372					<i>Jeffrey V</i>



FORTE PREPARATORY ACADEMY COMMUNITY PETITION

As a member of the Jackson Heights, East Rutherford, or Corona communities which Forte Preparatory Academy intends to primarily serve, I am signing this petition to affirm that I have read Forte Prep's mission, there is a need for this school in our community, and I would like to see Forte Preparatory Academy open as a free, public charter school in the fall of 2012. Further, if I have a child aged 5-12, I am a member of Jackson Heights, East Rutherford, or Corona que Forte Preparatory Academy tiene la intención de atender en el futuro, estoy firmando esta petición para afirmar que he leído la misión de Forte Prep / hay una necesidad para esta escuela en mi comunidad / voy a firmar a la Academia Preparatoria Forte abierta como una escuela pública gratuita en el otoño de 2012.

#	Name (please print) / Nombre	Zip Code / código postal	Phone / telefono	Email / correo electrónico	School aged children? / ¿Tiene hijos a Forte Prep? (Yes/No)	Would I be inclined to send my children to Forte Prep? / ¿Me inclinaría a enviar a mis hijos a Forte Prep? (Yes/No)	Signature / Firma
1	Graham Browne	11370	(347) 705-1197	graham.browne@gmail.com		Yes	<i>[Signature]</i>
2	Melody Bivins	11377				Yes	<i>[Signature]</i>
3	Albardo Fortino	11432				Yes	<i>[Signature]</i>
4	Nelly Decina	11372				Yes	<i>[Signature]</i>
5	Deborah	11372					<i>[Signature]</i>
6	Tommy Vargas	11378				Yes	<i>[Signature]</i>
7	Shunt Seta	11372					<i>[Signature]</i>
8	G. Idrade						<i>[Signature]</i>
9	Rosendo						<i>[Signature]</i>
10	Yoland	11372				Yes	<i>[Signature]</i>
11	CHRISTIAN	11730					<i>[Signature]</i>
12	Terrive Amerson	11372					<i>[Signature]</i>
13	Andrew Medina	11372					<i>[Signature]</i>
14	Paul Jaramilla	11372					<i>[Signature]</i>
15	Albardo Fortino	11370			2	Yes	<i>[Signature]</i>
16	Don Abalds	11368			2	Yes	<i>[Signature]</i>
17	SARAH	11372					<i>[Signature]</i>



FORTÉ PREPARATORY ACADEMY COMMUNITY PETITION

I am a member of the Jackson Heights, East Elmhurst, or Corona communities which Forté Preparatory Academy intends to primarily serve. I am signing this petition to affirm that I have read Forté Prep's mission, there is a need for this school in our community, and I would like to see Forté Preparatory Academy open as a free, public charter school in the fall of 2017. Further, I have school-aged children, and I am a resident of Jackson Heights, East Elmhurst, or Corona. I am a resident of Corona que Forté Preparatory Academy tiene la intención de servir principalmente, estoy firmando esta petición para afirmar que he leído la misión de Forté Prep; hay una necesidad para esta escuela en nuestra comunidad y yo me quiero ver a la Academia Preparatoria Forté abierta como una escuela pública gratuita en el otoño de 2017.

Name (please print) / Nombre	Zip Code / código postal	Phone / telefono	Email / correo electrónico	School aged children? / hijos a Forté Prep? (Yes/No)	Would I be inclined to send my children to Forté Prep? / ¿Me inclinaría a enviar a mis hijos a Forté Prep? (Yes/No)	Signature / Firma
1 Graham Browne	11370	(347) 709-1197	graham.browne@gmail.com		Yes	<i>[Signature]</i>
18 Geoffrey Poe	11072					<i>[Signature]</i>
19 Patricia Duran	11369					<i>[Signature]</i>
20 Juana Macula	11370					<i>[Signature]</i>
21 Mauru Flores	11369					<i>[Signature]</i>
22 Cecilia Hernandez	11369					<i>[Signature]</i>
23 Leopoldo Baez	11368					<i>[Signature]</i>
24 Miguel Baez	11368					<i>[Signature]</i>
25 Guido Garcia	11368					<i>[Signature]</i>
26 Jic	11368					<i>[Signature]</i>
27 Mr. Nikita Johnson						<i>[Signature]</i>
28 Marco Vera	11368				Yes	<i>[Signature]</i>
29 Risa	11432				Yes	<i>[Signature]</i>
30						
31						
32						
33						



FORTÉ PREPARATORY ACADEMY COMMUNITY PETITION

As a member of the Jackson Heights, East Elmhurst, or Corona communities which Forté Preparatory Academy intends to primarily serve, I am signing this petition to affirm that I have read Forté Prep's mission, there is a need for this school in our community, and I would like to see Forté Preparatory Academy open as a free, public charter school in the fall of 2017. Further, if I have school-aged children, I am requesting my child(ren) be accepted as a member of Jackson Heights, East Elmhurst, or Corona que Forté Preparatory Academy tiene la intención de servir a los niños de estas comunidades, estoy firmando esta petición para afirmar que he leído la misión de Forté Prep, hay una necesidad para esta escuela en nuestra comunidad, y me gustaría ver a la Academia Preparatoria Forté abierta como una escuela pública gratuita en el otoño de 2017.

Name (please print) / Nombre	Zip Code / código postal	Phone / telefono	Email / correo electrónico	School aged children? / ¿Me inclinará a enviar a mis hijos a Forté Prep? (Yes/No)	Would I be inclined to send my children to Forté Prep? / ¿Me inclinará a enviar a mis hijos a Forté Prep? (Yes/No)	Signature / Firma
1 Graham Browne	11370	(347)-709-1197	graham.browne@gmail.com		Yes	<i>Graham Browne</i>
66 Charles	11377				Yes	<i>Charles</i>
67 Mariela Valdes	11372				Yes	<i>Mariela Valdes</i>
68 Jessica Paucar	11365				Yes	<i>Jessica Paucar</i>
69 Erika Paucar	11368				Yes	<i>Erika Paucar</i>
70 Danny Paucar	11368				Yes	<i>Danny Paucar</i>
71 Alisha Parra	11368				Yes	<i>Alisha Parra</i>
72 Ruby, my Lin	11354				Yes	<i>Ruby Lin</i>
73 Ana Perez	11369				Yes	<i>Ana Perez</i>
74 David	11365				Yes	<i>David</i>
75 Carmen Vargas	11380				Yes	<i>Carmen Vargas</i>
76 W. Norman Valencia	11372				Yes	<i>W. Norman Valencia</i>
77 Jorge Rosado	11369				Yes	<i>Jorge Rosado</i>
78 C. Williams	11369				Yes	<i>C. Williams</i>
79 Myahred	11368				Yes	<i>Myahred</i>
80 YARA	11368				Yes	<i>YARA</i>
81 Alicia	11369				Yes	<i>Alicia</i>

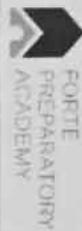
Cap 15-16



COMMUNITY PETITION

As a member of the Jackson Heights East District, or Corona Communities which Forte Preparatory Academy intends to primarily serve, I am signing this petition to affirm that I have read Forte Prep's mission, there is a need for this school in our community and I would like to see Forte Preparatory Academy open as a free, public charter school in the Fall of 2017. Further, if I am school-aged (18 years of age or younger), I am a resident of Jackson Heights, East District, or Communities de Corona que Forte Preparatory Academy tiene la intención de servir principalmente, estoy firmando esta petición para afirmar que he leído la misión de Forte Prep / he leído una declaración para esta escuela en nuestra comunidad / y me queda ver a la Academia Preparatoria Forte aditivamente como una escuela pública adicional gratuita en el otoño de 2017.

Name (please print) / Nombre	Zip Code / código postal	Phone / telefono	Email / correo electrónico	School aged children? ¿Me agrda / hijos a Forte Prep? (Yes/Si)	Would I be inclined to send my children to Forte Prep? / ¿Me inclinaria a enviar a mis hijos a Forte Prep? (Yes/Si)	Signature / Firma
1 Graham Browne	11370	(347)-709-1197	graham.browne@gmail.com	6, 7	Yes	
20 Marina Siddly	11428				Yes	
21 HAENA JIMENEZ	11421				Yes	
22 JASOT SOLIJA	5328				Yes	
23 Larimw Rattunam	11372				Yes	
24 Madhavan Mohd	11372				Yes	
25 Dushan	11372				Yes	
26 Juane Fernandez	11510				Yes	
27 AB Mamon Ode					Yes	
28 YANIVER YERRA	11372				Yes	
29 Dulcia Montero					Yes	
30 Cristina Martinez					Yes	
31 Yan Pagadisis	11372				?	
32 Roneo Rosa	11372				Yes	
33 TASHIM	11372				Yes	
34 Michaelmed	11372				Yes	
35 Magda Vera	11372				Yes	



FORTI PREPARATORY ACADEMY COMMUNITY PETITION

As a member of the Jackson Heights, East Elmhurst, or Corona communities which Forte Preparatory Academy intends to primarily serve, I am signing this petition to affirm that I have read Forte Prep's mission, charte is a good for this school in our community, and I would like to see this program implemented in our area. I am signing this petition to affirm that I have read Forte Prep's mission, charte is a good for this school in our community, and I would like to see this program implemented in our area. I am signing this petition to affirm that I have read Forte Prep's mission, charte is a good for this school in our community, and I would like to see this program implemented in our area.

1	Name (please print) / Number	Zip Code / código postal	Phone / telefono	Email / correo electrónico	School aged children? List ages / hijos a Forte Prep? Yes/No	Would I be inclined to send my children to Forte Prep? ¿Me inclinaría a enviar a mis hijos a Forte Prep? Yes/No	Signature / Firma
1	Graham Browne	11370	(347)-709-1197	graham.browne@gmail.com		Yes	
56	Karen Auredondo	11332			N/A	Yes	
57	SARAH LOTANIO	11372			N/A	Yes	Sarah Louise
58	Mohammad Salehuddin	11373			4 th grade	Yes	Mohammad
59	Ed O'Leary	11372				Yes	Ed O'Leary
70	Lucy Diaz	11372				Yes	Lucy Diaz
71	Issaiah Walker	11342				Yes	Issaiah Walker
72							
73							
74							
75							
76							
77							
78							
79							
80							
81							

Online petition signatures

Figure 4: ipetitions.com Forte Prep petition text⁶

 <p>This petition has collected 518 signatures using the online tools at ipetitions.com</p> <p>Printed on 2016-01-20</p>	<p>I support Forte Prep</p> <p>About this petition</p> <p><i>Forte Preparatory Academy is a proposed 5th-8th grade college preparatory, tuition-free public charter school for Queens, New York, primarily serving students from Jackson Heights, East Elmhurst, and North Corona.</i></p> <p>Our Mission: Through rigorous academics, quality instruction, and a positive culture of individual and collective responsibility, <u>Forte Preparatory Academy Charter School</u> equips all students in grades 5 through 8 to excel in college preparatory high schools and use their leadership and voice to change the world.</p> <p><i>I am signing this petition to affirm that I have read Forte Prep's mission, I believe in this mission, and I would like to see Forte Preparatory Academy open as a free, public charter school in the fall of 2017.</i></p> <p>Thank you for your support. This is just the beginning.</p>
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Figure 5: ipetition signatures and comments as of January 20, 2016

#	Name	Date	Comments
1	Francisco J Segarra	12/4/2015 20:38	I would love a choice in my borough with the same quality in academics as in Manhattan Prep schools without sending my children to another borough.
2	Graham Browne	12/4/2015 20:45	
3	Ashley Tucker	12/4/2015 20:51	
4	Eric Rucker	12/4/2015 20:52	
5	Noah Aptekar	12/4/2015 20:55	I believe Graham will be a thoughtful and passionate school leader and fully support Forte Prep!
6	Alexandra Smith	12/4/2015 20:56	
7	Rayyan Kamal	12/4/2015 21:06	
8	Christina Mainero	12/4/2015 21:07	
9	Katie Molteni Muir	12/4/2015 21:17	
10	Anthony Cozart	12/4/2015 21:20	
11	Joan Kim	12/4/2015 21:22	
12	John van der Stricht	12/4/2015 21:56	
13	Jamie Martz	12/4/2015 23:14	I believe in this school and its mission, and I believe it would be a great benefit to the city of New York for its children to attend such an institution.
14	Elisabeth Ward	12/4/2015 23:25	
15	Joseph Bonanni	12/5/2015 0:16	
16	Deshaun Mars	12/5/2015 0:47	
17	David Goodchild	12/5/2015 1:19	

⁶ <http://www.ipetitions.com/petition/i-support-forte-prep>

18	Alison Joseph	12/5/2015 1:45	
19	David Schlenker	12/5/2015 2:02	Graham is going to be an unbelievably effective school leader, I cannot wait to see this school in action!
20	Emre Cilem	12/5/2015 2:39	
21	Eric	12/5/2015 6:12	
22	HeeJin	12/5/2015 6:58	
23	Kalie Pierce	12/5/2015 8:05	Looking forward to seeing the Forte Preparatory Academy realized.
24	Lars Osterberg	12/5/2015 11:53	
25	Megan Keenan	12/5/2015 12:43	
26	Marc Daniels	12/5/2015 15:01	
27	Brett Camarda	12/5/2015 19:34	
28	Gordon Schoenfeld	12/5/2015 21:05	This is an excellent project " I fully support it!
29	Nicholas Hernandez	12/6/2015 1:49	
30	Audrey Davis	12/6/2015 17:20	
31	Joyce Lin	12/6/2015 17:40	Forte Prep has the potential to unlock the educational opportunity for so many young lives - and Graham Browne is undoubtedly the leader to execute on this school's laudable mission. I support Forte Prep wholeheartedly.
32	Alexa Allen	12/6/2015 17:44	
33	Desiree Browne	12/6/2015 17:44	
34	Elizabeth Backup	12/6/2015 17:46	I believe in this mission!
35	Ana Maria Chin	12/6/2015 17:52	
36	Reggie Ausby	12/6/2015 17:55	Fully supportive of this initiative to empower students.
37	Laura Peisl	12/6/2015 17:58	
38	Jonathan Chin	12/6/2015 17:58	
39	Katie Mullen	12/6/2015 17:59	
40	Emily Harris	12/6/2015 18:02	Graham Browne is a creative and dedicated leader. I believe in Forte Prep's mission and look forward to seeing how the school planning develops.
41	Kate Roberts	12/6/2015 18:02	
42	Angelina Cardona	12/6/2015 18:03	
43	OliveJoy Wolfe	12/6/2015 18:03	
44	Miriam Altman	12/6/2015 18:05	
45	Reilly Kiernan	12/6/2015 18:11	
46	Sanaa Rahman	12/6/2015 18:16	
47	Fona O.	12/6/2015 18:18	
48	Caroline Goodbody	12/6/2015 18:21	
49	Michael	12/6/2015 18:23	
50	Justin Douglas	12/6/2015 18:23	I believe that this school's mission of developing a positive culture of individual and collective responsibility is one of the most important lessons that we can share with young people.
51	Erin Kelly	12/6/2015 18:31	
52	Chris Fleming	12/6/2015 18:35	
53	Laszlo Syrop	12/6/2015 18:35	

54	Sam	12/6/2015 18:40	
55	Kalen Smith	12/6/2015 18:40	
56	Stephen salinas	12/6/2015 18:42	
57	Gillian Thompson	12/6/2015 18:48	I would love to see this school come to be.
58	Lizzie Horvitz	12/6/2015 18:48	
59	Priya Singh	12/6/2015 18:50	
60	Chantel Whittle	12/6/2015 18:54	
61	Maxwell Fritz	12/6/2015 18:56	
62	Brittany marshall	12/6/2015 19:03	
63	Jeff Hong	12/6/2015 19:17	
64	Jennifer Douglas	12/6/2015 19:17	
65	Pedro Leon de la Barra	12/6/2015 19:20	
66	Karin Dillie	12/6/2015 19:21	Go Graham!!!
67	Elisa del Valle	12/6/2015 19:22	
68	Meaghan McGrath	12/6/2015 19:27	New York needs a school like Forte Prep! Great job Graham
69	Casheif A Belvin	12/6/2015 19:27	Good luck! This is great.
70	Adrielle Jefferson	12/6/2015 19:27	
71	Casheif A Belvin	12/6/2015 19:27	Good luck! This is great.
72	Marina Lvova	12/6/2015 19:29	
73	Taylor Farmer	12/6/2015 19:29	How can I help?
74	Molly McCarthy	12/6/2015 19:29	
75	Nate Wong	12/6/2015 19:31	
76	Vincent Bish	12/6/2015 19:32	
77	William A Packer	12/6/2015 19:32	
78	Andy Suzuki	12/6/2015 19:33	
79	David Sorensen	12/6/2015 19:35	
80	Peggy Admirand	12/6/2015 19:36	
81	Alexandra Van Horn	12/6/2015 19:37	
82	Robert Lee	12/6/2015 19:37	
83	Will Rodd	12/6/2015 19:39	
84	Jeff McHugh	12/6/2015 19:40	The biggest lever for success in a school is a great leader. Forte's got one.
85	Audra McFarland	12/6/2015 19:40	
86	Brittany Harris	12/6/2015 19:42	
87	Jiyun Ouh	12/6/2015 19:42	
88	Hannah Goldman	12/6/2015 19:43	
89	Daphne Hallett Donahue	12/6/2015 19:43	
90	Brian Pierre II	12/6/2015 19:45	
91	Gregory Larsen	12/6/2015 19:45	
92	Bentley Kaptan	12/6/2015 19:46	
93	Michael Nkereuwem	12/6/2015 19:47	
94	Evelyn Ramirez	12/6/2015 19:48	

95	Ann Jankie	12/6/2015 19:50	How exciting! Very happy to see our alumni continuing to serve our communities - best of luck!
96	Nathaniel Durant	12/6/2015 19:54	
97	Shanique Kelley	12/6/2015 19:57	
98	Sarah Harvey	12/6/2015 19:59	This is such an important step forward for the community. We need this!
99	David Gillingham	12/6/2015 20:03	
100	Larry T Woody SPS '72	12/6/2015 20:04	
101	Kate Sully	12/6/2015 20:06	
102	Maria Rizo-Vergara	12/6/2015 20:08	Good luck Graham, the website for Forte looks great!!!
103	Nnaemeka Echebiri	12/6/2015 20:10	
104	Stephanie	12/6/2015 20:15	
105	Andrea Altman	12/6/2015 20:23	
106	Vina L. Ruby	12/6/2015 20:26	
107	Latoya Hankey	12/6/2015 20:27	Best of luck in this exciting and commendable adventure!
108	Rachel Levy	12/6/2015 20:31	
109	Stephanie Quaye	12/6/2015 20:32	
110	Bill Popwell	12/6/2015 20:33	
111	Kevin Sherman	12/6/2015 20:42	
112	Emika Abe	12/6/2015 20:54	
113	Elizabeth Cruikshank	12/6/2015 20:54	
114	Rebecca Duerre	12/6/2015 21:14	
115	Kesson Anderson	12/6/2015 21:16	
116	jared newmark	12/6/2015 21:17	
117	Chayanee	12/6/2015 21:23	
118	Vera Udebhulu	12/6/2015 21:26	I am so proud of you! If there is anything I can do to help, please let me know.
119	Katie Cheng	12/6/2015 21:29	Very exciting and best of luck!
120	Zulay Oyarvide	12/6/2015 21:34	
121	Caroline Walsh	12/6/2015 21:35	
122	Elizabeth Gellene	12/6/2015 21:36	
123	Jim Mahoney	12/6/2015 21:40	
124	Hilda Cupeles Nieves	12/6/2015 21:44	
125	Lesley Kwok	12/6/2015 21:49	
126	Tomas Sebastian Seromik	12/6/2015 21:53	
127	Taylor Goodman	12/6/2015 22:02	
128	Evan Hendon	12/6/2015 22:06	I believe in Forte Prep's mission and thr potential it can have for the Queens community.
129	Simone Chan	12/6/2015 22:11	
130	Lisa Perry	12/6/2015 22:11	So proud of this young man. I support him and this amazing opportunity to help transform lives and create agents of change through education! Let me know how I can help further.
131	Ricardo Bustos	12/6/2015 22:19	
132	AJ DeCristino	12/6/2015 22:22	

133	Makibi Takagi	12/6/2015 22:26	
134	Paul Mithun	12/6/2015 22:29	
135	Julen Harris	12/6/2015 22:36	
136	Carl Cornilsen	12/6/2015 22:38	Strong.
137	Ezra Miller	12/6/2015 22:43	Graham Browne is an inspiring, visionary leader who is deeply dedicated to the cause of education. As a public school teacher, I wholeheartedly support him in this venture.
138	Juliette Henry	12/6/2015 22:56	
139	Lauren Sliwinski	12/6/2015 22:58	
140	Rich Littlehale	12/6/2015 22:59	
141	Brenda Maldonado	12/6/2015 22:59	
142	Alexandra Rodriguez	12/6/2015 23:05	Really inspiring! Thank you for sharing. I also believe the biggest legacy you can leave behind is educating others- future leaders in this case. Good luck in getting all of The signatures!
143	Jose Wiltshire	12/6/2015 23:07	Good luck!!
144	Michael Bolds	12/6/2015 23:26	Get em Graham!
145	Jimmy Lowe	12/6/2015 23:48	
146	Laura Rodriguez	12/6/2015 23:54	
147	Lisa Lin	12/6/2015 23:56	I can't wait to see this meaningful venture come to fruition in the near future! Best of luck Graham.
148	Andrew Kane	12/7/2015 0:18	
149	Rebecca Blum	12/7/2015 0:22	I am so excited about this, Graham. I can't wait to visit Forte Prep in 2017.
150	Jonathan Tam	12/7/2015 0:24	
151	Aaron Stelson	12/7/2015 0:26	Graham is a committed educator and strong leader. I have no doubt this school will serve its students well.
152	Salimah Nooruddin	12/7/2015 0:27	
153	Erica Deane	12/7/2015 0:30	
154	Joelle Karlik	12/7/2015 0:35	
155	Theresa Wilson	12/7/2015 0:42	Good luck!
156	Anusha Raturi	12/7/2015 1:04	
157	Rohan Trivedi	12/7/2015 1:28	
158	Brad Braunstein	12/7/2015 1:37	
159	Shantal Chan-Friday	12/7/2015 1:44	Congrats Graham! So excited to see this come to life!
160	David Mowat	12/7/2015 1:46	
161	Caleb Balderston	12/7/2015 1:49	
162	Quentin Youmans	12/7/2015 1:49	
163	Andrea Gompf	12/7/2015 1:49	
164	Emily Caruso	12/7/2015 1:53	Graham has the passion, the drive, and the talent to bring this school into being. I have no doubt that Forte Prep will be life-changing to the students lucky enough to go there.
165	Christopher Cha	12/7/2015 2:08	Sounds like a wonderful plan.
166	Josh Spechler	12/7/2015 2:12	
167	Eleby Washington	12/7/2015 2:22	

168	Chelsea Goding	12/7/2015 2:34	Yes! This kind of thoughtfulness and generosity is urgently needed by NYC students :)
169	Michael Admirand	12/7/2015 2:36	
170	Brittain Stone	12/7/2015 2:42	
171	Miye Takagi	12/7/2015 3:01	Worthy effort that I'm honored to support!
172	Danny Shelton Jr	12/7/2015 3:03	
173	Ellen Winn	12/7/2015 3:04	I have the great pleasure to know this school's founder -- Graham Browne -- and have every confidence in the world he will create an incredible place of learning and art and exploration and curiosity and opportunity.
174	Adriana McDonald	12/7/2015 3:11	
175	Casey Kiernan	12/7/2015 3:15	
176	Emily Ente	12/7/2015 3:20	Such a proud supporter of yours, Graham! Can't wait to see this amazing school come to life.
177	Joseph Lerman	12/7/2015 3:37	Fantastic!
178	Michael Buzzard	12/7/2015 3:42	
179	Eva Schlitz	12/7/2015 4:44	
180	Sara Zuckert	12/7/2015 5:04	
181	Ashley Pandya	12/7/2015 5:12	
182	Mark Lewis	12/7/2015 6:45	
183	Emanuel Powell III	12/7/2015 7:09	Proud New York City resident in support of Forte Preparatory Academy's mission!
184	Isis Klein	12/7/2015 9:33	
185	Angela Romans	12/7/2015 11:53	
186	Disha Patel	12/7/2015 11:55	Yes!!!!
187	Darrell Trusty Jr	12/7/2015 12:50	
188	James Perry	12/7/2015 13:04	
189	Alex Chen	12/7/2015 13:40	
190	Natasha Go	12/7/2015 13:51	
191	Thano Chaltas	12/7/2015 14:18	
192	David Johnson	12/7/2015 14:21	Congrats on the milestones!
193	Kathryn Olivarius	12/7/2015 14:27	
194	Drew Camarda	12/7/2015 15:04	
195	Carol Rosenfeld	12/7/2015 15:16	
196	Gordon Wright	12/7/2015 15:22	
197	Katie Tenney	12/7/2015 15:32	
198	Soyini Driskell	12/7/2015 15:39	
199	Eitan Hochster	12/7/2015 15:54	
200	Ayanna Berry	12/7/2015 16:08	
201	David Ritchie	12/7/2015 16:10	
202	P. Darius Vaillancourt	12/7/2015 16:13	Good luck!
203	Margaret Farquharson	12/7/2015 16:17	I am unbelievably excited to support Forte Preparatory Academy in it's mission to shape the next generation of leaders!
204	Allison Krause	12/7/2015 17:10	

205	Clifford Emmanuel	12/7/2015 17:16	As a long time Queens resident and former New York City public school student, I would have loved having an educational option like Forte Preparatory Academy in my community.
206	Jane Clunie	12/7/2015 17:26	What a wonderful endeavor!
207	Nick Clifford	12/7/2015 18:48	Always happy to support a fellow brown alum, and what's most this seems like such a great project!
208	Hyuga Takagi	12/7/2015 19:06	
209	Elisa Yoshioka	12/7/2015 19:28	
210	Emily B	12/7/2015 19:46	
211	John Tobin	12/7/2015 19:50	Best of luck.
212	Dan Ostermueller	12/7/2015 19:52	
213	Cindy Pineda	12/7/2015 19:54	
214	David Chery	12/7/2015 19:55	
215	Tara Anderson	12/7/2015 20:52	All students deserve a high quality education and opportunities for enrichment. Graham is a dedicated and passionate leader who will make this vision come to life at Forte.
216	Sivan Hong	12/7/2015 21:02	
217	Gabrielle Fong	12/7/2015 21:25	
218	tamara davila	12/7/2015 22:31	excellent project! I know a lot of people in Queens that will sign this petition.
219	Neha govil	12/7/2015 22:34	
220	Rafe	12/7/2015 23:22	I support Forte. This will be a wonderful school.
221	Charles Nelson	12/8/2015 0:07	
222	Valerie Ho	12/8/2015 1:27	
223	Thomas Selby	12/8/2015 1:30	go graham!
224	Ashlee Tran	12/8/2015 1:30	
225	Marita	12/8/2015 1:32	
226	Rachel Key	12/8/2015 3:09	
227	Steve Bodow	12/8/2015 3:40	Absolutely! Very needed - as a recent resident of the neighborhood, I know it'd be a great asset to the community.
228	Matthew Slen	12/8/2015 4:33	
229	Kimberly Ueyama	12/8/2015 4:45	
230	Susan Lieu	12/8/2015 4:53	YES!
231	Zach Phillips	12/8/2015 5:29	
232	Jonathan Leung	12/8/2015 9:00	
233	Liza Van Gundy	12/8/2015 13:12	
234	Laura Huober	12/8/2015 13:39	
235	Karla Martinez	12/8/2015 13:41	
236	Abby Cobb	12/8/2015 14:16	
237	Donna Meredith	12/8/2015 15:00	
238	Sam Brill	12/8/2015 15:41	
239	Kyle Robinson	12/8/2015 15:43	I am a founding board member and fully support this effort. Forte Preparatory Academy will add value to the

			Queens community by providing top notch education for fifth through eighth grade students. - Kyle
240	Will Joyce	12/8/2015 15:53	
241	Anthony Dong	12/8/2015 16:28	
242	Queenie Tong	12/8/2015 16:47	
243	Rio	12/8/2015 16:52	
244	Rajiv Chegu	12/8/2015 18:15	
245	Kate Mullins	12/8/2015 18:26	
246	Megan Murphy	12/8/2015 18:28	
247	Lucy Price	12/8/2015 18:48	
248	Christopher Zappi	12/8/2015 22:28	
249	Victoria Chen	12/9/2015 1:22	
250	Bernier Lauredan	12/9/2015 4:48	Support from one SOM brother to another!
251	Kim Jackson	12/9/2015 6:40	So excited to see the wonderful things Forte Preparatory Academy is going to do!
252	monique peot	12/9/2015 9:29	good luck though you won't need it!!!! ;)
253	Devyn Harris	12/9/2015 9:32	
254	Alexandra Mumbauer	12/9/2015 10:53	
255	Jessica Lanney	12/9/2015 11:01	
256	Jerry Phelps	12/9/2015 11:16	
257	Nora Gross	12/9/2015 12:39	Sounds like a much needed school with a lot of promise!
258	Jeremiah Peterson	12/9/2015 13:06	Good luck Graham. You're changing the world!
259	Chris Gentile	12/9/2015 13:29	
260	Margaret Marrer	12/9/2015 13:56	
261	Michele Browne	12/9/2015 15:11	Forte Prep will do great things given its great leadership!
262	Jennifer Graham	12/9/2015 15:43	
263	Anthony F	12/9/2015 16:10	
264	Ivan Watanabe	12/9/2015 16:11	
265	Jennifer Tan	12/9/2015 16:28	
266	Johanna Ortiz	12/9/2015 23:17	Forte = Strength! A legacy to build and many lives to transform!
267	Brian Sargenti	12/9/2015 23:24	
268	Robert Kimball	12/10/2015 3:45	
269	Peter Grunert	12/10/2015 4:36	Can't wait to see this come to fruition!
270	Neelay Patil	12/10/2015 12:56	
271	Mariah Collins	12/10/2015 13:43	
272	Rachel Dickens	12/10/2015 14:00	
273	Fernanda Dobal	12/10/2015 15:14	Supporting this great mission!
274	Sam Lilja	12/10/2015 15:21	
275	Shirin Hashim	12/10/2015 15:41	
276	Adam Behrens	12/10/2015 15:45	
277	ariella chivil	12/10/2015 15:56	
278	Sam Carmichael	12/10/2015 17:06	

279	George Lin	12/10/2015 17:27	
280	Connor Skelly	12/10/2015 17:40	Good luck!
281	Neha Anand	12/10/2015 17:42	
282	Adam Smith	12/10/2015 17:55	
283	Michaela Rpss	12/10/2015 18:22	
284	Stephen Zerfas	12/10/2015 18:22	
285	Will Howerton	12/10/2015 18:50	
286	Calvin Alunkal	12/10/2015 19:45	
287	Wendy Pan	12/10/2015 19:47	
288	Alex Sauter	12/10/2015 19:58	Good luck!
289	David Walters	12/10/2015 20:04	Every student deserves a quality education!!! Glad to support!
290	Matt Plummer	12/10/2015 21:08	
291	Lily Fu	12/10/2015 21:29	Very exciting and good luck!
292	Alexander C Donovan	12/10/2015 21:46	
293	Pippa Bianco	12/10/2015 21:59	
294	Gwen Maurello	12/10/2015 22:47	
295	Olivia Peoples	12/10/2015 23:07	Thank you for taking on this important work.
296	Patrick Elyas	12/11/2015 0:49	
297	Patrick Senat	12/11/2015 3:04	Graham is a good friend and a man of great character.
298	Melissa Kyle	12/11/2015 3:38	
299	Emma Pelzner	12/11/2015 5:23	
300	Karen Anahory	12/11/2015 14:18	Strong mission. Good luck!
301	Sonali Patel	12/11/2015 14:19	
302	Alexandra Casper	12/11/2015 14:27	Good luck!
303	Lauren Hult	12/11/2015 14:36	
304	Benjamin King	12/11/2015 14:39	
305	Sara Glazer	12/11/2015 15:00	
306	Sam Swartz	12/11/2015 15:37	
307	Peter Kim	12/11/2015 15:42	Strongly endorse Graham Browne as an outstanding leader
308	Leslie MacKrell	12/11/2015 15:44	Can attest to Mr. Browne's leadership capabilities and commitment.
309	Eliza Loomis	12/11/2015 15:48	
310	Daniel Pike	12/11/2015 15:51	
311	Vincent McPhillip	12/11/2015 20:25	
312	Michael Ciccarone	12/11/2015 20:57	Big believer in what Graham applies himself to!
313	Annie Chor	12/11/2015 23:21	I fully support! Good luck! -Annie
314	Michael Andolina	12/12/2015 1:10	
315	Charlotte Neuhaus	12/12/2015 8:21	
316	Jean Browne	12/12/2015 15:17	This is an awesome undertaking. I am very proud of you. You have my full support.
317	Sarah Lockridge-Steckel	12/13/2015 2:25	I'm so excited for this! 100% in support :D
318	Alexandra Rothman	12/13/2015 13:28	

319	John-Paul Julien	12/13/2015 16:35	
320	Kiersten abate	12/13/2015 16:46	Great work!
321	Derek Wang	12/13/2015 16:46	
322	Elliot	12/13/2015 16:48	
323	Elliot	12/13/2015 16:49	
324	Sam Sturm	12/13/2015 17:59	
325	Susan Farshidi	12/13/2015 18:21	
326	Vivi Vasudevan	12/13/2015 20:55	
327	Amanda Gewirtz	12/13/2015 21:13	
328	Denise Williams	12/14/2015 4:48	
329	Jeremiah S. Pam	12/14/2015 4:50	
330	Alexis Banschick	12/14/2015 13:21	
331	Ophelia Hu	12/14/2015 14:47	
332	Farhana Ahmed	12/14/2015 15:06	
333	Amie Sugarman	12/14/2015 15:48	
334	Khara Gresham	12/14/2015 16:01	this is dope! I'd love to support as much as I can
335	Amar Rajwani	12/14/2015 17:36	
336	Juliet Kaye	12/14/2015 17:45	
337	Lauren Boros	12/14/2015 19:48	
338	Kayla Ringelheim	12/14/2015 22:09	
339	Pratima Neti	12/15/2015 1:54	
340	Thomas Craven	12/15/2015 15:51	Great work so far!
341	Christine Goding	12/15/2015 15:51	
342	Michele Browne	12/15/2015 15:56	
343	Charlotte Wong	12/15/2015 15:57	
344	Mark Malacapay	12/15/2015 15:59	This looks amazing!
345	Benjamin M Saper	12/15/2015 16:33	Would love or this school to happen. Great leaders make great schools!
346	Derek Lipscomb	12/15/2015 16:52	Keep it up!
347	Sarah Kay	12/15/2015 17:43	Graham Browne is such a passionate and hard-working leader. I'm so excited to cheer him on in this important mission!
348	Anne Suzuki	12/15/2015 17:57	
349	Austin E. Purnell	12/15/2015 18:38	This is exactly the kind of initiative that will make our education system stronger, and I know first hand that no one is better equipped to lead the charge than Mr. Browne and his team. Here's to Forte Prep! Sincerely, Austin E. Purnell MA, New York University, BA, Wesleyan University National Cathedral School for Boys
350	Stuart Gibbs	12/15/2015 18:39	go Graham, go
351	Sydney	12/15/2015 18:43	
352	Julia Goldner	12/15/2015 18:46	
353	Brett Weinstock	12/15/2015 19:38	
354	Kathleen Lavery	12/15/2015 19:50	

355	Margaret Perkins	12/15/2015 20:12	
356	Aaron Powers	12/15/2015 20:31	
357	Allyson Chung	12/15/2015 21:24	
358	Jason	12/15/2015 21:33	
359	Adit Basheer	12/15/2015 22:27	
360	Matthew Akamatsu	12/15/2015 23:06	
361	Tawana Purnell	12/16/2015 1:28	Good for.you!!
362	Robert Smith III	12/16/2015 3:42	
363	Cecil Apostol	12/16/2015 6:30	
364	Jan Kay	12/16/2015 17:37	
365	Paul Raymond	12/18/2015 18:21	
366	Nicole Prince	12/18/2015 20:54	
367	Tasha Kersey Aoaeh	12/20/2015 19:57	I'm sitting here reading through the comments of this petition with a huge smile. Why? As a member of the Founding Board of Forte Prep, I am thrilled to be doing such meaningful work with someone like Graham Browne. The comments reinforce my belief in Graham and his ability to work with the community of Northwest Queens to prepare their children to be leaders of the present and the future! Born and raised in Queens, I am excited to know that people like Graham care about how our students are educated. Opening (and sustaining!) a school is not easy work. That being said, with support such as what I am seeing here, we will get it done -- together!
368	Malcolm Dunbar	12/20/2015 21:33	
369	Diane Dalzell	12/21/2015 0:21	I am happy to support prepping our youth for college!
370	Madifing Kaba	12/21/2015 2:22	
371	Irene Chung	12/21/2015 2:32	
372	karen rheuban md	12/21/2015 3:00	As a graduate of Queens public schools, I wish you all the best in this effort!
373	Anthony - JuQuan Bennett	12/21/2015 23:11	
374	Matt de la Peñã	12/22/2015 19:59	Exciting!
375	James Jadotte	12/23/2015 12:30	Building the foundational structure for tomorrow. I support!
376	Alex Chittim	12/23/2015 15:16	
377	Laura Onelio	12/23/2015 16:27	
378	John Rocklin	12/23/2015 16:42	Folks, you know this will be a huge success. Leadership with a vision to ensure happy, healthy, and successful lives of countless children. Please do what you can to make this a reality!
379	Sarah Ferguson	12/23/2015 16:43	
380	Michelle Tran	12/23/2015 16:47	Keep up the great work!
381	Manjula Raman	12/23/2015 16:49	
382	Eric Gershman	12/23/2015 16:55	
383	Hannah Goldstein	12/23/2015 17:04	
384	Stefan Smith	12/23/2015 17:22	
385	Thea Aguiar	12/23/2015 17:23	

386	Nate Scott	12/23/2015 17:25	
387	Shaena McPadden	12/23/2015 17:26	
388	Alec Tierney	12/23/2015 17:44	
389	Damian Ramsey	12/23/2015 17:44	More options for children and families. How could I not sign.
390	Jonas Clark	12/23/2015 17:48	Way to go Graham! -Jonas
391	Sarah Greenwalt	12/23/2015 17:49	
392	Caroline Washington	12/23/2015 17:59	
393	Lindsay Southworth	12/23/2015 18:11	
394	Eli Gelb	12/23/2015 18:25	The future could not be in better hands. Graham Browne is a born leader, and an incredible role model for these kids.
395	David Valdes	12/23/2015 18:35	Bravo!!
396	Shayna Keller	12/23/2015 18:36	
397	Chris Yergan	12/23/2015 19:10	
398	Julie Andress	12/23/2015 19:53	
399	Matthew Adam	12/23/2015 20:13	
400	Leah Karlins	12/23/2015 22:54	Graham will be a fantastic school leader!
401	Deacon Chapin	12/23/2015 23:12	Good luck!
402	Cyn Morgan	12/23/2015 23:15	
403	Mark Sliwinski	12/23/2015 23:20	
404	Lindsey Larson	12/24/2015 0:19	
405	Zoie Blackwood	12/24/2015 0:28	
406	Julia Schwartz	12/24/2015 0:30	
407	Pieter A Biersteker	12/24/2015 2:30	
408	Talia Bennick	12/24/2015 2:40	
409	Natalie Willens	12/24/2015 2:48	
410	Martina Jones	12/24/2015 3:21	
411	Tess Hart	12/24/2015 4:36	Go Graham!!
412	Bladi Duran	12/24/2015 18:54	
413	James Williams	12/24/2015 21:39	
414	Tracy H. Evans	12/27/2015 4:24	
415	Stephanie Browne	12/27/2015 20:46	Graham was raised to value education and he has succeeded in all aspects of his life. He will be an exceptional role model and protect his students at all costs giving them a nurturing environment to be hug achievers.
416	Emily Myerson	12/28/2015 12:49	
417	Phillip Gara	12/28/2015 16:07	Graham has the experience and training uniquely suited to create educational programs that allow students to succeed in the 21st century.
418	Tori Hines	12/28/2015 19:10	
419	Elizabeth Host	12/28/2015 23:39	I
420	Yvonne D. Jackson	12/29/2015 18:30	This city is in great need of more college preparatory charter schools! This is a great idea for the Queens , NY area. I support this effort 100%.
421	Jacqueline E. Mann	12/30/2015 3:13	

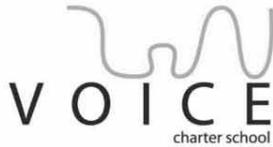
422	Rachel Schilowitz	12/30/2015 15:20	
423	Mario Antwine	12/30/2015 16:22	
424	Michael Gacek	12/30/2015 16:57	
425	Jessica Silliman	12/30/2015 18:14	
426	Russell Bailey	12/30/2015 19:24	
427	Nicole Jordan	12/30/2015 19:37	
428	Evonne Antwine	12/31/2015 1:07	You have my support! Good Luck!
429	Becca Gong Sharp	12/31/2015 3:03	Good luck and godspeed, Graham!!
430	Hugo Santillan	12/31/2015 15:25	Onward - best of luck in 2016!
431	irina santillan	12/31/2015 16:19	
432	Will Joyce	12/31/2015 18:08	
433	LaDonna Lee	1/1/2016 7:18	
434	Brenen Blair	1/2/2016 19:57	
435	Patrick Briaud	1/3/2016 7:35	Yes!
436	Chelsea Petrenko	1/4/2016 15:01	
437	Daniel Marcy	1/5/2016 14:00	
438	Denise	1/5/2016 14:52	
439	Tamicka Marcy	1/5/2016 15:22	
440	Julie Hurwitz	1/5/2016 19:44	
441	Neil Samen	1/6/2016 0:47	
442	Brian Leacock	1/6/2016 2:20	
443	Clau	1/6/2016 14:40	It would be good to have one of this in East Elmhurst
444	diane shaw	1/7/2016 3:16	
445	Kerrie Smith Campbell	1/7/2016 12:54	Very excited to hear more.
446	Emma Carmichael	1/7/2016 17:21	
447	Richard Celestin	1/8/2016 20:41	
448	Mikaela Moore	1/14/2016 21:35	
449	Ray Sultan	1/14/2016 22:55	Yay!!
450	Ben friedman	1/15/2016 0:54	I believe in Graham.
451	Jennifer Milikowsky	1/15/2016 3:41	This is wonderful! Great work by great people.
452	Teresa Rodriguez	1/15/2016 10:10	
453	Nick Kramer	1/15/2016 14:07	
454	linda Ponce de Leon	1/15/2016 15:04	
455	Madifing Kaba	1/15/2016 17:15	
456	Terri Belkas-Mitchell	1/15/2016 17:22	
457	Melissa Strouth	1/15/2016 18:29	
458	Daniel Moskowitz	1/15/2016 20:58	
459	Doreen Attard	1/15/2016 22:11	
460	Marissa Agin	1/15/2016 22:57	
461	Nya Holder	1/15/2016 23:40	Let's make quality education accessible to all!
462	Norma Lopez	1/15/2016 23:49	

463	Franklin Rosado	1/16/2016 1:30	
464	Allison Burkett	1/16/2016 1:42	I fully support this endeavor!
465	Leslie Randazzo	1/16/2016 2:36	
466	Helen Cox	1/16/2016 2:37	
467	Leonora Dodge	1/16/2016 3:01	A great education is the best hope for our communities.
468	Karyl Duverge	1/16/2016 4:50	Charlotte will be a great asset.
469	Johnell King	1/16/2016 11:12	
470	Lisa LaBarca	1/16/2016 11:57	
471	Arelys Duverge	1/16/2016 16:28	Charlotte, congratulations on this beautiful and helpful mission!
472	marcela	1/16/2016 18:53	
473	Gail hobson	1/16/2016 21:37	
474	Nicole D Mason-Parks	1/16/2016 23:43	
475	Jennifer Russell	1/17/2016 1:22	
476	Jahi Wise	1/17/2016 19:00	Congrats!
477	Ola	1/17/2016 19:00	
478	Elaine Dang	1/17/2016 19:00	I support Forte Prep Academy and their mission!
479	Michael Linares	1/17/2016 20:20	
480	Tommy Day	1/17/2016 20:29	
481	Emma	1/17/2016 21:17	Fortunate for the children! Best of luck.
482	Jose De Anda	1/17/2016 21:47	
483	Peter Neuhaus	1/17/2016 23:37	
484	Shraddha Sawardekar	1/18/2016 0:29	Graham is a great educator and will do a wonderful job :)
485	Frederick Kukulhaus	1/18/2016 1:04	
486	Mauricio Giron	1/18/2016 6:04	
487	Karen Chen	1/18/2016 14:27	
488	Brian Kim	1/18/2016 22:38	
489	Carlos Urena	1/18/2016 23:20	I support Forte Prep Academy and their mission!
490	Patrick McLaughlin	1/18/2016 23:24	
491	Ryan Schaefer	1/18/2016 23:31	
492	Sam Green	1/18/2016 23:31	
493	Helene Beauchemin	1/18/2016 23:56	
494	Erika Thompsen	1/19/2016 0:14	
495	Michael Harsch	1/19/2016 1:23	I can think of no one better to establish a free, public charter school than Graham Browne. His commitment to improving the education system is admirable!
496	Keiko Rose	1/19/2016 1:28	
497	Dominique Grant	1/19/2016 1:38	
498	Frank Farsi	1/19/2016 1:45	
499	Ben Perry	1/19/2016 1:59	
500	Erika Pena	1/19/2016 2:46	
501	Julia Etchin	1/19/2016 4:11	
502	Ben Freedman	1/19/2016 4:50	

503	William G Young	1/19/2016 5:54	
504	Chris Harnisch	1/19/2016 8:36	
505	Myron Henry	1/19/2016 12:25	
506	Suzy Baker	1/19/2016 14:47	
507	Kelle Allen	1/19/2016 15:03	
508	Emanuel Rios	1/19/2016 17:33	
509	Scott Farray	1/19/2016 18:18	
510	Glenda Edwards	1/19/2016 18:52	This is an awesome idea and I wish you all the best of luck!
511	Mark Lee	1/19/2016 19:03	
512	Jamie Carmon	1/19/2016 19:48	
513	Jamaal Smith	1/19/2016 20:54	
514	Matthew King	1/19/2016 23:32	
515	Zach Cohen	1/19/2016 23:38	
516	Dwyane Thomas	1/20/2016 1:07	
517	Keona Rivers	1/20/2016 2:20	
518	Miguel Pinto	1/20/2016 12:35	

Letters of support

Figure 6: VOICE Charter School LOS



Franklin Headley
Principal
VOICE Charter School
36-24 12th St.
LIC, NY 11106

To Whom It May Concern,

I am writing this letter in strong support of Forte Preparatory Academy Charter School, a proposed 5-8, college preparatory middle school to serve students from Jackson Heights, East Elmhurst and Corona.

The mission of Forte Prep is to equip all students with the skills to succeed in college preparatory high schools and to use their leadership and voice to change the world. I believe that we need this type of school to bring those opportunities to families and students in our community. The community needs more high quality options for our children, and with issues of overcrowding in Community School District 30, the need for more schools- more opportunities- is dire. I think Forte Prep will be a welcome addition to our small but strong network of independent charter schools in Queens that produce quality outcomes for children.

Further, I support the leadership of Graham Browne, proposed Executive Director. We have met on multiple occasions at VOICE as well as at 82nd Street Academics Principals' Night in November. I believe he has what it takes to build a new school, and his passion and enthusiasm for the work will take Forte Prep very far.

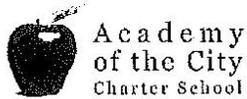
On behalf of VOICE Charter School, please accept my full support for Forte Preparatory Academy Charter School. I hope that your office will grant a charter to open in the fall of 2017. If you have any questions or concerns, please contact my office at info@voicecharterschool.org.

Sincerely,

Franklin Headley
Principal
VOICE Charter School

36-24 12th Street • Long Island City, New York 11106
Phone Number: 718.361.1694 • Fax Number: 646.537.1703
Email: info@voicecharterschool.org • Webpage: www.voicecharterschool.org

Figure 7: Academy of the City LOS



Susan Miller Barker
Executive Director
SUNY Charter Schools Institute
41 State St.
Albany, NY 12207

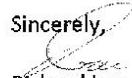
Dear Ms. Miller Barker,

I am writing this letter in strong support of Forte Preparatory Academy Charter School, a proposed 5-8, college preparatory middle school to serve students from Jackson Heights, East Elmhurst and Corona.

As you may be aware, I am the founding principal of Academy of the City Charter School and we now served over 400 children. We have continued to work on behalf of students and their academic success. I support the leadership of Graham Browne, proposed Executive Director. We met earlier this fall when he visited the school as well as during the 82nd Street Academics Principals' Night. He is sharp and thoughtful, and I think that he will develop a great school that is built to last.

With tremendous overcrowding and high levels of demand for high quality charter schools in the district, I believe that Forte Prep will be a welcome addition for families who seek a college preparatory middle school option. Further, the school's commitment to serving all students regardless of background, educational needs and languages spoken at home drives at the true purpose of public education.

On behalf of Academy of the City Charter School, please accept my full support for Forte Preparatory Academy Charter School. If you have any questions, please contact me at rlee@academyofthecity.org.

Sincerely,

Richard Lee
Principal

31-29 60th Street
Woodside, NY 11377
718-487-9857
www.academyofthecity.org

Figure 8: VIVA Pharmacy and Wellness LOS



VIVA Pharmacy & Wellness
80-14 Northern Boulevard
Jackson Heights NY 11372

To Whom It May Concern,

We at VIVA Pharmacy & Wellness are writing this letter in strong support of Forte Preparatory Academy Charter School, a proposed 5-8, college preparatory middle school to serve students from Jackson Heights, East Elmhurst and Corona.

The ability of our neighboring youth to succeed in college preparatory high schools and to use their leadership talents towards success is essential for today's successful workforce. I believe that we need this type of school to bring those opportunities to families and students in our community.

The community needs more high quality options for our children, and with issues of overcrowding in Community School District 30, the need for more schools- more opportunities- is frightening.

I think Forte Prep will be great for Queens and produce good futures for children.

Further, I support the leadership of Graham Browne, proposed Executive Director. We can see his passion for the community and bright future of today's youth.

I am proud to have met him and we believe he has what it takes to build a new school, and his passion and enthusiasm for the work will take Forte Prep very far. On behalf of VIVA PHARMACY & WELLNESS, please accept our full support for Forte Preparatory Academy Charter School.

I hope that your office will grant a charter to open in the fall of 2017. If you have any questions or concerns, please contact my office at vivajacksonheights@gmail.com.

Sincerely,

Latchmin Raghunauth
VIVA Pharmacy & Wellness
Owner / Supervising Pharmacist

Figure 9: Max Koltuv (Achievement First) LOS



Susan Miller Barker
Executive Director
SUNY Charter Schools Institute
41 State St.
Albany, NY 12207

Ms. Miller Barker,

I am writing this letter in strong support of Forte Preparatory Academy Charter School, a proposed 5-8, college preparatory middle school to serve students from Jackson Heights, East Elmhurst and Corona.

As a Regional Superintendent at Achievement First, I oversee our 16 elementary schools and know first-hand how a terrible it is for families to suffer from a lack of good options for their children. I have engaged with Forte's lead planner, Graham Browne and I believe strongly he will create a great school for students who would otherwise lack strong options.

Forte Prep has the potential to bring high quality public education to students in Northwest Queens. With middle schools in the area experiencing tremendous overcrowding, parents are constantly seeking other high quality school options for their children. Forte Prep can be that option, and is built on an academic model that has been proven to deliver great results.

Proposed Executive Director Graham Browne is a Fellow with Building Excellent Schools, a highly selective program that has supported the development of high-performing charter schools for fifteen years. I, too, was a BES Fellow, and founded Leadership Prep in Brooklyn in 2006. I know firsthand the quality of leadership development and training that BES fellows experience, and I have full confidence that the leaders who emerge from this program go on to found excellent schools. I believe he will take Forte Prep to great heights.

On behalf of Achievement First, please accept my full support for Forte Preparatory Academy Charter School. I hope that you will reach out with questions or concerns at maxkoltuv@achievementfirst.org.

Sincerely,

A handwritten signature in cursive script that reads "Max Koltuv".

Max Koltuv
Regional Superintendent
Achievement First

403 James Street
New Haven, CT 06513
203 773 3223



335 Adams Street, Suite 700
Brooklyn, NY 11201
718 623 2660

www.achievementfirst.org

Figure 10: Democracy Prep Endurance LOS



DEMOCRACY PREP ENDURANCE CHARTER SCHOOL

Work Hard. Go to College. Change the World!

Susan Miller Barker
Executive Director
SUNY Charter Schools Institute
41 State St.
Albany, NY 12207

Ms. Miller Barker,

I am writing this letter to support Forte Preparatory Academy Charter School, a proposed 5-8, college preparatory middle school to serve students from Jackson Heights, East Elmhurst and Corona.

As the Executive Director of Democracy Prep Endurance Charter School, a charter school serving grades 6-9 in Central Harlem, I cannot speak highly enough of the training that Building Excellent Schools provides. With this training, Democracy Prep Endurance has been able to surpass NYC and NYS state average exam scores at all grade levels in math and by the time scholars are in 8th grade they are surpassing the NYC and the NYS average in ELA as well

Forte Prep has the potential to bring high quality public education to students in Northwest Queens. With middle schools over capacity, parents yearn for more options. Forte Prep can be that option, and is built on an academic model that has been proven to deliver great results.

Proposed Executive Director Graham Browne is a Fellow with Building Excellent Schools and I have gotten to know him quite well over the past two years. Through the BES Summer Leaders Internship, Mr. Browne completed a month-long residency at Democracy Prep Endurance Middle School in 2014, and was an exemplary contributor to our school during that time. In the year that has followed, Mr. Browne has continued to be an active and supportive member of our school community, earning the respect of myself, teachers and scholars. Having completed the Emerging Leader program through Building Excellent Schools, I know how well prepared Mr. Browne will be in founding and leading Forte Prep.

On behalf of Democracy Prep Endurance, please accept my full support for Forte Preparatory Academy Charter School. I hope that you will reach out with questions or concerns at mmarrer@democracyprep.org

Sincerely,

Margaret Marrer

Executive Director

Democracy Prep Endurance Charter School

Figure 11: Woodside on the Move LOS



Serving the Community since 1976

Services & Programs

Youth Cultural
Housing Business

January 14, 2016

To Whom It May Concern,

Woodside On The Move Inc. a grassroots organizations serving Western Queens is in support of the Forte Preparatory Academy Charter School. As advocates for our communities, with a long track record in Jackson Heights, we look forward to the educational opportunities provided by the Academy. We believe that following the Building Excellent Schools Model and with the leadership of Graham Browne our residents will access a welcoming school with a creative STEM curriculum.

If you need any other information please feel free to contact me at 718-476-8449

Sincerely,

Bob Piazza, Board President

Woodside On The Move Inc

39-42 59th St., 2nd Fl., Ste. 5, Woodside, NY 11377 Tel: 718-476-8449 Fax: 718-476-6946
email: info@woodsideonthemove.org website: www.woodsideonthemove.org

Figure 12: Building Excellent Schools LOS



January 14, 2016

To Whom It May Concern:

Building Excellent Schools ("BES") is proud to support the charter application for Forte Preparatory Academy Charter School ("Forte Prep") and the leadership of Graham Browne as Lead Founder and Proposed Executive Director.

Building Excellent Schools (BES) is a highly selective, nationally recognized non-profit whose flagship program, the BES Fellowship, prepares outstanding candidates for urban charter school leadership. We are confident that Graham has the capacity and the competencies that are indispensable to the creation and leadership of a high achieving charter school. Graham came to the BES Fellowship with a deep commitment to quality urban education and he has developed into a leader that has both the professional experiences and unabashed determination to be a strong school leader. In his visits to high performing schools, his thoughtfulness shines through, as does his keen mind to break down how and why schools function at the high level that they do. We have full confidence that Graham will lead a high quality, high performing 5-8 charter school for the families and students of Queens.

Graham continues to expand his school leadership through completion of extended leadership residencies, first at Democracy Prep Endurance, a BES school and a high quality, well-respected 6-8 charter middle school in Harlem. Graham began working with the school's Director, Margaret Marrer, in the summer of 2015 as BES Summer Leader Intern, and continues with the school in a leadership training role this winter. Graham will also be leveraging leadership residencies at other BES schools including Excel Academy in Boston, MA and Liberty Collegiate Academy in Nashville TN – both among the highest performing schools in their respective states and both nationally recognized models of quality public education. These schools and their leadership, along with others across the BES network, will provide continuing resources to Graham and his team at Forte Prep.

Lastly, Graham will benefit from the depth of support which BES provides its BES Fellows. Through BES Follow-on Support, BES will help the leadership team at Forte Prep operationalize the lessons of the BES Fellowship - lessons in leadership, culture and rigor –through high-touch coaching from a BES Director of Leadership Development. Moreover, as members of the BES portfolio of schools, the founding team has full access to a trusted partner of BES, Charter School Support Services, which has helped find facilities – and secure the requisite financing of those facilities – for the vast majority of BES schools to recently come out of the BES Fellowship.

We are honored to work with Graham and have strong confidence that his school leadership and the well-researched components of the public charter school design for Forte Prep will lead to strong student achievement for the children of Queens.

Respectfully,

Linda Brown

Linda Brown
Founder and Chief Executive Officer

Susan L. Walsh

Susan L. Walsh
Senior Director, Fellowship and Leadership Development

Figure 13: Shelley Brevda LOS

Shelley Brevda

Jackson Heights, NY 11372

January 15, 2016

To Whom It May Concern:

I am writing this letter in strong support of Forte Preparatory Academy Charter School, a proposed 5-8, college preparatory middle school to serve students from Jackson Heights, East Elmhurst and Corona.

The mission of Forte Prep is to equip all students with the skills to succeed in college preparatory high schools, college and to use their leadership to create their individual space in this world. As one of the founders of The Renaissance Charter School, I can attest that our children need this foundation in order to succeed in life. I am a retired Speech/Language Pathologist and have over 30 years of experience working with school aged children with learning issues. The small school teacher/student relationships that a charter school can offer to the student is essential in their educational experience.

Community School District 30 is a densely populated area with a critical shortage of school seats. The middle schools in this area are over capacity. I believe that we need this type of school to bring those opportunities to families and students in our community. The community needs more high quality options for our children. As a community member I think Forte Prep will be a welcome addition to the network of public schools, charter schools, private schools and religion schools. Thus giving the families of CSD 30 choices for their children. I am a product of the NYC DOE and my son is an product of a charter school education. These different experiences leads me to believe that there must be choices to reach the individual needs of the student and family.

Further, I support the leadership of Graham Browne, proposed Executive Director. I have read his resume and have various digital conversations with Mr. Browne. He clearly demonstrates the vision, goals and skills that I believe a charter school leader needs.

Forte Prep is needed in the Jackson Heights, East Elmhurst and Corona area. Please give our families another choice for the education of our middle school students.

Thank you,

Shelley Brevda, CCC/SLP

Shelley Brevda, CCC/SLP

Figure 14: Queens Chamber of Commerce LOS



January 19, 2016

Susan Miller-Barker
Executive Director
SUNY Charter Schools Institute
41 State St.
Albany, NY 12207

To Whom It May Concern,

The Queens Chamber of Commerce supports Forte Preparatory Academy Charter School, a proposed 5-8, college preparatory middle school to serve students from Jackson Heights, East Elmhurst and Corona.

The Queens Chamber supports economic growth and prosperity in the most diverse community in the country by promoting the interests of business through advocacy, networking and education. As the Executive Director of the Queens Chamber, I work to expand membership of the chamber and increase programs and supports for anything related to business in Queens. In 2016, we launched several new committees, including a not-for-profit committee to support organizations doing great work in our communities. We know that the next generation of business owners and leaders need a strong educational foundation, especially one that prepares them to college, which is why I believe that Forte Prep will be a great addition to the schools in the community.

I had the opportunity to meet the lead founder, Mr. Browne, at a Queens Chamber of Commerce event in the fall, and I was so excited that he wanted to bring the vision for this school to a community where I live and work. I think he is passionate and smart and wish him nothing but the best in putting together what I think will be a successful school.

I hope that you will strongly consider this application for approval. If you have any questions or concerns, please contact my office at tgrech@queenschamber.org

Sincerely,

A handwritten signature in black ink, appearing to read 'Tom J. Grech', written in a cursive style.

Thomas J. Grech, Executive Director

Queens Chamber of Commerce

75-20 Astoria Boulevard, Suite 140

Jackson Heights, NY 11370

Figure 15: Boston Prep LOS



Susan Miller Barker
Executive Director
SUNY Charter Schools Institute
41 State St.
Albany, NY 12207

Ms. Miller Barker,

I am writing this letter to support Forte Preparatory Academy Charter School, a proposed 5-8, college preparatory middle school to serve students from Jackson Heights, East Elmhurst and Corona.

After teaching and leading at Boston Collegiate Charter School since its founding in 1998, I currently serve as Chief Academic Officer at Boston Preparatory Charter School, a 6 – 12 college preparatory charter school. Boston Prep, a school founded in 2005 through Building Excellent Schools, provides a high quality middle and high school option for families in the City of Boston. Boston Prep students have consistently achieved strong academic results on state assessments, college acceptance and now, college persistence.

Forte Prep has the potential to bring high quality public education to students in Northwest Queens. Families deserve high quality, college preparatory middle school options and I'm certain that Forte Prep can bring this option, built on an academic model that has been proven to deliver great results.

Proposed Executive Director Graham Browne is a Fellow with Building Excellent Schools. I had the privilege of knowing and working with Mr. Browne through the BES Summer Leaders Internship in 2014. During the month-long program, Mr. Browne was an extraordinary contributor, providing rich insight into the details of leading a high quality school program grounded in academic results for students, and was an exemplary contributor to the school's program in which he was placed.

On behalf of Boston Prep Charter School, please accept my full support for Forte Preparatory Academy Charter School. I hope that you will reach out with questions or concerns at ecallahan@bostonprep.org.

Sincerely,

Eileen Callahan
Chief Academic Officer, Boston Prep Charter School

Figure 16: Richard Celestin Consulting Group LLC LOS



RICHARD CELESTIN CONSULTING GROUP LLC

January 19, 2016

Susan Miller-Barker
Executive Director
SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

To Whom It May Concern:

Without hesitation, I support Graham Browne, the lead founder, and his efforts to develop the Forte Preparatory Academy Charter School, a proposed fifth to eighth grade college preparatory middle school aimed at serving students from Jackson Heights, Corona, and East Elmhurst.

As an attorney, I greatly value education and the tremendous impact it can play in the life of an individual, particularly in a young person with sights set on college and a professional career. It is for this reason that I have dedicated my career towards not only the practice of law but also empowering, motivating, and supporting students with limited access to strive for greatness and to consistently set the bar high. Under my consulting group, Richard Celestin Consulting Group LLC, I have dedicated the last six years as a vendor with the Department of Education developing supplemental skill development programming targeting schools and communities in need. It is with this passion and desire that I can confidently say that Forte Prep will play a tremendous role in alleviating the needs of the communities it seeks to serve, as they currently suffer from overcrowding, limited academic support, and a strong need for new and challenging academic institutions.

The passion and dedication that Mr. Browne possesses and emits are not only contagious but are also the necessary ingredients in what makes a successful leader and visionary. I have no doubt that Mr. Browne will be successful in making a tremendous impact in my community and to the parents and young people within it. It is for this reason that I provide my unconditional and unwavering support of his efforts as well as the goals and values of Forte Prep.

I greatly appreciate your strong consideration of this application. If you have any questions or need any additional information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard Celestin". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Richard Celestin
Sole Proprietor / Attorney-at-Law
Richard Celestin Consulting Group LLC
3220 91st Street, Apt. 109
East Elmhurst, NY 11369

E-Mail: RCelestinLLC@gmail.com
www.RichardCelestinLLC.com

Figure 17: Renaissance Charter School - Principal Stacey Gauthier LOS

The Renaissance

35-59 81st Street, Jackson Heights, NY 11372
www.renaissancecharter.org • 718-803-0060 • 718-803-3785 (fax) Charter School

January 18, 2016

To Whom It May Concern:

I am writing this letter in support of Forte Preparatory Academy Charter School, a proposed 5-8 middle school in Community School District 30.

Graham Browne met with me in the early stages of his application process. We have also communicated during the process. Throughout our conversations, I have come to the conclusion that he is a very thoughtful, committed and dedicated school leader. He has done a tremendous amount of work researching best practices and building expertise on how students learn best, what is needed to build a strong school culture and what type of school design will best serve the students in our community.

It is my understanding that he has been reaching out to various constituents in the community including the CEC, the district superintendent, elected officials and other community leaders and families. He has put in the time and effort to ensure that the community is both informed about his school and has the opportunity to provide input into the process.

Additionally, Forte Prep will serve all students, have an admissions' policy that allows for late applicants to be able to attend, will backfill in all grades and will have a discipline policy that is focused more on rewards, restorative practice and culture building rather than punishment.

Community School District 30 is extremely over crowded. The independent charter schools all have wait lists. At Renaissance, we have a wait list of over 2,700 students. We could certainly populate another high quality school that has as its mission the preparation of one of the most at-risk grade groups to successfully achieve high school and college readiness, admission and completion.

I am therefore submitting this letter in support of Mr. Browne's application. If you would like to discuss this further, please do not hesitate to contact me.

Sincerely,



Stacey Gauthier
Principal

"Developing Leaders for the Renaissance of New York"

Figure 18: Langston Hughes Community Library - Lawanna Dean-Davis

Executive Director
SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

January 20, 2016

Dear Sir or Madam:

My name is Lawanna Dean-Davis and I am writing to support Forte Preparatory Academy Charter School; a middle school for East Elmhurst, Corona, and Jackson Heights.

As a Customer Service Specialist for Langston Hughes Community Library and Cultural Center at Queens Library, I meet all types of people from culturally diverse backgrounds. I engage with many children and parents in the community and the most important thing that I have observed is that parents are involved in their child's education. As a parent myself, quality education is very important to me.

The community grows constantly, and Corona is one the most overcrowded school districts in NYC, and we need not just more schools, but quality schools. The schools in this area are extremely overcrowded, and we would welcome a quality school like Forte Preparatory Academy Charter School to be available to the growing community.

As a resident of this community as well, I have a unique position. The need for quality schooling is very necessary and much needed. I believe in Forte Preparatory Academy's mission statement:

"Through rigorous academics, quality instruction, and a positive culture of individual and collective responsibility, Forte Prep Academy Charter School equips students from grades 5 through 8 to eventually excel in college prep high schools and use their leadership and voice to change the world."

This community needs to be paid attention to. I support Mr. Graham Browne as the Leader of Forte Preparatory Academy Charter School. His vision for a quality school for all students regardless of race, ethnicity, home language, or social economic status is refreshing. He believes all students deserve the opportunity to build and transform their lives through access to a world-class education. I believe that too. I also believe in the schools mission of Literacy and math, striving for high-quality teachers, and to have a structured and joyful school environment, small group classrooms and enrichment in the arts and technology.

I have faith in Mr. Browne's mission-driven promise to the community of East Elmhurst, Corona, and Jackson Heights. I feel confident in his abilities to transform this community of learners to become all they can be today and for the future.

I wholeheartedly hope that Forte Preparatory Academy Charter School is approved to open in 2017.

Sincerely,

Lawanna Dean Davis

Figure 19: State Senator Jose Peralta - 13th District LOS

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ALBANY, NEW YORK 12247
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**NEW YORK
STATE
SENATE**
ALBANY, NEW YORK 12247



SENATOR JOSE PERALTA
13TH DISTRICT

**DEMOCRATIC WHIP
RANKING MINORITY MEMBER
ON LABOR**

COMMITTEES:

CITIES
CONSUMER PROTECTION
CRIME VICTIMS, CRIME
& CORRECTION
EDUCATION
FINANCE
HIGHER EDUCATION

MEMBER:

NYS BLACK, PUERTO RICAN, HISPANIC & ASIAN CAUCUS
NYS ASSEMBLY/SENATE
NYS PUERTO RICAN HISPANIC TASK FORCE

January 20, 2016

Susan Miller Barker
Executive Director
SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

Ms. Miller Barker,

I am writing this letter in strong support of Forte Preparatory Academy Charter School, a proposed 5-8, college preparatory middle school to serve students from Jackson Heights, East Elmhurst and Corona.

The mission of Forte Prep is to equip all students with the skills to succeed in college preparatory high schools and to use their leadership and voice to change the world. I believe that we need this type of school to bring those opportunities to families and students in our community.

As my district is overcrowded, we continually search for solutions for that issue. I believe that this school will provide students with an outstanding foundation of the academic and interpersonal skills needed to succeed in college and to compete in the 21st century economy.

Further, I support the leadership of Graham Browne, proposed Executive Director. He has quickly integrated himself into our community and is deeply committed to creating a long-lasting organization. He has a clear vision for the school and has impressed me with his passion and drive to build Forte Prep.

On behalf of my office, please accept my full support for Forte Preparatory Academy Charter School. I hope that your office will grant a charter to open in the fall of 2017. If you have any questions or concerns, please contact my office at 718-205-3881.

Sincerely,

A handwritten signature in black ink, appearing to read "Jose Peralta".

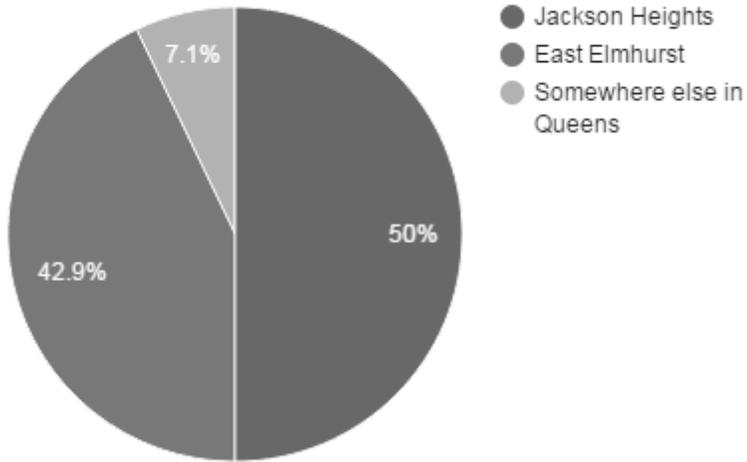
Jose Peralta
New York State Senator, 13th District

Community feedback survey results

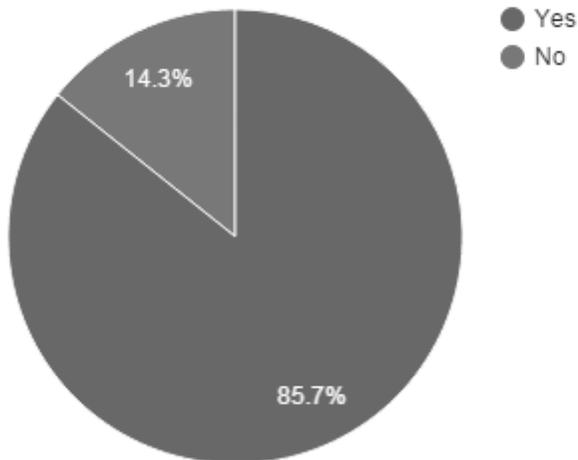
Feedback survey results from Community Input Survey hosted online at:

https://docs.google.com/forms/d/1qgx8q4G3PLVHCdPKmwAZ_DvCG07TBS1g6O7ocGeW2h4/

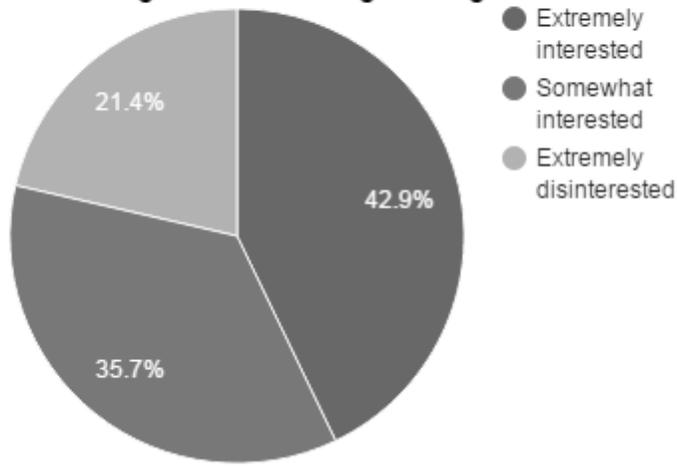
Where do you live?



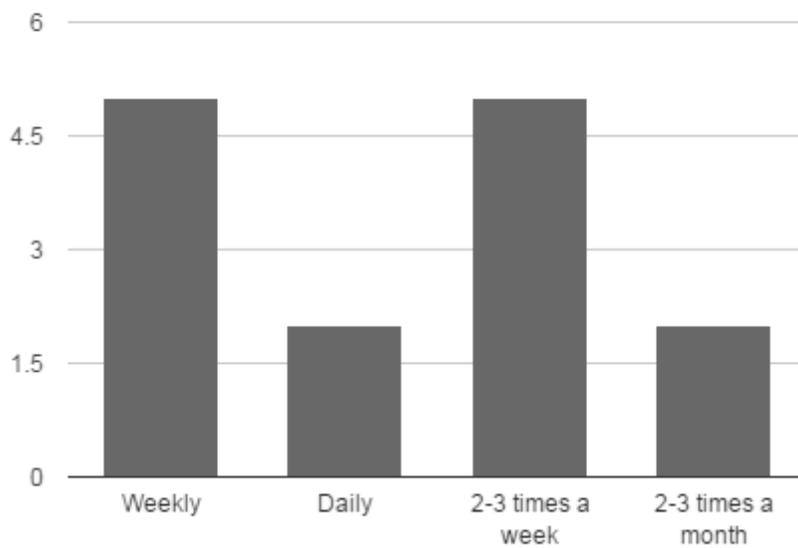
Are you a parent or guardian of a school-aged child?



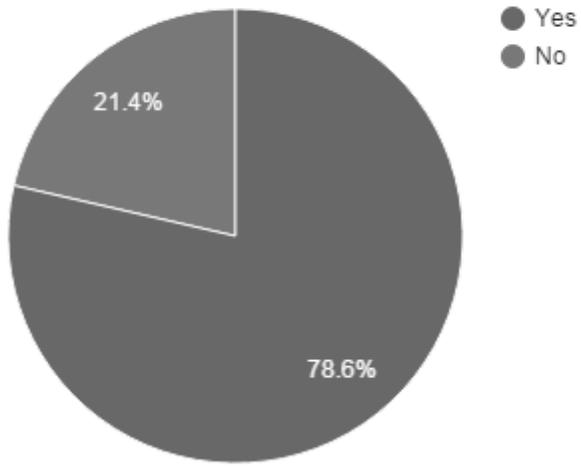
As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?



How often should teachers communicate with parents?



I am a resident of Northwestern Queens and I support Forte Preparatory Academy Charter School.



R-15f – Admissions Policy

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Forte Preparatory Academy Charter School Admission Policy

Forte Preparatory Academy Charter School (“Forte Prep”) is a tuition-free, open enrollment public charter school serving students in grades five through eight. **Our Mission:** Through rigorous academics, quality instruction, and a positive culture of individual and collective responsibility, Forte Preparatory Academy Charter School equips all students in grades 5 through 8 to excel in college preparatory high schools and use their leadership and voice to change the world.

Our admission policy adheres to the following Non-Discrimination Statement:

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

Forte Preparatory will be open to all students within New York City, but is specifically designed to provide an expanded middle school and 5-8 academic program for the students of Northwest Queens and which prepares all students to excel in college preparatory high schools on a path to college access and success. These preferences have been approved by the school’s authorizer and are thus permissible.

Forte Prep’s admission policy is designed to achieve three distinct goals: (a) to admit a student body that is representative of the broader community in which Forte Prep is located, (b) provide expanded learning opportunities for students at-risk of academic failure and, (c) provide expanded learning opportunities for students with disabilities and English Language Learners. Our admission process will

adhere to all laws related to charter school admissions, Title VI of the Civil Rights Act and § 2854(2) of New York Education Law.

Application requirements

Parents or guardians interested in submitting an application to enroll in Forte Prep must provide the following **required** information in the application:

- Applicant Student Information
 - Name (First, Last)
 - Date of Birth (MM/DD/YYYY)
 - Gender (circle one): Male / Female
 - Home Address (street address, city, state, zip code)
 - School District (or New York City Community School District), if known
 - Grade Applying for
 - Does the applicant student have a sibling(s) who is currently enrolled in this charter school? (circle one Yes/No). If yes, list at least one sibling's name, current grade and date of birth.
- Parent/Guardian Information:
 - Name (First, Last)
 - Relationship to Student
 - Phone Number(s), if available

Additionally, Forte Prep will ask the following **optional** information about the student. These additional items may be used to consider a student's preferential status in our lottery, but are not required in order to apply to Forte Prep:

- Parent/Guardian information
 - Home Address (street address, city, state, zip code)
 - Email address
 - Does the student currently receive ELL (English Language Learner) services in school? Circle one Yes/No
 - Does the student primarily speak a language other than English at home? Circle one: Yes/No
 - Does the student have a sibling who is also applying to Forte Prep?
 - How did you learn about our school?

All applicants must be a resident of New York State by the admission lottery date and admission to the school. Two forms of proof of residency are required for all students, with the exception of homeless students. Acceptable forms of proof of residency are:

- Original signed lease, deed, mortgage agreement
- Water bill